

The effect of using a proposed electronically supported educational program on learning course skills for primary stage students in the United Arab Emirates

Prof. Wafa Mefreg

Professor at Dep. of curriculum and teaching methods at Faculty of Physical Education For Girls - Helwan University

Prof. Ehab Hamza

Professor, Helwan University

Marwa Fawzy Mohamed

Ph.D. Candidate

Introduction and research problem:

Countries have recently turned to informatics in education curricula to develop plans for informatics and make computers and the revolution a tangible reality to overcome the problems of informatics and traditional learning such as: the flow of students, the rapid progress in the fields of knowledge, the impact of educational and communication technologies in the field of education, the high costs, the increase of many people's desire to be back to learning again, the inappropriateness of the results achieved for the labor market, the stagnation of the current educational system.

And the use of e-learning technology can facilitate the secret of the discovery process for students, and the employment of e-learning technology can develop their skills in innovation and renewal, and the specification comes down to how to integrate technology in the curriculum and introduce new educational opportunities for students and achieve a real and obvious development in their learning achievements, it clearly renews their understanding of the course's content and enriches mental activity in their life.

El Ghareb Zaher Ismail (2009) refers to the fact that the practice of the e-learning method has generated a variety of interest and training among the various educational institutions, which will serve as a tool to confirm student learning and staff and employees training. And despite the great advantages of e-learning, every educational institution needs to verify its benefits through an e-learning package that employs e-learning technology at all stages. That's why we need to encourage the staff and the students to use the new technology and its educational programs, because it's an innovative scientific success that's filled with global potentials.

According to Ahmed Mohamed Salem (2009), e-learning is a system that takes advantage of modern communication technologies such as computers and the ability of the Internet to deliver courses, thus maximizing electronic interaction between instructor and learner.

Mohammed Attiya Khamis (2015) indicates that a curriculum is an educational system, which includes objectives, content, activities, assessment, and educational procedures, for a set of modules, lessons, and topics that learners, in a given field of study, must learn at a given level in order to acquire the required knowledge, skills and attitudes, and to achieve specific educational goals in an efficient and effective way.

This development in information and communication technologies is reflected in the education system and in the modernization of educational programs. Traditional education, which is primarily based on teachers and the transfer of knowledge and knowledge to learners, is no longer capable of absorbing large numbers of people and meeting their needs. Thus, countries and societies began to look for new ways of learning to a large extent on the self-reliance of the learner in the educational process, which in turn led to the emergence of the term "learning" E-Learning is the most commonly used term in which it provides a learner with a speed of learning according to his or her abilities, with no specific place or time to complete the learning process, and e-learning helps the learner learn through scientific content that includes multimedia (text, stationary images, moving images, video, sound, music) and is delivered through modern electronic media such as the computer, the Internet, and satellites.

From her work as a sports education teacher in the Emirate of Abu Dhabi, the researcher noted that the way the curriculum is presented to students in the first cycle of basic education in the Emirate is not clear to the teachers and requires answers to several questions, explanations and explanations as to the components of the curriculum and how it is used, especially as it is in English and explained by foreigners. Consequently, the researcher considered that the methods used to teach the curriculum do not lead to students reaching the level of skills they need to achieve, nor do they lead to students reaching the level of health behavior they need to achieve. This is because teachers do not have easy access to the teaching material and curriculum. Sometimes it is difficult to obtain the material and apply it to the required classes. Consequently, students are delayed in attaining the material and achieving the required physical and health standards, which hinders the achievement of the desired generalizations.

The current study is an attempt at experimenting with a new technology: design an educational program through the preparation of an electronic guide that meets the standards to be met in the teacher's manual. The curriculum content can be presented to the teacher in a way that makes it easier to obtain all the information required for excellent performance of both the teacher and the learner. It is also possible to achieve optimal learning in a new way that is blinded by attraction, excitement, excitement and motivation of the students during the tutoring Faster and higher quality in the learning process, and in light of the reference survey of learning benchmarking studies using the Web-based curriculum of teaching methods

[Ahmed Abud Ibrahim (2018), Dalia Radwan Labib (2018), Mervat Ahmed Mohamed (2016), Mohamed Seif Eleslam (2015), Nana Ahmed ElDawy (2016), Yaser Abdelazem Salem (2015), et al. Mohamed Abdelhamed Abu Elmkarem (2015), Amr Said Fahmy (2013), Heba saied Abd Elmonem (2009), Bernik A., Radošević, Strmečki (2017), Mahasheer, nira (2016), Belcadhi lia.C., Ghannouchi, Sonia.A (2015)}

And from this point of view, and due to the paucity of reference studies in the design of web sites in the area of curricula and teaching methods to be used by teachers and to apply what was learned to students, this point led the researcher to study the impact of a proposed electronically supported learning program on course skills for primary students in the United Arab Emirates.

