



Faculty of Education
Department of Curriculum and Teaching Methods
Education Technology

**The effect of Corrective Feedback in the E-Learning based on
Anchored Learning on Developing some Skills of Digital Video
Production and Learning Engagement among Educational Technology
Students**

Athesis Submitted for The Fulfillment of Master Degree in Education (Curricula and
Methodology of Educational Technology)

Prepared By

Aml Elsayed Elsayed Mohamed

Demonstrator of instruction Technology, Faculty of Specific Education, Fayoum
University

Supervised by

Prof Dr. Amal Rabee Kamel

Professor of Curriculum and
Methodology of Science, Former Dean
of Faculty Education ,Fayoum
university.

Prof Dr. Ali Ali Abdel–Tawab

Alomda " May Allah Bless his soul"
Professor instruction Technology Former
ViceDean , Environment Affairs and
Community Development Faculty of
Education Fayoum university.

Dr.Ahmed Mohamed Fahmy

Lecturer Education Technology Faculty of Specific Education, Fayoum university.

2019

Summary

This study aims at addressing the shortcomings of digital video production skills and learning engagement among Educational Technology students through studying the impact of the type of corrective feedback in an e-learning environment based on anchored learning. This study adopts three types of corrective feedback (explicit - implicit - clarification request).

Problem of the Study

The problem of the current study is crystallized in the low skills of digital video production and learning engagement among Educational Technology students. To solve this problem, the present study attempts to answer the following question:

What is the impact of the type of corrective feedback on e-learning based on anchored learning on developing some of the digital video production skills and learning engagement among Educational Technology students? This main-question is divided into the following sub-questions which the study tries to answer:

- What is the suggested proposal for an e-learning environment based on anchored learning to develop some digital video production skills and learning engagement technology among Educational Technology students?
- What is the impact of the type of corrective feedback (explicit correction, implicit correction, clarification request) on an e-learning environment based on anchored learning on the development of digital video production skills among Educational Technology students?
- What is the impact of the type of corrective feedback (explicit correction, implicit correction, clarification request) on an e-learning environment based on anchored learning on the development of learning engagement among Educational Technology students?

Objectives of the Study

The current study aims to reveal:

- Identifying a list of digital video production skills that Educational Technology students must have.
- Defining a set of design standards for the production of digital video.
- Setting a scale for measuring the learning engagement among Educational Technology students.
- Determining the criteria for designing e-learning based on anchored learning.
- Measuring the impact of the type of corrective feedback in an e-learning environment based on anchored learning in developing;
- Digital video production skills among Educational Technology students.
- Learning Engagement among Educational Technology students.

Importance of the Study

The current study may be useful in:

- Encouraging students to gain knowledge by themselves instead of receiving information in a negative way, which helps to gain information and to emphasize its role in the educational process.
- The results of the study may contribute to those who are interested in e-learning through using the strategy of anchored learning in introducing educational content through e-learning environments.
- Directing the attention of those who design e-learning environments based on the anchored learning approach to some types of corrective feedback appropriate for this type of learning.
- The results of the study may contribute in solving some of the problems of achievement as well as decreasing the involvement of among Educational Technology students.

Limitations of the Study

This study is limited to the following limitations:

- Fourth Year Students, Department of Educational Technology, Faculty of Diversified Education, Fayoum University (2018-2019) due to the availability of the previous requirements of learners in terms of their knowledge of the following:

- Computer and Internet skills.

- They study some online courses within the department and knowing different interaction tools and strategies, which makes it easier to deal with the e-learning environment based on anchored learning.

- Some digital video production skills.

- Three types of corrective feedback (explicit - implicit - clarification request).

Methodology of the Study

The current study is based on:

1- The Analytical Descriptive Approach

This approach is used in order to reach the main features of e-learning based on anchored learning, the type of corrective feedback, and the theoretical foundations and principles underlying both anchored learning and corrective feedback through analysis of studies, research, global trends and the experience of others in this field. The design of an e-learning environment based on anchored learning offers different types of corrective feedback, and this approach is also used in the design of measurement tools for the study variables.

2- The Semi-experimental Approach

This approach is used to study the causal relationship between independent variables and dependent variables. The semi-experimental approach is used in the current study to detect the following variables:

Independent Variable:

Type of Corrective Feedback;

Correct corrective feedback.

