Theories & Applications, the International Edition
Printed Version : (ISSN 2090-5262)
Online Version : (ISSN 2090-5270)
July 2014, Volume 4, No. 2 Pages (23 - 31)

A Proposed E-Book on Movement Education for Female - Teacher Students in the Faculty of Education.

Ibrahim Abdel-Razik Ahmed Selem

Associate Professor, Faculty of Physical Education, Al-Taaf University, Kingdome of Saudi Arabia.

Ahmed Ibrahim Ahmed Azab

Associate Professor, Faculty of Physical Education, Al-Taaf University, Kingdome of Saudi Arabia..

Abstract

The research aims at designing an electronic book on movement education for female - teacher students in the department of kindergarten in the Faculty of Education, at Taif University in the kingdom of Saudi Arabia.

To achieve the goals of the study, both researchers used the descriptive methodology, where a questionnaire was designed and applied to a random sample of (400) kindergarten female teachers.

In the light of the research goals, framework of the scientific methodology used, available data and information for both researchers, as well as the statistical analysis of the research results, the researchers formed the general outline of the book in terms of goals, content, teaching methods, instructional media and evaluation methods. They could also turn it into an electronic form. Both researchers recommend the necessity of subjecting the proposed e-book on movement education for experimentation to know the extent of its appropriateness.

Introduction

Education is considered a life aspect most influenced by the scientific revolution that prevailed the world during the past years. Traditional educational types and methods are no longer appropriate to keep pace with this age and meet its needs. As a result, interest in direct education has shifted to individual learning that put a greater responsibility on the learner through discovery and experimentation. Teacher's role has changed from being a single source of information to the role of a director, a counselor and an organizer of educational experiences. This change in roles requires the necessity of reviewing traditional curricula and converting them to electronic ones.

Educationalists see that electronic curricula can have many advantages, of which they can transfer the educational process from the teacher to the learner, make it learner-centered, increase its effectiveness and positivity all the time, develop the learner's skills of research, investigation and self-learning, communication and social skills (Castillo-Merino & Serradell-López, 2014), participation and discussion (Zhang & Cheng, 2012), and cooperation through chat rooms, mail, forums or educational blogs (Malik & Khurshed , 2011).

A lot of study and research results assured the importance of using electronic education and electronic curricula in achieving a lot of learning outcomes such as student achievement (Abulibdeh & Hassan, 2011), Engineering (Eugene, & Clark, 2012), Science and Technology (Priem, De Craemer,& Calu, 2011), mathematics (kiboss, 2012), Science (Yalçin, & Bayrakçeken, 2010), Language (Mutlu, & Eröz-Tuga, 2013) and Music (Adileh, 2012).

Consequently, electronic education has become inevitable due to the many problems of the educational process at the Arab level consisting in the big number of learners, which is not in proportion with the limited capacity of the educational institutions. It has also become necessary to equip teachers in an electronic environment so that they can manipulate it in the future job market.

Hence, faculties of education, as places specialized in teacher preparation, should shoulder the responsibility of freeing education from conventional curricula, adopting electronic courses that are appropriate for contemporary changes, and providing their graduates with the necessary professional sufficiency for success in their practical life and career..

There are several studies that dealt with preparing electronic courses in physical education . The results assured that using electronic books and courses makes learning easier, faster and more effective. (Ching-Huei & I-Chia,2012; Huang, Hsin, Chin, Hung & Yu, 2011; Huang, Liao, Liu, Yang & Yu,2010; Juniu,2011).

Due to the special nature of girls' education in the Saudi society, the subject of movement education in the department of kindergarten in faculties of education is taught for female students theoretically only and through closed TV circles, since Saudi universities use specialized men only to compensate for faculty shortage in female staff and not tolerate mixing up at the same time, in addition to the insufficient time for the subject teaching. It is taught for

only one university term for the fourth level of female students as much as two hours per week. Moreover, female student trends towards movement education and physical activity in general are characterized with passivity.

