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**The Effect of Diversifying Evaluation Type in  
Web-Based E-Learning Environment on  
Developing Instructional Technology Graduate  
Students' Educational Research Skills**

A Thesis Abstract presented for Registration in Education  
Major (Instructional Technology)

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## **Research Summary**

The current research investigates the impact of different assessment styles in the E-learning environment based on the web on the development of the educational research skills among the postgraduate students in the department of Education Technology .It depends on two experimental groups (the first experimental groups : the assessment style that uses the peers, self and teacher assessments and the second experimental group : the assessment style that is based on the repeated peer assessment ).

The research summary includes the research problem, its aim, its hypotheses, its limitations, the experimental design, the research procedures and the results **as it follows:**

### **Research Problem:**

**" The weak educational research skills of the postgraduate studies in the department of Education Technology "** .Thus, there is a need to explore the impact of different assessment styles in the E-learning environment based on the web on the development of the educational research skills among the postgraduate students in the department of Education Technology.

### **Research Questions:**

The current research aims at solving this problem by answering the following main question:

What is the impact of different assessment styles in the E-learning environment based on the web on the development of the educational research skills among the postgraduate students in the department of Education Technology?.**Based on the previous main questions, there are the following sub-questions:**

1-What is the form of the E-learning environment based on the web using the two assessment styles: (peers, self and teacher assessment style) and (the repeated peer assessment style) after it is developed by using Mohammed

Ibrahim El Desoky Model of the educational design (2015) in light of the previous criteria?

2-What is the impact of (peers, self and teacher assessment style) in the E-learning environment based on the web on the development of the cognitive and performance dimension of the educational research skills and the attitude towards: the peer assessment, the self-assessment and the teacher assessment of the vocational diploma students in the department of Education Technology in the Faculty of Education/Fayoum University?

3-What is the impact of (the repeated peer assessment style) in the E-learning environment based on the web on the development of the cognitive and performance dimension of the educational research skills and the attitude towards the peer assessment of the vocational diploma students in the department of Education Technology in the Faculty of Education/Fayoum University?

4-What is the impact of the difference between (peers, self and teacher assessment style) and (the repeated peer assessment style) in the E-learning environment based on the web on the development of the cognitive and performance dimension of the educational research skills and the attitude towards the peer assessment of the vocational diploma students in the department of Education Technology in the Faculty of Education/Fayoum University?

### **Research Hypotheses:**

**-The researcher formulates the hypotheses as it follows to answer the research questions:**

1-There is a statistically significant difference between the mean scores of the students in the first experimental group who study using the assessment style that combines the self, peers and teacher assessments in the pre and post applications in favor of the post application in the following :

a-The cognitive dimension achievement test of the educational research skills.

b-A product assessment card of the educational research skills.

c-An attitude measurement towards the peer assessment.

d- An attitude measurement towards the self-assessment.

e-An attitude measurement towards the teacher assessment.

2-There is a statistically significant difference between the mean scores of the students in the second experimental group who study using the assessment style of the repeated peer assessment in the pre and post applications in favor of the post application in the following:

a-The cognitive dimension achievement test of the educational research skills.

b-A product assessment card of the educational research skills.

c-An attitude measurement towards the peer assessment.

3-There is a statistically significant difference between the mean scores of the students in the first experimental group and the second experimental group in the post applications in favor of the first experimental group in the following:

a-The cognitive dimension achievement test of the educational research skills.

b-A product assessment card of the educational research skills.

c-An attitude measurement towards the peer assessment.