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**Designing Virtual Photography Laboratory And
Its Impact On Developing The Photography
Skills For The Students Of Educational
Technology In The Colleges Of Specific
Education**

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A thesis Abstract for the Master Degree

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Introduction:

The age we live in is characterized by the continual change and the rapid development in all aspects of life and the technology of education witnessed a rapid and continuous development as a natural result of these developments, also the role of the learner changed from merely acquiring information negatively to being an active participant in all situations of learning, reacts with the different educational subjects by himself, that also the main purpose of the core became to acquire the students skills of self learning and the love of knowledge. Conferences which were held concerning. Thinking development have recommended that the axon of the educational process to be developing the skills of creative and imaginary thinking not merely memoruzation.

Despite the importance of photographs, and the necessity of the ability to have skills to produce them by the education technology specialist, reality reveals existing problems and several difficulties in teaching those those skills to educational technology students. needs of educational alternatives to make up this shortage through modern educational methods is emphasized through several resources such as the scientific conferences, the studies, previous researches and curriculum studies.

The research problem:

In the light of the previous, we are able to define the problem of the following research through the following main question: what is the effect of designing assumptive laboratory in developing the skills of photography to the students of educational technology in the colleges of specific education?

And from that question comes a group of secondary questions and these questions are as follows:

1. What are the skills of photography necessary to the students of specific education college students, educational technology branch?
2. What are the components of the assumptive photography laboratory to develop the skills of photography to the students of specific education college students, educational technology branch?
3. What are the basis and specifications of designing an assumptive photography laboratory to develop those skills to the students in the light of a model of a suitable educational design?
4. What is the effectiveness of this laboratory in developing the skills of photography to the students of specific education college, educational technology branch?

5. What is the efficiency of designing a laboratory of photography by using virtual reality in developing the skills?

The importance of the research

The importance of the research appears in the following:

1. The results of this research have special importance to those who are responsible for designing the curriculum of the photography when we consider the employment of the innovation of technology in educational process.
2. This research contributes in revealing the effectiveness of the electronic single learning environments which employ the technology of virtual reality to achieve the educational purposes.
3. The research may benefit the learners to do new tasks in the light of information technology and the environment of assumptive learning.
4. This research may benefit in using the virtual reality in training the students on courses in other subjects.

The aims of the research:

1. Recognizing the effect of using an assumptive photography laboratory to develop photography skills of the students.
2. Recognizing the photography level of the students.
3. Knowing to what extent the students obtaining from the photography laboratory.
4. Knowing if using the photography laboratory improve the ability of students to hypothesis obtain knowledge.

Research duty:

1. There are differences between the averages of experimental group students marks and the adjusting group students in the afterwards application of skill test in favour of the experimental group.
2. There are differences which indicate to statistics between the average of the experimental group performance and the adjusting group in the results of the notice card to all photography skills of the students after the experiment done in favour of the experimental group.

Limits of the research:

The t research in hand is limited in:

1. The manual skills to produce photographs especially the skill of developing photos, making them bigger and printing.

2. A sample of the specific college of education student, educational technology department, el Fayoum University.

The syllabus of the research and the experimental design:

The systematic development of technology method is used in this research, which includes the descriptive method in determining the information technology skills, criteria and specification of the educational design, it also includes the experimental method to experiment with the program and to hold a comparison between the experimental and adjusting groups.

Variable of the research:

It includes the following variables:

1. The independent variable: assumptive photography laboratory and the effect of using it on developing the skills of photography of the specific education colleges students.
2. Subordinate variable: developing obtaining and skills.
3. Adjusting variable: the acceptable measurement of obtaining and skills.

Sample of the research:

The sample of the study consisted of 50 students from the first group, technological education at the faculty of specific education, that because they don't study the course of photography and thus it is possible to apply the suggested program for them, they have been chosen in a random way and the sample was divided into 25 students represent the adjusted group.

The tools of the research:

1. Questionnaire to fix the skills of photography to the students of education technology colleges of specific education, Prepared by the research.
2. Before/ after test to measure the level of attainment of the students for the cognitive side. Preparation / the researcher.
3. Notice cards which test he skill performance of the taught, Prepared by the researcher.

The research results:

1. There are differences which have statistics indications between the average marks of the experimental group students and the adjusting

group students in the after application of the attainment test in the favour of the experimental group.

2. There are differences which have statistics indication between the average of the experimental group students performance and the adjusting group in the notice care results to all skills of photography (1, 2 ...21) to the students after the experiment had been done in the favour of the experimental group.

Recommendation of the research:

In the light of the importance of the research and its problem and through what the results reveal, we can conclude the following results:

1. Using the educational program which had been designed in the university stage.
2. The benefit of the design basis which had been followed in producing this program in designing other educational programs for the university education in different subjects.
3. it is a must to apply the model of Mohammed Atia Khamis in designing the educational programs produced by the computer as it enjoys the high ability to modify and improve the performance, as it is characterized by flexibility and ability to suite all purposes and curriculums and it has a high accuracy in production.
4. Providing prepared programs by virtual reality for all theoretical and practical subjects in universities.
5. Carrying out more studies and researches about education by following programs produced by virtual reality.
6. Inviting those who are responsible for education to save the moral and materialism fund for learners and providing the preparation, the equipment and the devices necessary to universities.
7. Sending missions abroad to uprise the educational process in our universities.