Out of this, both researchers thought of designing an electronic book on movement education for female - teacher students in the department of kindergarten in the Faculty of Education, Taif University, seeking to develop the educational process and manipulating some deficiencies in their preparation program in the subject of movement education. This may lead to facilitating the difficulties of its learning and developing their teaching competency.

Goal of the research:

The research aims at designing a proposed e-book in the course of movement education of the child for kindergarten female students in the Faculty of Education, at Taif University, in the kingdom of Saudi Arabia.

Procedures of the research

Methodology:

Both researchers used the descriptive method for its appropriateness for the nature of the study.

Sample:

A sample of (400) kindergarten female teachers, educationally qualified and experienced with not less than (3) years, were selected randomly from (5) governorates representing different regions in Saudi Arabia.

Instruments:

A questionnaire of constructing the content of the proposed e-book on movement education:

Resorting to specialized references and related studies, four primary axes of the questionnaire were determined, then the appropriate statements under each axis were formulated. The questionnaire was submitted in its initial form to a set of specialized experts. Based upon reformulating some phrases and excluding others, the final form of the questionnaire included (123) statements and thus became ready for the calculation of the scientific coefficients.

The scientific coefficients of the questionnaire

Validity:

The questionnaire validity was calculated by proving the validity of the internal consistency when applying the questionnaire to a random sample of (40) staff members getting a doctoral degree with not less than five-year experience in teaching movement education outside the basic research sample . See Tables (1- 2).

Table (1)
Correlation coefficient between the statement and axis sum for the questionnaire (under research) (n = 40)

First axis		Second axis		Second axis (continued)		Second axis (continued)		Second axis (continued)	
R value	Statement	R value	Statement	R value	Statement	R value	Statement	R value	Statement
1	0.371	21	0.789	48	0.521	75	0.336	102	0.765
2	0.579	22	0.412	49	0.47	76	0.343	103	0.799
3	0.499	23	0.671	50	0.765	77	0.521	104	0.794
4	0.455	24	0.479	51	0.63	78	0.61	105	0.458
5	0.348	25	0.325	52	0.336	79	0.63	Third axis	
6	0.573	26	0.65	53	0.709	80	0.335	Statement	R value
7	0.338	27	0.352	54	0.336	81	0.745	106	0.8
8	0.324	28	0.335	55	0.65	82	0.622	107	0.748
9	0.385	29	0.714	56	0.765	83	0.61	108	0.695
10	0.359	30	0.635	57	0.336	84	0.765	109	0.748
11	0.38	31	0.656	58	0.491	85	0.65	110	0.504
12	0.47	32	0.342	59	0.765	86	0.765	111	0.397
13	0.458	33	0.396	60	0.336	87	0.346	112	0.652
14	0.359	34	0.412	61	0.65	88	0.336	113	0.774
15	0.504	35	0.647	62	0.765	89	0.501	114	0.388
16	0.332	36	0.737	63	0.336	90	0.336	115	0.61
17	0.392	37	0.512	64	0.685	91	0.61	116	0.354

First axis		Second axis		Second axis (continued)		Second axis (continued)		Second axis (continued)	
R value	Statement	R value	Statement	R value	Statement	R value	Statement	R value	Statement
18	0.377	38	0.352	65	0.352	92	0.343	117	0.525
19	0.485	39	0.572	66	0.331	93	0.638	118	0.774
20	0.731	40	0.655	67	0.765	94	0.794	119	0.564
		41	0.404	68	0.375	95	0.765	120	0.429
		42	0.466	69	0.765	96	0.765	Fourth axis	
		43	0.476	70	0.603	97	0.491	Statement	R value
		44	0.563	71	0.491	98	0.765	121	0.388
		45	0.556	72	0.765	99	0.745	122	0.824
		46	0.589	73	0.352	100	0.765	123	0.666
		47	0.622	74	0.765	101	0.392		

Tabulated (r) value (0.05) = (0.273)

Table 1 above shows that correlation coefficients in the first axis ranged between (0.324, 0.731), in the second axis (0.325, 0.799), in the third axis (0.354, 0.800) , in the fourth axis (0.388,0.824) and they are all statistically significant indicating the validity of these axes.