Thesis Objectives:

To identify the impact of the use of the e-learning program on transition learning and athletics skills for primary school students in the United Arab Emirates.

Hypothesis:

There are statistically significant differences between the two measurements of the experimental group and the control group in transitional movements and athletics skills for primary school students in the United Arab Emirates and for the telemetry of the experimental group in question.

Thesis Procedures:

Used Method:

The researcher used the experimental method because it suited the type and nature of the study.

The research community and samples:

The research community represented students of the basic stage from (6-9) years from the (Al-Dhabiyah) school in Abu Dhabi Emirate, for the academic year 20/2021 AD, which are (160) students, and the researcher chose the research sample deliberately where the number of the basic sample reached (60) students, where they were divided into two groups, one experimental and the other controlling, the composition of each group is (30) students, in addition to the survey sample of 20 students (the basic sample, the survey sample).

Table (1)
Research sample characterization

The Whole Sample	Average	Expeditionary		experimental		Controlling	
		No.	%	No.	%	No.	%
80	100%	20	25%	30	37.50 %	30	37.50%

Table (2)
The measurement of search sample according to growth variables

Variables	Unit	Arithmetic Average	Standard deviation	Mediator	No.80
					Coefficient
Age	Year	8.44	0.50	8.00	0.23
Length	Cm	106.95	1.05	107.00	-0.49
Weight	Kg	25.85	0.87	26.00	0.31

It is clear from Table (2) that the values of the coefficients for the variables (age - weight - height) of the research sample were limited between (0.49 - : 0.31) and all these values were limited to (± 3) which is a proof of the variables' homogeneity and that means that the sample has no irregular distributions.

Table (3)
The homogeneity of the overall search sample members in the transitions
 No: 80

Variables	Unit	Arithmetic Average	Standard deviation	Mediator	Coefficient
Walking 30m from moving start	Second	13.93	0.16	13.94	0.56
Horizontal leap from	Cm	78.08	0.72	78.00	0.18-

stability					
Vertical leap	CM	22.14	0.16	22.15	0.67-
Stand on one foot	Second	14.55	0.47	14.56	0.59
Throw the ball the farthest	Meter	5.26	0.07	5.25	0.91
Hand ball dribbling	No.	4.47	0.40	4.45	0.79

It is clear from Table (3) that the values of the coefficients in the transitional motions of the research sample were limited to (0.67 - : 0.91), and all these values were limited to (± 3), the variables are congruent which means that the sample has no imperfective distributions.

Table (4)
Homogeneity of the overall search sample on athletics variables

No: 80

Variables	Unit	Arithmetic Average	Standard deviation	Mediator	Coefficient
Run 60m	Second	11.22	0.14	11.23	0.17
Long jump	Degree	2.40	0.27	2.50	0.14-
Shot push	Degree	2.21	0.13	2.24	0.63

Table 4 shows that the values for the coefficients in the athletics variables for the research sample were limited to (0.14-0.63), all these values were confined to (± 3), which indicates their homogeneity in these variables, and this indicates that the sample is free from defects in non-equilibrium distributions.

Table (5)
Equity between control and experimental research groups on the growth variables

No.1 = No.2 = 30

Variables	Unit	Experimental group		Controlling group		T value
		Arithmetic Average	Standard deviation	Arithmetic Average	Standard deviation	
Age	Year	8.40	0.51	8.48	0.50	0.25
Height	Cm	106.80	1.03	107.10	1.10	0.60
weight	Kg	25.80	0.91	25.90	0.87	0.21

T value at 0.05 = 2.045

From Table 5, it is clear that there are no statistically significant differences between the experimental and control groups in the growth variables that indicate equivalence between the two research groups in the growth variables.

