

The Effectiveness of A Suggested E-Syllabus in Methods of Teaching Philosophy in Faculty of Education Studnts' Achievement, Learning Retention and Attitudes Towards Using E-Learning

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Abstract

The current research aimed to find out the basics and standards for designing an e-program in methods of teaching philosophy, and investigating the effectiveness of that program in enhancing faculty of education students' achievement, learning retention and attitudes towards using e-learning.

Results of the study found that there are statistically significant differences between means of scores of the study sample in the pre and post administration of the achievement test, the delayed posttest, and the scale of attitudes towards e-learning, at (0.01 level), in favor of the post administration. This signifies the effectiveness of the e-syllabus in methods of teaching philosophy, as it provides a learning environment



rich in various stimuli represented in teaching methods, activities, and evaluation methods. This environment is also rich in pictures, drawings and audio aids that help the learner find the learning style suitable for his/her abilities, interests and aptitudes. All these facilities led to an enhancement of students' achievement. Results of the study also showed that there is a strong positive correlative relationship between students' post test scores and their scores on the scale of attitudes towards e-learning.