Table (2)
Correlation coefficient between axes and total sum of the questionnaire (under research) (n = 40)

Serial	Variable	Correlation coefficient
1	First axis	0.832
2	Second axis	0.985
3	Third axis	0.801
4	Fourth axis	0.381

Tabulated (r) value (0.05) = (0.273)

Table 2 above shows that the correlation coefficients ranged between (0.381, 0.985). They are statistically significant indicating that the questionnaire axes are at a high degree of validity.

Reliability:

It is calculated by half split and Alpha Cronbach coefficient. See Table 3

Table (3)
Questionnaire reliability coefficient (under research) (n = 40)

serial	Variable	Individual statements		Paired statements		r	Alpha coefficient
		Mean	Standard deviation	Mean	Standard deviation		
1	First axis	0.756	0.437	1.655	18.675	1.694	18.525
2	Second axis	0.975	0.954	5.666	80.725	6.189	82.55
3	Third axis	0.873	0.684	1.176	13.475	1.285	15.3
4	Fourth axis	0.308	0.329	0.423	1.775	0.405	3.8

Tabulated (r) value (0.05) = (0.273)

Table 3 above shows that reliability coefficients ranged between (0.308, 0.957) . They are statistically significant correlation coefficients that the questionnaire is at a high degree of reliability.

The final application of the questionnaire:

The questionnaire was applied to a random sample of (400) kindergarten female teachers, starting from Saturday, 6/4/2013 up to Sunday, 12/5/2013. See Table 4.

Table (4)

Opinions of the study sample from kindergarten female teachers about the proposed e-book. (n = 400)

Serial	Axes and Statements	Opinion		Chi Square
		yes	No	
	First axis : goals of the book First : cognitive goals			
1	Knowing information and cognition of movement education in concept , philosophy and bases	277	123	59.29*
2	Knowing the importance of movement education in kindergarten stage.	227	173	7.29*
3	Knowing movement aspects and dimensions	276	124	57.76*
4	Knowing concepts and terms used in movement education	265	135	42.25*
5	Knowing organized and administered procedures for movement education lessons	244	156	19.36*
6	Knowing the method of performing basic movement skills.	269	131	47.61*
7	Knowing steps of teaching basic movement skills.	233	167	10.89*
8	Knowing errors related to performing basic movement skills and correcting them	225	175	6.25*
9	Knowing methods of teaching basic motor skills.	233	167	10.89*
10	Knowing methods of evaluating movement education.	227	173	7.29*
	Second : Affectional goals			
11	Acquiring the desired social attitudes	258	142	33.64*
12	Deepening ethical values	276	124	57.76*
13	Developing voluntary psychological traits	239	161	15.21*
	Third : Motor goals			
14	The ability of applying information and cognition and operating them in situations of movement performance .	237	163	13.69*
15	The ability of performing basic movement skills at an appropriate level .	277	123	59.29*
16	Acquiring skills of teaching movement education methods	247	153	22.09*
17	Acquiring skills of organizing and directing children during movement learning	225	175	6.25*
18	Acquiring skills of educating basic movement skills of children	265	135	42.25*
19	Acquiring skills of organizing and implementing movement education lessons	236	164	12.96*
20	Acquiring skills of evaluating movement performance of the child.	271	129	50.41*
	Second axis : Content of the book First : Cognitive aspect			
21	Concept and philosophy of movement education	246	154	21.16*
22	Bases of movement education and its goals	239	161	15.21*
23	Motor – perception abilities	244	156	19.36*
24	Basic movement skills	248	152	23.04*
25	Locomotion	237	163	13.69*
26	Stability and balance	229	171	8.41*
27	Control and manipulation	289	111	79.21*
28	Strategies of education and learning in movement education	276	124	57.76*
	Second : Content of skills and movement activities A) Locomotion :			
29	Walking	258	142	33.64*
30	Running	271	129	50.41*
31	hopping	114	286	73.96*
32	Horizontal jumping	265	135	42.25*
33	Vertical jumping	229	171	8.41*

