

Two types of interaction (synchronous/asynchronous) in a strategy for peer feedback in e-learning environments and their impact on achievement, motivation towards learning and attitude towards it

This research aims to study the effect of two interaction patterns (synchronous/asynchronous) in a Peer Feedback strategy in e-learning environments on achievement, motivation towards learning and attitude towards it. The researcher applied the research experiment on the sample members of the third-year students in the Department of Educational Technology, Faculty of Specific Education, Fayoum University. The researcher noticed a change in the behavior of all sample members in the two experimental groups, and the first experimental group was keener to benefit due to the characteristics and advantages of the synchronous pattern. The researcher confirms that the proposed strategy for peer feedback contributed clearly and effectively to increasing the rate of activation of the use of the electronic curriculum and helped the sample members to find a positive role for themselves in their learning and reduce absolute dependence on the curriculum teacher, which led to an increase in their motivation towards learning and consequently an increase in the rate of academic achievement.