The Effect of the Interaction between the Collaborative Electronic Learning Strategies and Instruments on Developing Electronic Content Production Skills of the Information Science Department Student

Abstract

The study investigated the effect of using collaborative electronic learning strategies (within a group and among groups) and its instruments (Wiki and Blogs) on developing electronic content production skills of the information science department students at Faculty of Social Sciences, Umm Al-Qura University. The study sample (N=84) was divided into four experimental groups according to the research variables. The instruments consisted of an achievement test and an observation card of students’ practical performance concerning the electronic content production skills. Results indicated that there is a statistically significant difference between the two experimental groups mean scores of the achievement test and in the administration of the observation card at the (0.05) level. Thence, the main effect ensued from the collaborative electronic learning strategies difference (within a group and among groups) in favor of the group that studied by the among- groups collaboration strategy. Additionally, the results affirmed that there is a statistically significant difference between the two experimental groups mean scores of the achievement test and the observation card at the (0.05) level. The main effect returns to the collaborative electronic learning instruments difference (Wiki and Blogs) in favor of the group that studied by Blogs. Thereupon, the study recommended employing collaborative electronic learning strategies in designing electronic learning environments. Further, it is essential to use various collaborative electronic learning instruments to handle the individual differences and various learning styles of the learners.

Keywords: Collaborative Electronic Learning, electronic content production, electronic learning design

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