Serial	Axes and Statements	Opinion		Chi Square
		yes	No	
	B) Stability movements :			
34	Static balance	256	144	31.36*
35	Dynamic balance	276	124	57.76*
	C) Control and manipulation			
36	Catching a rolling ball	267	133	44.89*
37	Holding a large ball with both hands	289	111	79.21*
38	Bouncing and holding with both hands	271	129	50.41*
39	Bouncing a large ball with one hand	289	111	79.21*
40	Overhand throw	237	163	13.69*
41	Underhand throw	265	135	42.25*
42	Single – handed striking	129	271	50.41*
43	Two handed striking	133	267	44.89*
	D) Applications of teaching movement education			
44	Organizing children in movement education	277	123	59.29*
45	A lesson of movement education	255	145	30.25*
46	Evaluating movement performance of the child	250	150	25.00*
	Third : Selecting and organizing the content of the book : The content of the proposed e-book is characterized by the following : First : logical organization			
47	Graduality from easy to difficult and from simple to complex	266	134	43.56*
48	Connecting and sequencing of the scientific material	271	129	50.41*
49	Building previous activities on the next activities.	265	135	42.25*
	B) Psychological organization			
50	Needs of female students	249	151	24.01*
51	Dispositions and desires of female students	236	164	12.96*
52	Female students' attitudes	289	111	79.21*
53	Individual differences between female teachers	223	177	5.29*
	G) Other considerations			
54	Considering the philosophy of Saudi society	270	130	49.00*
55	Balance between depth and exclusiveness	230	170	9.00*
56	Validity and significance of the content	279	121	62.41*
57	Competency and related goals	271	129	50.41*
58	Relation with the requirements of pre-school child development	261	139	37.21*
59	Flexibility	234	166	11.56*
60	Variation	265	135	42.25*
61	Integration	281	119	65.61*
62	Safety	273	127	53.29*
63	Clarity of concepts	271	129	50.41*
64	Challenging female students' abilities	249	151	24.01*
	Fourth : Goals of educational units A) Cognitive goals :			
65	Knowing the concept of education and its importance	244	156	19.36*
66	Knowing the concept of physical education and its importance	265	135	42.25*
67	Knowing the concept , bases and goals of movement education	263	137	39.69*
68	Perceiving the relationship between the education, physical education and movement education.	287	113	75.69*