Table (6)
Equity between control and experimental research groups in
the transitions under consideration

No.1 = No.2 = 30

Variables	Unit	Experimental group		Controlling group		T value
		Arithmetic Average	Standard deviation	Arithmetic Average	Standard deviation	
Walking 30m from moving start	Second	13.93	0.17	13.92	0.15	055
Horizontal leap from stability	Cm	77.90	0.77	78.28	0.65	0.91
Vertical leap	Cm	22.13	0.16	22.15	0.11	1.15
Stand on one foot	Second	14.55	0.41	14.56	0.54	0.42
Throw the ball the farthest	Meter	5.23	0.17	5.28	0.96	1.47
Hand ball dribbling	No.	4.46	0.14	4.48	0.60	1.03

T value at 0.05 = 2.045

Table No. (6) Indicates that there are no statistically significant differences between the experimental and control groups in the transitional movements under study, which indicates the equality of the two research groups in these variables.

Table (7)
The equivalence between experimental and controlled
research groups in athletics variables

No.1 = No.2 = 30

variables	unit	Experimental group		Controlling group		T value
		Arithmetic Average	Standard deviation	Arithmetic Average	Standard deviation	
Run 60m	Second	11.23	0.14	11.22	0.12	1.05
Long leap	Degree	2.32	0.23	2.47	0.29	1.76
Shot push	degree	2.20	0.19	2.23	0.20	0.62

T value at 0.05 = 2.045

From table 7, it is clear that there are no statistically significant differences between the experimental and control groups in the athletics variables under consideration, indicating that the two research groups have equivalence in these variables.

Tools and means of data collection:

The researcher reviewed the specialized scientific references in the field of teaching in general and in the field of teaching the physical and health education curriculum in the first cycle of basic education in the Emirate of Abu Dhabi in particular (transitional movements, athletics) as well as studies related to research to make use of those studies and references when designing the website and identifying the most important variables related to research as well as the appropriate tests to measure these variables and the methods for measuring them and determining the appropriate devices and tools.

{ Ahmed Abud Ibrahim (2018), Dalia Radwan Labib (2018), Mervat Ahmed Mohamed (2016), Mohamed Seif Eleslam (2015), Nana Ahmed ElDawy (2016), Yaser Abdelazem Salem (2015) et.al }

Questionnaires and interviews:

- Measurements for characterization and homogeneity of research sample discharge form. (attachment 1)
- Exempting Form for Special Physical Ability Measurements of the Skills in question. (attachment 2)
- Exempting form for skills variables in question. (attachment 3)
- Questionnaire form on physical abilities for the skills in question. (attachment 4)
- Measurements and tests of the whole body: height and weight. (attachment 5)

- Physical tests in question. (attachment 6)
- Skills tests in question. (attachment 7)
- Alphabetically arranged experts. (attachment 8)

Research tools and equipment:

- A rheostat device
- A medical scale.
- A tape measure.
- A stop watch.
- Medical balls of different weights.
- A dynamometer to measure the strength of the grip.
- Stands.
- Wooden boxes of different heights.

Exploratory study:

The researcher conducted the survey on the 20 surveyed teachers from the same research community and outside the base sample from 1/8/2021 until 7/8/2021.

The study aimed to identify the following:

- The degree of readiness of the male and female teachers to implement the study.
- Ensure that all the expressions fit with the axes under study.

Students Exploratory Study:

The researcher conducted the survey of the 20 students from the same research community and outside the base sample from 5/9/2021 until 9/9/2021.

The study aimed to identify the following:

- Difficulties that the teacher may face when carrying out the basic research experiment.
- To ensure the validity of the tools and devices used in the search.
- Train assistants on how to make measurements for the variables in question.

Proposed tutorial design for the website: (attachment 9)

After looking at these models, she sought to ensure that these teaching models were consistent with the instructional design model on which she would rely in designing and producing the website to be presented to teachers

in accordance with the goals and characteristics of teachers, capabilities and learning conditions. After testing the viability of the site, she put it on a CD for the website, with a six-month online domain. She chose an address that was both easy to save and meaningful for students to remember, web site:- MARWA FAWZY MOHAMED ABDALLA.

Suggested Education Program:

General program objective:

To identify the impact of the use of a proposed electronically supported learning program on the curriculum skills of primary students in the United Arab Emirates.

Stages of the construction of the suggested educational program:

The researcher reviewed various scientific references and reference studies on the design of educational programs, and they agreed that the following would be the steps of the educational program:

**** Determination of the overall objectives of the program:**

General knowledge objective: That learners are able to recognize some of the concepts and facts related to development with the artistic content of the performance stages of transitional movements and athletics skills (60 m run, long jump, shot-push).

General skill objective: Learners can perform transitional movements and athletics skills (60 m run - long jump - propulsion) (in research) with proper accuracy, speed and timing.

