

The effect of the different patterns of virtual classes based on communities of practice on the achievement and development of some e-content design skills and the attitude towards them among educational design coordinators in e-course production centers

This research aims to study the impact of different patterns for virtual classroom classes, based on communities of practice, on achievement and the development of some e-content designing skills for the employees in e-courses production centers in public universities. The researcher designed educational content in the form of files (PDF, Video, Flash, and Presentation). 6 sessions were organized using synchronous virtual classroom with the first group, providing educational content at any time for the second group using asynchronous virtual classroom, and integrating the two previous patterns with the third group. The researcher used the "Open Meeting" software for designing and conducting the meetings of the virtual classroom. All these were presented via the Learning Content Management "MOODLE" system. The experiment was applied on a sample of 60 Instructional designer (n=20 per group). The results indicated that all members of the three experimental group, especially students of the experimental group (asynchronous) and students of the experimental group (synchronous/ asynchronous) learners were more positive and enthusiastic in their learning, more cooperative, and mostly affected by the design of the virtual classroom based on the communities of practice.