BENHA UNIVERSITY
FACULTY OF SPECIFIC EDUCATION
DEPARTMENT OF EDUCATIONAL TECHNOLOGY

PROPOSED MODEL FOR DESIGNING AND ACTIVATING THE VIRTUAL CLASSROOMS IN BASIC EDUCATION SCHOOLS IN THE LIGHT OF QUALITY STANDARDS

SUMMARY OF PH.D. DEGREE THESIS IN SPECIFIC EDUCATION (EDUCATIONAL TECHNOLOGY)

BY

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STUDY PROBLEM:

The review of literature, the pilot study administered in the academic year 2009-2010 and the present study researcher's observation and interviews in the basic education schools revealed that there were some problems related to the present virtual classrooms system after the introduction of the e-learning system by the Ministry of education. Therefore, the present study examined the techniques for designing a virtual classroom in the basic education schools in the light of the quality standards. The study problem was stated in the following four questions:

1- What are the quality standards of virtual classrooms?

2- What is the proposed model of the virtual classroom in the light of the quality standards?

3- What is the effect of using the proposed model of the virtual classroom on scholastic achievement?

4- What is the effect of using the proposed model of the virtual classroom on the pupils" attitudes towards the virtual classrooms?

STUDY LIMITATIONS:

The present study limited itself to:

✓ Design of an instructional unit as a content for the virtual classroom "Formula and Equations Unit" using Excel program.

✓ A group of the second grade pupils in Saad Zaghlool Preparatory School for Girls during the second semester (2011-2012) because the computers are available and the pupils have internet skills.

✓ Some learning outcomes among the basic education schools' pupils represented in achievement and attitude towards virtual classrooms.

STUDY OBJECTIVES:

▪ Preparing a list of the quality standards for the virtual classrooms.

- Building a model of virtual classrooms in the light of the quality standards.

- Investigating the effect of the proposed model of virtual classroom on achievement and attitude.

STUDY HYPOTHESES:

- There are statistically significant differences between the experimental group's scores means in the pre-application and the post-application of the achievement test, in favour of the post-application.

- There are statistically significant differences between the experimental group's scores means in the pre-application and the post-application of the attitude scale, in favour of the post-application.

STUDY PROCEDURES:

1- Reviewing the previous literature related to the present study variables.

2- Preparing a list of quality standards of virtual classrooms.

3- Submitting the list to a jury of experts for validity.

4- Developing the proposed model and the instructional content and judging their face validity by a jury of experts.

5- Preparing the study tools and validating them by a jury of experts.

6- Drawing the study sample (n= 20).

7- Administering the study tools as a pre-application.

8- Experimenting the proposed model of the virtual classrooms.

9- Administering the study tools as a post-application.

10- Treating the data statistically and interpreting the findings.

11- Suggesting the study recommendations.

STUDY FINDINGS:

The present study reached the following findings:

- There were statistically significant differences at 0.01 level between the experimental group's scores means in the pre-application and the post-application of the achievement test, in favour of the post-application.

- There were statistically significant differences at 0.01 level between the experimental group's scores means in the pre-application and the post-application of the attitude scale, in favour of the post-application.