**** Define the program contents:**

The educational program was defined in the light of the overall goal and specific behavioral goals of the transition movements and athletics skills (60 m run - long jump - kickback). This content was represented by the following:
- transitional movements - athletics skills (60 m run - long jump - kickback).

**** Procedures for implementing the baseline experiment:**

Pre-measurement: The pre-measurement was made on 12/9/2021 to 14/9/2021 for the experimental and control groups in transitional movements - athletics skills (60 m run - long jump - round propulsion) in question.

The main research experiment: The basic research experiment was applied to the sample in question from 16/9/2021 to 21/11/2021 and for a period of (10) weeks, and included (20) educational sessions with a lesson each week on (2) sessions per week on (Sunday), (Thursday) of every week. The educational program was implemented with members of the experimental group, and the

verbal explanation method was used and a model was performed with the control group.

Post measurement: After the completion of the implementation of the proposed education program, the dimensional measurements were made on 22/ 11/2021 to 24/11 /2021 for the experimental and control groups in the transitional movements - athletics skills (60 m run - long jump – shot push) in consideration.

Statistical treatments used in research: She used the Social Science Statistical Program Package (SPSS) with the following treatments: statistical average- standard deviation – median - coefficient - correlation - (T) Test.

Presentation and discussion of research results:

There are statistically significant differences between the two measurements of the experimental group and the control group in transitional movements and athletics skills for primary school students in the United Arab Emirates and for the post-measurement of the experimental group in question.

Table (8)

The significance of the differences between the two-dimensional measurements of the control and experimental groups in the transitional movements understudy
No.1 = No.2 = 30

Variables	Unit	Experimental group		Controlling group		T value
		Arithmetic Average	Standard deviation	Arithmetic Average	Standard deviation	
Walk 30m from start point	Second	8.53	0.17	10.73	0.14	29.54**
Horizontal leap from stability	Cm	98.65	0.52	87.95	0.68	41.10**
vertical leap	Cm	35.15	0.38	27.35	0.11	49.40**
Stand on one foot	Second	21.52	0.83	18.41	0.51	53.45**
Throw the ball the farthest	Meter	7.39	0.88	6.28	0.95	20.54**
Hand ball dribbling	No.	9.96	0.16	7.39	0.80	27.54**

T value at 0.05 and 29 degree = 2.045

Table (9)

The significance differences between the post-measurement of the two experimental and control groups in the variables of athletics under study

No.1 = No.2 = 30

Variables	Unit	Experimental group		Controlling group		T value
		Arithmetic Average	Standard deviation	Arithmetic Average	Standard deviation	
60m run	Second	9.03	0.16	10.19	0.20	26.55**
Long leap	Degree	8.35	0.24	6.48	0.17	21.18**
Shot push	degree	7.51	0.35	5.33	0.91	17.10**

T value at 0.05 and 29 degree = 2.045

Table (8) shows statistically significant differences between the experimental and the control groups of the two measurements in the transitional motion tests (walking 30 m from a moving start, horizontal leap, vertical leap, standing on one foot, throwing the ball the farthest) in question. For the walking test, 30 m from a moving start, the arithmetic mean for the experimental group was 8.53, while the arithmetic mean for the control group was 10.73. The arithmetic mean for the control group was 29.54*, which is greater than the tabular value of T at 0.5 (2.045). This indicates statistical-function differences between the mean of the pre and the post measurements. On a 30m walking test from a moving start, the arithmetic mean of the post measurement for the experimental group was 98.65, while the mean of the post measurement for the control group was 87.95. The calculated value of T was 41.10*, which is greater than the tabular value of T at 0.5 (2.045). This indicates statistically significant differences between the mean of the prior and the post measurement in favor of post measurement.

In the horizontal and vertical leap tests from stability, the arithmetic mean value of the dimensional measurement for the experimental group was (35.15), while the mean value of the arithmetic mean of the post measurement of the control group was 27.35; the calculated value of T (49.40*) was greater than the tabular value of T (0.5) (2.045), which indicates statistically significant differences between the mean of the pre - and post measures in favor of post measurement. On the vertical leap test and the one-foot-stand test, the arithmetic mean of the post measurement for the experimental group was 21.52, while the arithmetic mean of the post measurement for the control group was 18.41. The calculated value of T was 53.45*, which is greater than the tabular value of T at 0.5 (2.045), indicating statistically significant differences between the mean of the pre - and post measurements in favor of post measurement.

