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- Instructional Design Models   ) :

  http://carbon.cudenver.edu/~mryder/itc_data/idmodels.ht

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  http://carbon.cudenver.edu/~mryder/itcon.html

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8.02	85.37	7.05	88.68	6.13	13.89	19		
9.60	84.25	8.75	86.68	8.94	13.86	28		
7.52	87.92	8.02	90.92	8.37	14.42	12		
5.62	93.05	6.68	96.65	5.25	13.80	20		
6.64	91.13	5.64	94.50	6.22	14.03	32		
8.72	85.33	9.46	87.29	10.5	14.14	21		
6.22	89.31	8.84	92.77	8.16	13.85	39		
7.76	87.92	8.15	90.85	9.74	13.95	60		

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0.507	0.477	5.399	1	5.399	
0.000	*81.821	988.710	1	988.710	
0.000	*39.725	480.034	1	480.034	
0.771	0.085	1.032	1	1.032	
		12.084	55	664.607	( )
		35.045	**59**	**2067.650**	

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(3)

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0.564	0.337	5.776	1	5.776	
0.000	*43.978	754.688	1	754.688	
0.000	*15.137	259.757	1	259.757	
0.464	0.505	8.663	1	8.663	
		17.161	55	943.840	( )
		32.654	**59**	**1926.583**	

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The Effect of E-learning on the Achievement of Educational Sciences Faculty (ESF) Students in Instructional Technology Course in Comparison with the Conventional Method

Moh'd Mahmoud Al-Helih *

ABSTRACT

This study aimed at investigating the effect of E-learning and students' gender on the immediate and delayed achievement of ESF students in instructional technology course in comparison with the conventional method. The study sample consisted of (60) students (males = 21, females = 39) who were registered in the instructional technology course in the first semester 2003/2004, and were randomly chosen from the study population which consisted of 5 sections. One of the selected two sections was the experimental group and the other was the control group. The experimental group was taught the instructional technology course using the E-learning method, and the control group was taught the same course using the conventional method. An achievement test of (100) items was constructed and validated. The reliability coefficient was calculated and found to be (0.88).

Analysis of covariance (ANCOVA) was used, and the study revealed that there were statistical significant differences at (α = 0.05) in the means between the experimental and control groups attributed to teaching method in favor of E-learning, and gender in favor of female students. Also, the study showed that there were no statistical significant differences at (α = 0.05) in the means of groups due to the interaction between the teaching method and gender. In addition to other recommendations, the researcher recommended that more research should be conducted on using E-learning in enhancing the achievement of undergraduate students in other different subjects.

Keywords: E-learning, achievement, instructional technology, Educational Sciences Faculty.