The Effectiveness of Difference in Communication Styles (Dual-Multi) via YouTube and Motivation to (low- high) Learning in Introducing the Teaching Aids Curriculum for Students of Educational Rehabilitation, Al-Azhar University for Developing Achievement, Performance and Attitudes

Abstract

The research aimed at investigating the effectiveness of a program via YouTube for dual communication versus multi communication on the achievement, performance and attitudes of students in the educational rehabilitation, Al-Azhar University with high motivation versus low motivation in teaching aids curriculum. The sample of the research consisted of 48 students and they were divided into four experimental groups: (Group (1) dual communication with low motivation - group (2) dual communication with high motivation - group (3) multi communication with low motivation- group (4) multi-communication with high motivation. Each group consisted of
twelve students. The research used a measuring test for measuring cognitive aspect related with the skills of using the teaching aids, a checklist for measuring the practical performance skills of using teaching aids, and a scale for measuring attitudes towards learning through YouTube, and the scale of motivation for learning (issued by the Michigan University, USA). The research used the experimental approach to achieve the results. The results revealed the effectiveness of the program submitted via YouTube in developing achievement and performance for the sample of the research and in attitudes toward learning via YouTube regardless the style of communication and the level of motivation. The results also revealed the outperformance of multi communication group via YouTube to dual communication group in achievement, performance and attitudes, as the results revealed the outperformance of the high-level of motivation group on that group of low-level of motivation in achievement, performance and attitudes. The results revealed that there is no effect of interaction or direct effect for the two variables of communication styles (dual - Multi) and the level of motivation (high- low) on the achievement of students via You Tube.
"برنامج مقترح في المستحدثات الكيميائية قائم على التعلم الذاتي لتنمية مفاهيم المستحدثات الكيميائية لدى طلاب نوادي العلوم بالمرحلة الثانوية "

مستخلص البحث:

هدف البحث هو تعرف فاعلية برنامج مقترح قائم على التعلم الذاتي لتنمية مفاهيم المستحدثات الكيميائية لدى طلاب نوادي العلوم بالمرحلة الثانوية، وتم تحديد قائمة بمفاهيم تلك المستحدثات الكيميائية التي يمكن تعميمها من خلال البرنامج المقترح، وبناء البرنامج المقترح القائم على التعلم الذاتي (المودولات التعليمية)، وللتحقق من فعالية البحث تم بناء أداة البحث وهي اختيار مفاهيم المستحدثات الكيميائية، وتطبيق البرنامج المقترح على المجموعة التجريبية (240 طالبًا وطالبة من طلاب نوادي العلوم بالمرحلة الثانوية في أربع محافظات هي (المنوفية، القيروان، الشرقية، القاهرة)، وأسفرت نتائج البحث عن فاعلية البرنامج المقترح في تنمية مفاهيم المستحدثات الكيميائية لدى طلاب نوادي العلوم بالمرحلة الثانوية.

الكلمات الدالة: برنامج مقترح، التعلم الذاتي، تنمية مفاهيم المستحدثات الكيميائية، طلاب نوادي العلوم بالمرحلة الثانوية.

**the effectiveness of using a proposed program based on self-learning in the development of Chemical Innovations Concepts among secondary school Science Clubs’ students**

**Abstract**

This research aimed at investigating the effectiveness of using a proposed program based on self-learning in the development of Chemical Innovations Concepts among secondary school Science Clubs’ students. A list of Chemical Innovations’ concepts that could be developed through the proposed program. A program based on self-learning and a test of Chemical Innovations’ concepts were designed. The program was administered to the experimental group (n=240 students) from Eight schools in Four educational directorates in four governorates (Menouyia, Qalubia, Sharqyia and Cairo). The results of the research indicated the effectiveness of the proposed program in developing the concepts of Chemical Innovations among secondary stage Science Clubs’ students.

**Keywords: Proposed Program, Self-Learning, development of Chemical Innovations’ Concepts, Students’ Science Clubs.**
The Effectiveness of the program proposed in the historical culture to Develop a Sense of Belonging among Students of the Second Episode of the basic education.

Abstract

Research Problem: Examining The Effectiveness of the program proposed in the historical culture to Develop a Sense of Belonging among Students of the Second Episode of the basic education.