The one-foot-stand test for the farthest throw was the arithmetic mean of the post measurement for the experimental group is 7.39, while the arithmetic mean of the post measurement for the control group was 6.28. The computed value of T was 20.54*, which is greater than the tabular value of T at 0.5 (2.045). This indicates statistically significant differences between the averages of the two pre and post measurements.

In the handball dribbling test, table (9) shows significant and statistically significant differences between the experimental and control groups at the post measurement in athletics skills (60 m from moving start - long jump - kick) under consideration for the post measurement of the experimental group. The value of T ranged from (17.10: 26.55) to a significant level of 0.05. In 60m running from start point test, the mean of the post measurement for the experimental group was 9.03, while the mean of the post measurement for the control group was 10.19. The calculated value of T (26.55*) was greater than the tabular value of T at 0.5 (2.045), indicating statistical-function differences between the mean of the pre - and post-measurements in favor of post measures.

In the test of 60 m in evaluating the performance of the long jump from a moving start, the arithmetic mean of the post measures for the experimental group was 8.35, while the arithmetic mean of the post measures for the control group was 6.48. The calculated value of T was 21.18*, which is greater than the table value of T at 0.5 (2.045). This indicates that there are statistically significant differences between the mean of the pre - and post in favor of post measures. In the evaluation of the long jump in the evaluation of the performance of the thrust from a moving start, the arithmetic mean of the post measures was 7.51, while the arithmetic mean of the measures was 5.33. The calculated value of T was 17.10*, which is greater than the table value of T at 0.5 (2.045). This indicates that there are statistical function differences between the averages of the two measurements in favor of post measures. In evaluating the performance of the shot push propulsion.

The researcher attributes these moral differences between the average of the two dimensional measurements in transitional movements (walking 30 m from moving start – horizontal leap - vertical leap - standing on one foot - throwing the ball farthest) and athletics skills (60 m from moving start - long jump – shot push) for the experimental group and control group to the effectiveness of the teachers' online site, which was instrumental in the superiority of the experimental group over the control group in all transitional movements.

The researcher also sees that the use of the teachers' website on presentation, explanation and implementation has a positive effect on the students' understanding. Through the teachers' understanding of what was seen on the website and was applied in a simple scientific way, it led to the correct performance of each exercise and each technical step of the skills in question. It also aroused excitement among them. This led to the emergence of the special abilities of the students that led to the superiority of the experimental group over the control group in all tests of transition movements and athletics skills in question, as for the control group program had a positive impact, but a much lower percentage than the e-learning program.

Ahmed Mohamed Salem (2009) refers to the fact that when implementing educational programs based on education technology, it is usually the subject matter, goals, and characteristics of education that are defined and criteria set to achieve these goals, then we choose the appropriate educational techniques to achieve those goals, and design the appropriate educational environment by creating the material and human capabilities, then comes the implementation phase and the recording of the steps and difficulties encountered in implementing these goals, followed by the assessment phase, which determines the viability of the technology and its weaknesses and strengths through the use of appropriate feedback.

The previous opinion is related with the studies made by Ahmed Abud Ibrahim (2018), Dalia Radwan Labib (2018), Mervat Ahmed Mohamed (2016), Mohamed Seif Eleslam (2015), Nana Ahmed ElDawy (2016), Yaser Abdelazem Salem et.al (2015), Mohamed Abdelhamed Abu Elmkarem (2015), Amr Said Fahmy (2013), Heba Saied Abd Elmonem (2009), Bernik, A., Radošević, Strmečki (2017), Mahasheer, Munira .B (2016), Belcadhi lia.C., Ghannouchi, Sonia (2015) and Monica & Sandra (2010).

They indicated that the experimental group that followed the electronic educational program achieved statistically significant differences from the control group that followed the traditional program in the whole variables. Through the presentation and discussion of the results, the results are validated by the hypothesis, which states: - There are statistically significant differences between the two dimensional measurements of the experimental group and the control group in transitional movements and athletics skills for primary stage students in the United Arab Emirates and in favor of the dimensional measurement of the experimental group under study.

Conclusions and recommendations:

First: Conclusions:

There are statistically significant differences between the two remote measurements of the students in the experimental group and the control group and for the benefit of the experimental group in the transitional movements and athletics skills of the primary students in the United Arab Emirates in question.

Second: Recommendations:

- 1- Using the proposed educational program to learn transitional movements and athletics skills under study.
- 2- Performing similar research for other stages of education using the electronic guide because of its positive impact on the educational process.