Serial	Axes and Statements	Opinion		Chi Square
		yes	No	
69	Knowing factors that govern movement performance such as leisure , effort and flowness.	271	129	50.41*
70	Knowing the method of performing locomotion	289	111	79.21*
71	Knowing the steps of educating locomotion	267	133	44.89*
72	Knowing errors of performing locomotion and methods of their correction	248	152	23.04*
73	Knowing the method of evaluating locomotion performance	270	130	49.00*
74	Knowing the method of performing stability and balance movements.	271	129	50.41*
75	Knowing the steps of educating stability and balance movements.	244	156	19.36*
76	Knowing errors of performing stability and balance movements and the methods of their correction.	233	167	10.89*
77	Knowing the method of evaluating the performance of stability and balance movements.	249	151	24.01*
78	Knowing the method of performing control and manipulation movements.	278	122	60.84*
79	Knowing steps of educating control and manipulation movements.	242	158	17.64*
80	Knowing errors of performing control and manipulation movements and the methods of its correction.	289	111	79.21*
81	Knowing the method of evaluating control and manipulation movements' performance.	277	123	59.29*
82	Knowing the concepts and terms used in movement education	265	135	42.25*
83	Knowing the methods of teaching movement education.	263	137	39.69*
84	Knowing methods of organizing children in movement education.	265	135	42.25*
85	Knowing components of movement education lessons.	259	141	34.81*
	b) Affectionate goals :			
86	Forming positive attitudes towards motor activity.	289	111	79.21*
87	Appreciating the importance of motor activity of the child.	255	145	30.25*
88	Appreciating aesthetic aspect of movement performance.	256	144	31.36*
89	Forming positive attitudes towards teaching movement education	249	151	24.01*
90	Feeling satisfaction after practicing movement activity.	233	167	10.89*
91	Perceiving the importance of movement activity in developing moral traits .	265	135	42.25*
92	Participating positively in the movement activity	242	158	17.64*
93	Acquiring the desired psychological traits .	276	124	57.76*
	G) movement goals :			
94	Performing locomotion correctly.	249	151	24.01*
95	Performing stability and balance movements correctly.	271	129	50.41*
96	Performing control and manipulation movements correctly	273	127	53.29*
97	Educating locomotion for children.	261	139	37.21*
98	Educating stability and balance movements for children	229	171	8.41*
99	Educating control and manipulation movements for children	278	122	60.84*
100	The ability of evaluating locomotion performance	265	135	42.25*
101	The ability of evaluating stability and balance movements	248	152	23.04*
102	The ability of evaluating control and manipulation movements	267	133	44.89*
103	Acquiring methods of teaching movement education	248	152	23.04*
104	Acquiring skills of organizing children during motor learning	264	136	40.96*
105	Acquiring skills of implementing a lesson of the movement education.	277	123	59.29*
	Third axis : Methods of teaching and instructional media			
106	Method of learning with articulated presentation	265	135	42.25*

Serial	Axes and Statements	Opinion		Chi Square
		yes	No	
107	Method of self-learning	262	138	38.44*
108	Method of application with peers guidance.	247	153	22.09*
109	Method of problems solving	271	129	50.41*
	Second : Instructional media			
110	Hyper texts	289	111	79.21*
111	Static pictures	235	165	12.25*
112	Motor sequence pictures	267	133	44.89*
113	Video	260	140	36.00*
114	Animation cartoons	271	129	50.41*
115	Sound	238	162	14.44*
116	E-mail	245	155	20.25*
117	Rasleny "contact me" model	253	147	28.09*
118	Electronic links.	229	171	8.41*
119	Direct communication.	289	111	79.21*
120	Music and sound effects	153	247	22.09*
	Fourth axis : Methods of evaluation The following evaluation methods are used in the e-book :			
121	Participation and interaction	265	135	42.25*
122	Performing tasks of learning and their activities.	247	153	22.09*
123	The final test	271	129	50.41*

Tabulated (chi square 2) value at (0.05) = (3.84)

Table 4 above shows that the significance direction for all the form statements was on behalf of (yes) except for the statement no. (31, 42 , 43 , 120) , the significance direction was on behalf of (no) . Based upon this, these statements were removed and the form was renumbered from (1: 119) so as to serve as a general framework of the proposed e-book on the movement education .

Preparing the book in its electronic form:

1. Developing the general goals of the book .
2. Developing the general content of the book and organizing it in four basic units . Each unit includes a set of sub-topics
3. Determining the appropriate design language , where the HTML language was used to construct the static book pages, by using the Microsoft FrontPage program in addition to Java Script to add the effectiveness element to the book .
4. Connecting the book with internet services that increases interaction of female students with its subjects such as common chatting websites, search engines and electronic links .
5. Writing texts and listing files of static and sequential pictures , video and animation cartoons .
6. Submitting the electronic book to a set of specialized experts to conduct the required modifications and applying it to a sample of (40) female students in the department of kindergarten after their study of movement education course . It was shown the appropriateness and attractiveness of the scientific content, the language easiness for female students and easy navigation through the book content .
7. The electronic book was located on the following site : **www.drazab.com/me**

Discussing the results :

Results of table (4) indicate the agreement of the study sample from the female teachers on the suggested axes and statements of the electronic book content on movement education at a rate of (119) statements for the fourth axes from total (123) statements after excluding (4) statements . The significance of chi square[2] according to their responses is as follows :