Method and Procedures: In order to answer the research questions and justify the research hypotheses the researcher followed the following procedures: Designing a list of historical culture diminutions. Designing the suggested view of the historical culture curriculum. Designing a Sense of Belonging measure. Selecting the research sample from First grade prep students. Teaching one unit from the suggested program. The research tools post – application of. Results: There is statistically significant difference between the average grades of the experimental group in the pre and post application to measure a sense of belonging for the post application.
A Program for Developing Online Written Discussion Skills and Etiquettes of Prep School First Graders Through Facebook Website

Abstract:
This study aimed at utilizing the popularity of Facebook among new generations to develop online written discussion skills and etiquettes of prep school first graders. To achieve this aim, the study prepared a list of online written discussion skills and a list of online written discussion etiquettes that are necessary for these pupils. Based on these two lists, an online written discussion program was implemented through a Facebook page to develop some of these skills and etiquettes. Findings revealed the effectiveness of the program in developing these skills because it was attractive and not traditional. However, the program was not effective in developing the etiquettes because time was not long enough. Using modern communication technology in teaching writing was recommended.
"Philosophy of Education (Educational vision cash to achieve a balance between stability issues and reasons for change)"

Abstract:

Experiencing recent violent changes at all levels of social, economic and Alsaasph and value, and by extension the formats contemporary educational system is facing complex challenges posed by changes in various fields and areas; and impose the existential questions of educational philosophy urgency in recent times, are we? Where are we going?, What is the nature of knowledge that guide us? These questions generate many educational questions, why do we educate? And what we educate? And How do we educate?, and then reflect these questions about the issue of education: goals, curriculum, and methods, and then study was a problem: the foundations of the philosophy of education to achieve a balance between stability issues and reasons for the change. As part of the research this problem study aimed to: address the philosophical backgrounds of the term Stability and change, and analysis of educational issues associated with the term Stability and change, and define a vision philosophy of education to make a balance between stability issues and reasons for change and the study used the method of philosophical analysis and come to the most important foundations of the philosophy of education to achieve a balance between stability issues and reasons for change by identifying the
intellectual framework for the philosophy of education, and the proposed Thdidohm its pillars.
the effectiveness of educational kit in developing the clothing culture among educable mentally disabled

Abstract

Recently, attempts have appeared to reduce the problem of mentally handicapped reliance on others concerning personal care tasks, especially in clothes and solving them by using educational technological assisting methods. The educational kit is one of the most prominent individual means. Educational kits can be used for clothing culture for the mentally disabled to help them to select clothes that suit their bodies, age, the place and time in which they wear them, and to take care of their clothes leading to self-independence and ability to aesthetic taste in clothing. The results of the study showed the strong impact of the educational kit in developing the skills and cognitive aspects of clothing culture among the mentally handicapped (age 8 to 14 years) due to the diversity of the educational activities and materials provided to them in educational kit and appropriate for each handicapped. In addition, the results revealed the strong impact of the educational kit in the developing the skills and cognitive aspects of clothing culture of mentally handicapped of (14-20) years due to the diversity of the educational activities and materials provided to them in educational kit and appropriate for each handicapped.

Keywords: Educational kit, clothing culture, educable mentally disabled
"أثر المدخل المنظومى فى تتمية مهارات الكتابة الوظيفية لدى تلاميذ الصف الخامس الابتدائي"

• مستخلص البحث:

تحددت مشكلة البحث في ضعف مهارات الكتابة الوظيفية لدى تلاميذ الصف الخامس الابتدائي، وقد يرجع السبب إلى تنظيم اللغة العربية بالمنهج الخطي، فكانت مهارات اللغة منفصلة عن بعضها، وهدف البحث إلى تتمية مهارات الكتابة الوظيفية، وذلك باستخدام المدخل المنظومي. واستخدمت الباحثة المنهج المنظمي في اعداد الإطار النظري، وجمع مادة علمية عن الكتابة الوظيفية ومهاراتها، وكذلك المدخل المنظومي وأهميته في التدريس. واستخدمت أيضاً المنهج التجريبي، حيث اختارت الباحثة عينة من (90) تلميذة وتلميذ، قسمت العينة إلى مجموعتين، إحداهما ضابط والأخري تجريبي، وقامت الباحثة بإعداد أدوات البحث، وهي قائمة مهارات الكتابة الوظيفية المناسبة لتمثيل الصف الخامس الابتدائي، واختبار مهارات الكتابة الوظيفية، في ضوء قائمة المهارات السابقة، وتم تطبيق الاختيار على المجموعتين الضابط والتجريبية قبل التطبيق، وتم معالجة الوحدة الثانية من مقرر اللغة العربية الصف الخامس الابتدائي. فصل دراسي ثانى - بالمدخل المنظمي، ودست المجموعة التجريبية الوحدة المعالجة، ثم تطبيق اختبار الكتابة الوظيفية على المجموعتين الضابط والتجريبية، وقد أثبت المدخل المنظمي فاعلية في تدريس مهارات الكتابة الوظيفية، حيث أظهرت النتائج إلى وجود فروق ذات دلالة إحصائية بين درجات المجموعة الضابط والتجريبية في التطبيق البعدى لصالح التجريبية، وكذلك وجود فرص ذات دلالة إحصائية بين درجات المجموعة التجريبية في التطبيق البعدى لصالح الضابط.

The effect of using the Systematic Approach on Developing the Functional Writing Skills for Fifth Grade Primary Stage Students.

