

The Relationship Between Style for Adaptive Sailing (Show /Hide links) Throw E-learning Environments and The two learning Stylies (Sensory/ Intuitive) and Its Impact on Developing Academic Achievement and female students attitudes towards learning at Adham College –Umm AlQura University -

Abstract:

The aim of the current research was to determine the The Relationship Between Style for Adaptive Sailing (Show/Hide links) Throw E-learning Environments and The two learning Stylies (Sensory / Intuitive) and Its Impact on Developing Academic Achievement and and female students attitudes towards learning at Adham College -Umm AlQura University -, among a sample of 48 female students in the computer department of the university college in Adham - Umm Quraa University (they were divided into four experimental groups, the first group: consisted of female students who learnd according to the type of sensory learning in an E- learning environment with an Adaptive sailing style.(showing links), and the second group: consisted of students who learnd according to the intuitive learning pattern in an E- learning environment with a sailing pattern (showing links), and the third group: consisted of students who learnd according to the sensory learning style in an E- learning environment with a sailing pattern (hide links), And the fourth group: consisted of students who learnd according to the intuitive learning style in an E- learning environment with a navigation pattern (hide links). In order to achieve the objectives of the research, a systemic developmental approach based on educational design, which looks at educational technology, as a process, not just a product. The researcher prepared

the measurement tools represented in an achievement test to measure the academic impact of the interaction between the sailing patterns and the learning styles through an E-learning environment among female students of the Computer Department of the Adham College - Umm Al-Qura University - and the students' skills measure towards learning among female students of the Computer Department of the Adham College - Umm Al-Qura University. The General Design Model (ADDIE) was followed. The results reached a positive interaction between the navigation pattern and the learning pattern through an E-learning environment in the development of academic achievement and female students' skills towards learning among female students of the Computer Department of Adham College - Umm Al-Qura University-, and there was a statistically significant effect of the interaction between the pattern of navigation (hide links) and the pattern Sensory learning in the E-learning environment in the development of academic achievement, and there was also a statistically significant effect of the interaction between the navigation pattern (showing links) and the intuitive learning pattern in developing academic achievement among female students of the Computer Department of the University College in Adham - Umm Al-Qura University -The significance level of the effect shifted towards the upper average of the interaction between the navigation pattern (concealment) and the perceptual learning pattern, and the results also found a statistically significant effect of the interaction between the adaptive surfing pattern (masking links) and the sensory learning pattern in the e-learning environment in developing students' skills towards learning. . There is also a statistically significant effect of the interaction between the navigation pattern (showing links) and the intuitive learning pattern in

developing female students 'skills towards learning among female students in the Computer Department of the Adham College - Umm Al-Qura University - and the female students attitudes towards learning. the upper average of the interaction between the navigation pattern (hiding) and the sensory learning pattern. The research also recommended a number of recommendations, including increasing interest in the relationship of learning patterns and patterns of navigation in e-learning environments in the various stages of education, and with different courses, as well as working on setting priorities in building and designing educational content for the courses, in addition to the need to pay attention to the participation of students in building digital content. And not just receiving information by the teacher.