The Effect of the Interaction between the Level of Emotion Analysis Based Support and the Method of Providing it in an Electronic Learning Environment Based on Competitive Activities on Reducing Mental Wandering and Learning Depth

Proposal for Master's degree in Education

(educational technology)

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Abstract

Title: The Effect of the Interaction between the Level of Emotion Analysis Based Support and the Method of Providing it in an Electronic Learning Environment Based on Competitive Activities on Reducing Mental Wandering and Learning Depth.

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Abstract:

The current research aimed to reveal the effect of the interaction between the level of emotion analysis-based support (brief, detailed) and the mode of delivering it (text, video) on reducing mental wandering and improving learning depth in a competitive E-learning environment among educational technology students at the Faculty of Specific Education, Fayoum University. The researcher prepared measurement tools (achievement test) and adopted the mental wandering scale by Helmy El-Feel (2019) and the Approaches and Study Skills Inventory for Students (ASSIST, 2013) after translation to measure learning depth. The research experimental groups consisted of (212) third-year male and female students at the Educational Technology Specialist Preparation Program, who were randomly divided into four experimental groups. The research findings indicated significant statistical differences in the scales of (mental wandering and deep learning) due to the variation in the level of support, in favor of the detailed support level. The results also indicated that students with text-based and video-based support modes were equal in the scales of (mental wandering and deep learning). Additionally, the results revealed statistically significant differences in the scales of (mental wandering and deep learning) due to the interaction between the level of support and the mode of delivery, in favor of the experimental group that received detailed support and a textual delivery mode. the researcher recommends using detailed textual support to enhance learning depth skills, and avoiding the use of detailed textual support in cases of students are mentally wandering. Also using a competitive learning environment to increase learning depth skills and reduce mental wandering.

Keywords: Support level (brief - detailed) – Delivery mode (text - video) - Emotion analysis, Competitive activities, Mental wandering, Learning depth.