Abstract

This study mainly discusses low functional writing skills concerning elementary Fifth Primary Grade pupils. This can be due to the adjustment of Arabic language curriculum using a linear approach. Language skills have been separately taught. Therefore the study aims at developing functional writing skills using Systemic Approach. The researcher used adescriptive approach for the theoretical framework and presenting scientific material about functional writing and pertaining skills and, moreover, Systemic Approach and the importance of using it for teaching. Again, the researcher used an experimental approach. She used a sample of 90 elem. Fifth Primary Grade (fe)male pupils. The sample has been divided into 2 groups; a control and experimental group. She prepared study tools; a list of functional writing skills suitable for elem. Grade 5 pupils and a functional writing skills test concerning the skills list. Both control and experimental groups were tested before application. The elem. Grade 5 Arabic
language curriculum, unit 2, 2nd semester, was treated by Systemic Approach. The experimental group studied the treated unit, then, the functional writing test was applied to the groups. The Systemic Approach was efficient with respect to teaching functional writing skills. Results showed statistically significant experimental group superiority concerning post-test application. Furthermore, statistically significant post-test superiority concerning pre- and post-test application within the experimental group was indicated.
Empowering intermediate schools’ teachers in the Jeddah city and its relationship to organizational effectiveness from their point of view Othman Shaddad al-Maliki

Abstract
The present study aimed at identifying the relationship between the empowerment of teachers in intermediate schools in Jeddah city and organizational effectiveness from their point of view. To achieve the aim of the study, a questionnaire consisting of 55 items was prepared. The items were distributed to two parts: Part I for measuring the level of empowerment of teachers as measured by Short and Rnhart (Decision Making, Professional Growth, Cognitive Status, Self Efficacy, Autonomy, Impact); and Part 2 for measuring the level of the organizational effectiveness of intermediate schools in Jeddah through four dimensions (job satisfaction, the relationship between the school and the community, and students’ growth and renewal and development). The researcher used the descriptive analytical method. The questionnaire was administered to a sample of 406 intermediate school teachers Jeddah city. The study reached the following results: The relationship between the empowerment of teachers
and organizational effectiveness was positive correlational a moderate value. All the correlation coefficients of the internal dimensions for both variables were positive direct. The study recommended: Increasing the participation of teachers in the development and coordination of plans for school work. Activation of the Council of the parents to strengthen the relationship between the school, the parents, and to enhance self-growth and achievement among students. Reduce the number of students in the classroom so that the teacher can apply new and different teaching methods.
The Relationship of Emotional Intelligence to Life Satisfaction among a Sample of University students

Abstract:
The aim of this study was to identify the relationship between the emotional intelligence and life satisfaction among of sample of university students. The study also aimed at investigating the differences between males and females with regard to emotional intelligence and life satisfaction. The sample of the study comprised 130 male and female students at Faculty of Specific Education, Benha University. Tools of the study were scale of emotional intelligence and scale of life satisfaction. The results of the study revealed that: There is a positive relationship between emotional intelligence and life satisfaction among university students. Emotional intelligence contributed to the prediction of life satisfaction among university studnets. There are differences between males and females in both emotional intelligence and life satisfaction in favor of the females.
A study of Tests Written by Teachers in Al- Ehsa’ Directorate of Education for the Third Intermediate Students

Abstract
This study aimed at investigating whether the tests constructed by the teachers of the third intermediate in Al- Ehsa’ Directorate of Education cover the language components enclosed with the teacher’s book in terms of structure, function, vocabulary, attitudes and values. The study attempted to answer the following questions:
1. To what extent do EFL teachers cover the language components in writing their test items?
2. Do the EFL teachers’ tests vary with respect to sex and experience variables?

The population of the study consisted of all the teachers of the third intermediate in Al- Ehsa’ Directorate of Education during the first semester of the academic year 2013/2014. The teachers had the same social background but differ in experience. The sample of the study consisted of forty tests written by forty teachers who are B.A holders (n=20 males and 20 females) in forty schools in Ehsa’ Directorate of Education. They all teach the third intermediate grade. To achieve the objectives of this study, the researcher developed a model (Appendix A) to measure the four language components included in the tests (function, structure, vocabulary and attitudes and values) available in the teacher’s book. The researcher used means and percentages to answer the first question and used ANOVA test to answer the second question.
المصدر:
مجلة دراسات عربية في التربية وعلم النفس ، رابطة الترمويين العرب
المراسلة عبر البريد الإلكتروني لرئيس التحرير:
mahersabry2121@yahoo.com
أو عبر البريد الإلكتروني للرابطة:
rabetahmaher@hotmail.com
أو عبر البريد الإلكتروني للمدير الإداري للرابطة:
Safaasultan25@hotmail.com
متابعة أخبار المجلة وقواعد النشر على موقعها الإلكتروني بجوجل على الرابط:
http://aae999.blogspot.com
أو على الموقع الإلكتروني لرابطة الترمويين العرب:
/http://www.aaeducators.net