

**The effects of usage some strategies of the electronic reaction
in development reaction skills with the Web 2.00 Applications
to the graduate students in the faculty of education**

Assistant Professor: Gamal Mostapha Abdelrahman Elsharkawy Assistant Professor of Educational education Education Faculty, Mansoura University d_gamalelsharkawiy@hotmail.com	Dr: Elsaeed Elsaeed Mohammed Abdelrazek Lecture in Computer Teacher Preparation Department Specific Education Faculty, Damietta- Mansoura University Elsaheed2004@hotmail.com
--	--

Abstract

The Web 2.00 is one of the important and modern technologies that may help us in the education process where it is offer many services to the education and increase its effects as Wiki, Blogs and Ajax.

The problem of the research is determine that the graduated students of the faculty of education cannot deal with the Web 2.00 and then the problem in this question:

What is the usage effect of some strategies of the electronic reaction in developing the dealing skills of the Web 2.00 to the graduate students of the faculty of education (professional diploma in education technology)?

And from the main questions, there is Sub-questions:

- 1- What is the skills of the second generation of web that required to the graduate student from the faculty of education (professional diploma in education technology)?
- 2- what is the effect of the perception to employ electronic reaction strategies in developing the Web 2.00 to the graduate student from the faculty of education (professional diploma in education technology)?
- 3- what is the suggestion perception effect in developing the cognition aspects of developing the Web 2.00 to the graduate student from the faculty of education (professional diploma in education technology)?
- 4- what is the effect of the suggestion perception in developing the performance aspects of the developing the Web 2.00 to the graduate student from the faculty of education (professional diploma in education technology)?

The research seeks to achieve these aims: determine the skills of the second generation of the web that required to the students of the graduate studies from the faculty of education and put a suggestion perception to employ an electronic reaction strategies in developing the skills of the second generation (professional diploma in education technology) and investigate the effects of the suggestion perception to the graduate students of the faculty of education and investigate the suggestion perception in developing the performance aspects the graduate students of the faculty of education.

The answers of these investigation of the research is and achieve its aims, the 2 researchers follow the descriptive methodology to describe and analyze the literatures that related to the problem and to the theoretical frame and the usage of the semi experimental methodology to identify the effect of the suggestion perception to employ the electronic reaction strategies in developing the Web 2.00 with its two aspects the cognition and performance to the graduate students of the faculty of education.

The research discussion the theoretical frame in the reaction patterns inside the electronically education and the types of electronic reaction strategies and review some pattern of the educational design to the electronic learning program and e-learning on the internet and the Web 2.00 in terms of its concept, characteristic, the usage of advantages and techniques.

The sample of the research is consist of 60 male and female graduate students from the faculty of education (professional diploma in education technology) in Mansoura and divided into 3 groups and every group consist of 20 students as the following:

- group no. 1: the group reacted with the teacher: consist of 20 students as one group
- group no. 2: the four group is reacted: it consists of 20 male and female students that divided into four groups and each group consist of 5 students.
- Group no 3: the effected group reacted: it consists of 20 students divided to 2 groups, an activated and effected group consists of 5 students and inactivated group consists of 15 male and female students.

The two researchers follow the experimental design in this study in dividing the sample into four groups every group received the same treatment but according to the kind of the clarified reaction.

- the 1st group: the group reacted with the teacher
- the 2nd: the four group is reacted
- the 3rd: the method of the effective group.

The result of the study says that the First hypothesis is true and it explained that there are difference in the static significant at the level 0.05 between the averages of the students score of the three groups for the notice card of the performance aspects that related to skills of the Web 2.00 in the pre and post to the benefits of the post application and this return to the effective of the program and what of it of performing skills that has certain steps that become easy of the performance to the students because the behavior performance steps determine by program and it was trained.

The result of the study also says that the third hypothesis is true and there is not any difference of statistic significant at level 0,05 between the average of the scores of the three group students in the achievement test in the post application and there is a difference between the three strategies in achieving the cognition aspects that related to the Web 2.00

The study result in refuse the suppose that states that (there is any difference in statistics significant at the level 0.05 between the averages of the scores of the three groups to the achievement test in post application and there is a difference between the three strategies in achieving the performance aspects that related to the Web 2.00.