The first axis : goals of the book

The study sample from kindergarten female teachers agreed to the appropriateness of all the suggested goals of the electronic book with its three types : (cognitive – affectional – Motor)

The book includes all various goals of comprehensive and integrated development for the female teacher students in mental , affectional and motor ways. The cognitive goals aim at (remembering , understanding , applying , analyzing ,

synthesizing and evaluating) for the female teacher students of information, cognitions and the necessary concepts of different educational aspects related to movement education . The movement goals aim at applying and functioning these cognitions and information in movement learning situations through (observation , imitation , experimentation , practice , adaptation and creativity) to develop teaching skills for the female teacher students so that they can deal with the educational situations in movement education. The affectional goals aim at developing personal aspects accompanying the process of movement education through (attention , reception , response , giving value , organization , characterizing with a value) and that the female student can adjust her behavior and develop her values system .

Second axis : Book content :

The study sample from kindergarten female teachers agreed to the appropriateness of all the suggested contents of the electronic book in the movement education except for the skills of (hopping , single – handed striking , striking with two hands) . This may be due to their inappropriateness for kindergarten children.

The researchers attribute the appropriateness of the proposed e-book content to the choice of the content in the light of specialized scientific references on movement education (Joanne & Keith, 1999; Joanne & Keith, 2000) in addition to organizing the content in accordance with education philosophy in the Saudi society.

The researchers divided the content into (4) educational units. The first one is entitled " movement education – the concept , philosophy and strategies of teaching " . The second unit is entitled locomotion movements " . The third unit entitled is " stability and balance movements " . The fourth unit is entitled " control and manipulation movements " . In terms of selecting and organizing the content , the research sample agreed on the appropriateness of all the suggested topics as well as all goals of the suggested electronic book . Both researchers consider that each unit includes :

- The unit number and title.
- The goals of (cognitive , affection and movement) units.
- The content of the unit : it is a set of sub – topics.
- References: through which new information related to the topics of the units is added.
- Activities of education and learning :

They might be a question which the female student answers, an assignment or special instructions directing her towards using other sources and materials of learning such as accessing a site, loading some files from the Internet, reading a chapter from a book or going to the college library to collect some information related to the unit topic. The female student's answers /activities are sent by the service " contact me" liked to the site .

- Direct chatting website: where there is a special link in each unit by which the female student can communicate with the subject professor or with her colleagues for discussion or interpretation of the unit topics.

Third axis : Methods of teaching and instructional media :

The study sample from the female teachers agreed to the appropriateness of all teaching methods (the method of learning with articulated presentation , the individual learning , application with peers guidance and problem-solving .

In connection with the instructional media, the study sample agreed to the appropriateness of the following instructional media (hyper texts , static pictures , motor sequence pictures , animation cartoons , sound , e. mail , the pattern of " contact me " electronic links , direct chatting website), Music and sound effects were excluded . Thin is may due to religious reasons for female teachers.

In this regard (Tsai & Lee, 2012; Fenouillet and Kaplan, 2011) assured that the successful learning environment should provide a lot of teaching methods and instructional material which enable the learner to learn on their own and flexibly with other learning groups through some tools such as chat rooms, discussion forums and different websites.

Fourth axis: Methods of evaluation :

The study sample from the female teachers agreed to the appropriateness of the suggested evaluation methods represented in :

- Participation and interaction inside the course through effectiveness in using

e-mails , direct chatting websites, the service of " contact me ". (20%) of the total score is allocated to this method.

- Educational tasks and activities are allocated (40%) of the total score
- The final exam of the course content is allocated (40 %) of the total score .

Conclusions and recommendations:

Conclusions

The proposed e-book on movement education is appropriate for the female teacher students in kindergarten department from the viewpoints of kindergarten female teachers.

Recommendations

Based upon the study results , both researchers recommend the following :

1. Submitting the proposed e-book on movement education for experimentation to know the reasons for its appropriateness .

