Second Generation Based Collaborative E-Learning of the Web and Its Effect on Designing and Producing Hypermedia Skills Among Female Students at Faculty of Education in Relation to Their Learning Styles

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Abstract

The current research aims at measuring the impact of collaborative learning based on the second generation of the Web on developing skills of designing and producing hypermedia among thirty female seventh-graders at Faculty of Education, University of Hail according to their learning styles. Research tools, that have been applied pre and post on the study sample, included the achievement test and observation checklist for the skills of designing and producing hypermedia, as well as Torrance scale of learning and thinking styles. The study used t. test and ETA square in SPSS to analyze the results and their interpretation, and the study found the following results:

1. There is a statistically significant difference at (0.05) level between the mean score of the research sample in achievement test of the concepts involved in the skills of designing and producing hypermedia (pre, post) in favor of the post assessment.
2. There is a statistically significant difference at (0.05) level between the mean score of the research sample in observation checklist of performing the skills of designing and producing hypermedia (pre, post) in favor of the post application.
3. Collaborative learning environment achieves the effect of (≤0.14) in the cognitive aspects and aspects of the performing skills of designing and producing of hypermedia.
4. There is a statistically significant difference at (0.05) level between the mean score of the research sample in the pre and post application of the scale of learning and thinking styles when using collaborative learning, and in favor of the post one.