Implicit corrective feedback.

Corrective feedback.

Request clarification.

Dependent variable

- Digital video production skills
- Engage in learning

Hypotheses of the Study

There was no statistically significant difference between the average scores of the three experimental groups (explicit correction, implicit correction, clarification request) in the remote application of the cognitive test in the cognitive development of digital video production skills.

There is no statistically significant difference between the average scores of the three experimental groups (explicit correction, implicit correction, clarification request) in the post application of the product evaluation card

There is no statistically significant difference between the mean scores of the three experimental groups (explicit correction, implicit correction, and clarification request) in the remote application of the learning engagement scale.

Tools of the Current Study

First: the experimental treatment material represented in:

- A learning environment based on learning anchors provides explicit corrective feedback.
- A learning environment based on anchored learning provides implicit corrective feedback.
- An e-learning environment based on anchored learning with corrective feedback type of clarification request.

Second: Measurement Tools.

- An achievement test to measure the cognitive aspect of digital video production skills.
- Product Evaluation Card.
- The scale of learning engagement.

Sample of the Study

The sample of the study consists of Educational Technology students, Faculty of Diversified Education, Fayoum University. It is randomly selected and distributed to three experimental groups, as illustrated in the following experimental design:

Groups	Pre-measurement	Treatment	Post-measurement
Experimental group (1)	- Achievement test - Scale of Learning Engagement	Providing corrective feedback "explicit correction"	- Achievement Test -Scale of Learning Engagement -Product Evaluation Card
Experimental group (2)		Providing corrective feedback "implicit correction"	
Experimental group (3)		Providing corrective feedback "clarification request"	

Steps and Procedures of the Study

First, an analytical study of the theoretical framework

- Reviewing and analyzing literature and previous studies related to the field of research and its axes, namely: (types of corrective feedback, anchored learning, digital video production skills, learning engagement).
- Designing an e-learning environment based on anchored learning.
- Defining learning standards in the e-learning environment based on anchored learning in light of types of corrective feedback.

Second: An experimental development study

The study went through a series of procedural design steps to design and experiment with experimental processors and research tools, as well as collecting and interpreting results through Abdellatif Al-Jazzar 2013 modified model for e-learning environments.

Results of the Study

- There are statistically significant differences between the average scores of the three experimental groups in the post-test of the achievement test on the development of the cognitive aspect of digital video production skills in favor of the third experimental group.
- There are statistically significant differences between the scores of the students of the three experimental groups in the post application of the digital video product evaluation card in favor of the third experimental group.
- There are statistically significant differences between the average scores of the three experimental groups in the post-application of the learning engagement scale in favor of the third experimental group.
- The researcher confirms that this result applies primarily to the nature of the content is the skills of digital video production, and the corresponding scientific content, however, the result may be different in case of providing another content.

In conclusion, after observing the students of the three experimental groups throughout the application period, the third experimental group

based on corrective feedback was more enthusiastic, more motivated to learn, more interactive, and showed better results in the cognitive and skilled aspect of digital video production skills. Also, it was more involved in Learning.

Recommendations of the Study

In light of the findings of the study, the following recommendations can be introduced

- Caring for providing different kinds of feedback and not focusing on one type only in e-learning based on anchored learning.
- The need to employ different types of corrective feedback (explicit, implicit correction, clarification, correction, linguistic correction,, deduction and repetition) that encourage students to self-correct their mistakes and reduce repetition in an attempt to facilitate learning.
- The use of anchored learning in the educational process because it provides an interactive environment enriches the educational process.
- Caring for engaging in learning due to its great impact on their achievement and trends and the extent of their integration into learning.

Suggestions of the Study

In light of the study objectives and their results, the following researches can be proposed:

- The impact of the interaction between the types of corrective feedback and the learning methods of students (independent, dependent on the cognitive field) through e-learning based on anchored learning to engage in learning and develop the skills of digital video production among students of Educational Technology.
- The impact of different types of feedback on e-learning based on learning (corrective - informational- explanatory) on the immediate and the delayed academic achievement and motivation for learning among students of Educational Technology.

- The impact of the use of the types of corrective feedback on e-learning based on anchored learning on the development of some learning outcomes among students of Educational Technology.