References

Arabic References:

- 1- Ahmed Abud Ibrahim (2018): An electronic course developing methods of teaching the field and track competitions for students of the Faculty of Physical Education Bani Sueif University, Master's thesis, Faculty of Physical Education, Bani Sueif University.
- 2- Ahmed Mohamed Salem (2009): Means of Education Technology, T2, Rashid Library, Cairo.
- 3- Al-Ghareb Zaher Ismail (2009): Electronic Courses - Designing, Publishing, Implementing - Evaluation, the World of Writers, Cairo.
- 4- Amal El-Sayed Al-Taher (2017): Electronic Content Design, Joanna Publishing and Distribution House, Cairo.
- 5- Dalia Radwan Labib (2018): The design of an electronic teaching curriculum and its impact on some of the learning outcomes of students in the third year of the Girls' Physical Education College in Cairo, PhD thesis, Girls' Physical Education College, Helwan University.
- 6- Zainab Mahmoud, Amani Abd-el-Kader (2007) : Challenges and Opportunities for E-University Education in Egypt, Future of Arab Education magazine, 46, volume 13, June.
- 7- Amr Sayed Fahmy (2013):" Designing an educational website and its impact on some skill and cognitive variables in handball ", Master's thesis, Faculty of Physical Education, Banha University.
- 8- Muhammad Ibrahim Shehata, Muhammad Jaber Bariqa' (2005): "Guide to Measurements and Motor Performance Tests", Mansha'at al-Maaref, Alexandria.
- 9- Mohamed Hassan Allawi, Mohamed Nasreddin Radwan (2001): "Motor Performance Tests", Arab Dar Elfekr, Cairo.
- 10- Mohammed Seif al-Islam Abdul Ghaffar (2015): Building an electronic curriculum for motor education for students of the College of Physical Education in light of the overall quality, PhD thesis, Faculty of Physical Education, Tanta University.
- 11- Mohammed Subhi Hassanin (2004):" Measuring and Evaluation in Physical and Sports Education "Part 2, 5th Arab Dar Elfekr.
- 12- Mohamed Abdel Hamid Abu Elmkarem (2015): Design of an electronic wrestling course for students of the teaching department of the Tanta College of Physical Education, Master's thesis, Faculty of Physical Education, Tanta University.

- 13- Mohamed Attiya Khamis (2015): Sources of e-Learning - People and Media, Part 1, Al-Sahab House for Printing, Publishing and Distribution, Cairo.
- 14- Mervat Ahmed Mohamed (2016): Impact of a proposed online professional development program on improving the teaching skills of female sports education teachers, PhD thesis, Faculty of Physical Education for Girls, Helwan University.
- 15- Nana Ahmed Al Dawi (2016): "The design of astd-eg.org website and its impact on learning and learning skills in swimming", Scientific Journal of Physical Education and Sports Sciences, Faculty of Physical Education, Benin in the Pyramid, Helwan University.
- 16- Heba Saied Abd Elmonem Mohamed (2009): "Construction of an educational website and its impact on the acquisition of some teaching skills among students of practical education in the teaching department of the Faculty of Physical Education in Tanta", PhD thesis, Faculty of Physical Education, Tanta University.
- 17- Wafaa Wahid on (2016): The impact of a proposed program using purpose games on fitness, motor intelligence and learning some of the gymnastics skills of preschool children, unpublished Master's thesis, School of Physical Education for Girls, Zagazig University.
- 18- Yasser Abdel-Azim Salem et al. (2015): "Web site design and its impact on the performance of certain motor skills in football for middle school students", Sports Education Research Journal, Faculty of Physical Education Benin, Zagazig University.

Foreign References:

- 19- Mahasheer, M.B (2016): A study of faculty motivation to develop and deliver a basic blended E-course in community college at the University of Dammam, Saudi Arabia , proceedings of 2016 SAI computing conference, SAI 2016, Art, no 7556069.
- 20- Belcadhi, L.C, Ghannouchi, S.A (2015): How to design an active E-course? Meta models to support the process of instructional design of an active E-course, journal of information Technology Research.
- 21- Bernik, A, Radošević, D., Strmečki, D (2017): Research on efficiency of applying Game field design into university's E-course 3D modeling and programming journal of computer science.
- 22- Buzzetto-More, N. A. (Ed.). (2007). Advanced principles of effective e-learning. Informing Science.
- 23- Monica & Sandra (2010): perceptions of faculty members for E-learning and their attitudes towards the use of electronic courses.