2. Generalizing the experiment to all subjects in the program of preparing kindergarten female teachers.

References

1. **Abulibdeh, E.S., & Hassan, S. S.(2011). E-learning interactions, information technology self-efficacy and student achievement at the University of Sharjah, UAE. Australasian Journal of Educational Technology, 27 (6), 1014-1025.**
2. **Adileh, M.(2012). Teaching Music as a University Elective Course through e-Learning. Australian Journal of Music Education,1,71-79.**
3. **Castillo-Merino, D.,& Serradell-López, E.(2014). An analysis of the determinants of students' performance in e-learning. Academic Journal Computers in Human Behavior, 30, 476-484.**
4. **Ching-Huei, C.,& I-Chia, W.(2012).The interplay between cognitive and motivational variables in a supportive online learning system for secondary physical education. Journal Computers & Education,58 (1),542-550.**
5. **Eugene, W.,& Clark, K.(2012). E-Learning, Engineering, and Learners of African Descent: A Needs Analysis. Journal of STEM Education: Innovations and Research,13(2),45-57.**
6. **Fenouillet, F.,& Kaplan, J.(2011). Impact of Learning Modalities on Academic Success, Jonathan. European Journal of Open, Distance and E-Learning, 20(2),111-136.**
7. **Huang, C., Chin, S., Hsin, L., Hung, J.,& Yu, Y. (2011). A Web-based E-learning Platform for Physical Education. Journal of Networks, suppl. Special Issue: Nomadic Services and Applications ,6(5), 721-727.**
8. **Huang, C., Liao, Y., Liu, C., Yang, C.,& Yu, Y.(2010). E-learning on Physical education of Utilizing Multimedia Contents.International Conference on Computer Science Education Innovation & Technology (CSEIT). Proceedings, I25-I28.**
9. **Joanne, M. L., & Keith, R. B. (1999).Fundamental motor skills& movement activities for young children, complete motor skills activities program. The Center for Applied Research in Education, West Nyack, New York.**
10. **Joanne, M. L., & Keith, R. B. (2000). Ready to Use Motor skills movement station lesson plans for young children: teaching, remediation and assessment. the Center for Applied Research in Education, West Nyack, New York.**
11. **Juniu, S.(2011). Pedagogical Uses of Technology in Physical Education. Journal of Physical Education, Recreation & Dance, 82(9), 41-49.**
12. **Kiboss, J. K. (2012). Effects of Special E-Learning Program on Hearing-Impaired Learners' Achievement and Perceptions of Basic Geometry in Lower Primary Mathematics. journal of Educational Computing Research,46(1), 31-59.**
13. **Malik, S. K.,& Khurshed, F. (2011).Nature of Teacher-Students' Interaction in Electronic Learning and Traditional Courses of Higher Education. A Review, Turkish Online Journal of Distance Education,12(4),157-166.**
14. **Mutlu, A.,& Eröz-Tuga, B.(2013). The Role of Computer-Assisted Language Learning (CALL) in Promoting Learner Autonomy. Eurasian Journal of Educational Research (EJER), 51, 107-122.**
15. **Priem, F., De Craemer, R.,& Calu,T.(2011). E-Learning in Science and Technology via a Common Learning Platform in a Lifelong Learning Project, Johan. European Journal of Open, Distance and E-Learning, 12(1),75-97.**
16. **Tsai,C.,& Lee,H.(2012). Developing an Appropriate Design for E-Learning with Web-Mediated Teaching Methods to Enhance Low-Achieving Students' Computing Skills: Five Studies in E-Learning Implementation. International Journal of Distance Education Technologies,10(1), 1-30.**
17. **Yalçin, F. A.,& Bayrakçeken, S.(2010). The Effect of 5E Learning Model on Pre-Service Science Teachers' Achievement of Acids-Bases Subject, International Online Journal of Educational Sciences, 2 (2), 508-531.**
18. **Zhang, W.,& Cheng, Y. (2012). Quality Assurance in E-Learning: PDPP Evaluation Model and Its Application. International Review of Research in Open and Distance Learning, 13(3), 66-82.**