

# **A Suggested Program for the Faculty of Education Geography Section Student Teachers Using the Inverted Classroom and Social Interaction Websites for Developing their Teaching Skills, Social Interaction, and Geographical Thinking Skills of Visually Handicapped Students**

## **Abstract:**

The purpose of this research was to identify the effect of a proposed program for geography section students at the Faculty of Education using the inverted classroom and social interaction websites on the development of teaching skills and social interaction, as well as the enhancement of some geographic thinking skills of first year prep blind students. The problem of the study was that there is a weakness in the instructional and social interaction skills of student teachers at the geography section, as well as the weakness of the geographical thinking skills of visually handicapped students. To solve this problem, a list of teaching skills required for third year geography section students to be able to teach visually handicapped students, a list of skills of social interaction skills, and a list of geographical thinking skills were designed. Then the proposed program was built for third year geography section students. Data were collected using: (1) an observation checklist for teaching skills, (2) a test of social interaction skills and, (3) a test of geographical thinking skills. Participants of the study were (6) third year student teachers at the geography section (Faculty of Education) and (10) visually handicapped first year prep pupils at El Nour School in Fayoum governorate. The results of the research showed that there was a statistically significant difference between means of ranks of scores of the student teachers in the pre and post application of the observation checklist and the social interaction test, in favor of the post application. The results also showed that there is a statistically significant difference

between means of scores of the visually handicapped students in the pre and post application of the geographical thinking skills test, in favor of the post application. So, It was recommended that (1) student teachers at the geography section should be trained in using the teaching skills required for special needs learners, (2) modern technological techniques should be used in the classroom, (3) including the instructional skills required for teaching to special needs learners in teacher education programs and (4) attention should be directed to the development of geographical thinking skills of visually handicapped learners.

**Keywords:**Special Needs, Visual Disability, Teaching Skills, Social Interaction, Geographical Thinking.