Keywords:strategies of the electronic reaction, Web 2.00 Applications

Published In: Egyptian Association for EducationTechnology(EAET),Scientific Conference OF Egyptian Association for Education Technology, 28-29 October,2009

References:

- 1- Al-Fadhli, Meshal. Web 2.0 + Library = Library 2.0 : What is library 2.0.- University of Sheffield, Department of Information Studies.- 2007-2008.- Accessed May 5, 2008.- Available at: http://eprints.rclis.org/archive/00012679/01/Web_2.0_&_Library_2.0.p
- 2- Anderson, Paul. What is Web 2.0?: Ideas, Technologies and Implications for Education.- JISC, Technology and Standards Watch.- 2007.- Accessed May 10, 2008.- Available at: <http://www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf>

- 3- Brandon Bill (2003): Using RSS and Weblogs for e-learning: An Overview, The e learning Developers' Journal Compilation copyright by the e learning Guild Retrieved on April, 10, 2009, from: <http://www.elearningguild.com>.
- 4- Clyde, Laurel A. "wikis." *Teacher Librarian* 32.4 (Apr. 2005): 54-56. *Academic Search Complete*. EBSCO. 29 Apr. 2008
<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=17470119&site=ehost-live>.
- 5- Combs, Ateresa (2003), "Instructor Communication Satisfaction Factors in the Distance Education Classroom, Ohio University, *Dissertation Abstracts International*, vol. 46, No.2.
- 6- Driver, Michaela(2002)Exploring Student Perceptions of Group Interaction and Class Satisfaction in the Web-Enhanced Classroom, *International Higher education*: 5,N 1.
- 7- Forbush, David E.; Morgan, Robert L.(2003)Uniting Rural, Urban and Suburban American Live Internet-based Para educator and Teacher in Idaho, Utah, Delaware, and Pennsylvania, In: *Rural Survival. Proceeding of the Annual Conference of the American Council on Rural special Education(ACRES)(23rd ,Salt Lake City,Utah,March,20-22,2003)*.
- 8- Giguere, Paul J; Harding, Wayne & Formica, Scott(2004).Large-Scale Interaction Strategies for Web-Based Professional Development, *American Journal of Distance Education*, v18 n4.
- 9- Gao,Tianguange&Lihman,James D.(2003)The Effects of Different Levels of Interaction on the Achievement and Motivational Perceptions of College Students in a Web-Based Learning Environment, *Journal of Interactive Learning Research*; V 14,N 4.
- 10- Hunag, N. & Lee, D. (2004): A discourse analysis of asynchronous discussion board on students critical thinking. *World conference on E-Learning in Group.,Grovt, Journal of adult education and Training*, Vol. 4, no.12.
- 11- Hitchcock, Jordan Marguerite. *Public or private? A social cognitive exploratory study of privacy on social networking sites .-* California State University, Fullerton, 2008. M.A. Dissertation.
- 12- Lee, Jeong Min & Lee, Youngmin: "Personality types and learners Interaction in Web- based threaded discussion", In: *Quarterly Review of Distance Education*, Vol. 7, no.1, 2006.
- 13- Librarian (Librarian 2.0 in preparation for the 2.0 World), Kingston Frontenac Public Library, Kingston, Ontario .- Accessed December 15, 2008 .- Available at:
http://web.archive.org/web/20060318062746/http://www.accessola.com/site/showPage.cgi?page=career/graduate/jG0324_kfplL.html20060318062746
[/http://www.accessola.com/site/showPage.cgi?page=career/graduate/jG0324_kfplL.html](http://www.accessola.com/site/showPage.cgi?page=career/graduate/jG0324_kfplL.html)

- 14- Mark, J. P. Pullen (2006): Integrating synchronous and asynchronous internet distributed education for maximum effectiveness, IFIP world computer congress, TC3 – Education, available at (<http://www.informatik.uni-trier.de/Nley/db/Conf/ifip3-2006.htm#pull>).
- 15- Maness, Jack M. Library 2.0 Theory: Web 2.0 and Its Implications for Libraries, Webology, Vol. 3, No. 2 (June 2006) .- Accessed May 6, 2008 .- Available at: <http://www.webology.ir/2006/v3n2/a25.html>
- 16- O'Reilly, Tim. What Is Web 2.0 : Design Patterns and Business Models for the Next Generation of Software .- O'Reilly, 2005 .- Accessed June 12, 2008 .- Available at: <http://www.oreilynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>
- 17- Xing, Minji; Wang, Jinghui; Spencer, Kenneth (2008), Raising Students' Awareness of Cross-Cultural Contrastive Rhetoric in English Writing via an E-Learning Course, Language Learning & Technology; V12, N2.