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Aim & Scope

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**A NEW EXPERIENCE FOR QATARI DIPLOMACY IN CONFLICT RESOLUTION ACCORDING
TO TWO ASSUMPTIONS:**

- **PEACE AND DEVELOPMENT IN EXCHANGE FOR A CESSATION OF WAR.**
- **PARTICIPATION OF COMMUNITY REPRESENTATIVES IN NEGOTIATION.**

(DARFUR PEACE AGREEMENT AS CASE STUDY)

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Abstract

This paper addresses the role of Qatari diplomacy in carrying out the function of mediator in one of the most complex crises in the Centre & West African region, the complexity of this crisis comes from the intersection of ,Darfur region crisis in Sudan the local agenda and the intersection of the local agenda with the regional and agenda, as well as the complexity of the agenda and its many coordinates. international

In this paper, the researcher presented a qualitative experience in conflict resolution diplomacy with moral and humanitarian characteristics. The idea of experimentation is: stopping the war and signing a peace agreement in exchange for comprehensive development and reconstruction. Which highlighted a tool and a new direction for the resolution of disputes open to a wide space of theories, tools and academic methods and combined this experience to take advantage of the traditional local heritage to resolve conflicts in Darfur and work on its development and modernization? Through this, Qatari diplomacy succeeded in reaching the Doha



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Agreement for Darfur Peace 2011, which ended more than ten years of bloody conflict in Darfur..

The researcher conducted a survey of 200 Darfurian on the impact of the development and reconstruction catalyst on the success of Qatari diplomacy in ending the war and signing the Darfur Peace Agreement.

An important conclusion has been reached that development incentives, credibility and credibility of the Qatari mediator and his experience as well as the confidence of the local and international community is the main reason for the signing of the Doha Agreement, which will be a major reason to prevent the re-production of the crisis in Darfur.

KeyWords: Qatar Diplomacy, Darfur , Darfur Crisis , Tribal Institution , Darfur Peace Agreement , Darfur Sultanate, Ali Dinar, rehabilitation, janjaweed.

Definition of the main concepts

Marginalization

Means deliberate or unintentional disregard for a populated geographical area and not including in national social and economic development plans in a repetitive manner, for geographical reasons or because of lack of resources or for regional, tribal, religious, political, intellectual, linguistic, punitive or on the basis of gender or component, which has caused social, economic or environmental retardation as a result of the process of marginalization in that area. (1)

¹ A.Y.Atta, development in Sudan, Darfur as case study, PHD Thesis,(unpublished, U of Neilain , Sudan2008,)



Peripheries Areas

In this study, we mean the states located in Sudan's geographic periphery far from central Sudan, which means the states of Khartoum, al-Gezira, the White Nile and Sennar, which have benefited from development and services more than other states.

Local heritage in conflict resolution

In this study, we mean the traditional local mechanisms of conflict resolution and reconciliation in the local community, the most famous of which was the Joodia. It means, intermediation between the conflicted parties, and al- Rakuba, which is a special mechanism for compensation as well as religious rulings.

The stakeholders

In this study, we mean the components of the community that are truly benefiting from peace. They include voluntary civil society organizations, women, political parties, traditional civil administration, representatives of displaced persons in the camps, youth representatives, students, important community figures, traders, expatriates, intellectuals and others.

1. Literature Review

There are several previous studies that dealt with parts of the subject of this study, the most prominent of which are:

Study of Dr. Osama Ali, entitled "Darfur: Historical Background of the Crisis and the Causes of its Development" (2). This study aimed to focus on the fact that the

2 Dr. Osama Ali, Darfur Historical background of the crisis and the reasons for its development, Al-Shorouq channel



phenomenon of tribal conflict in Darfur is ancient and dated by the establishment of the second Fur Sultanate in 1605, The writer also pointed out that the wars in Darfur have continued since the Turkish colonization of Sudan, under the reign of Salatin Pasha, and then in the reign of the Kalefa Abdullah Al-Taishi During the Mahdia revolution, however, the researcher did not address historical results and detail, so that , what we will address in this study.

Study of Dr. Mahmoud Mumdani , entitled "Rescuers and Survivors - Politics and the ,This study shed light on the problem in its historical, social and)3(War against Terror" political context, starting from thinking about four assumptions concerning heritage, ethnic origins , Tribe and location. He then analyzed the causes of the conflict in Darfur, revealing the role of the old and modern colonialists in establishing and deepening the conflict, limiting the definition of the conflict in Darfur to the North-South axis, and managing the war through tribal institutions. In my opinion, the writer did not succeed in this research to address all the frameworks, which contributed to this crisis, he concentrated only on historical, social and political, and overlooked the economic aspect, which is one of the main reasons for the outbreak of this conflict.

Study of Dr. Hamid Al-Tijani,, entitled "The Economic Cost of the Darfur War" (4), in which the researcher pointed out that the war in Darfur reached a high cost on both the economic and humanitarian levels, and that the Government of Sudan spent \$ 24.07 billion on the Darfur war, Which is equivalent to 162% of GDP during the war years. Over the past two decades, the government spent 23% of the annual budget on the war effort. But the researcher, in my opinion, did not indicate that there are solutions, if put

website, Khartoum, 2007.

3 Dr. Mahmoud Mumdani, Darfur Rescuers and Survivors, Politics and the War on Terror, First Edition, Center for Arab Unity Studies, Morocco, 2012.

4 Dr. Hamid Al-Tijani, The Economic Cost of the Darfur War, Paper presented to the 11th Al-Jazeera TV Forum, Doha, Qatar, 2011.



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on the ground, the Government of the Sudan may have spent this money on development.

Study of Dr. Balqis Badri, entitled "The Darfur Peace Agreements ... Efforts and Challenges of Implementation" (5). This study focused on the challenges facing the peace agreements that have been signed on Darfur, and presented a number of practical proposals to address the shortcomings that have transformed the region of Darfur to a laboratory, to try the principle of responsibility for protection, adopted by the United Nations at the summit in New York in 2005, but the researcher did not address the shortcomings of the international community in this crisis, and the neglect that led to the complexity of this crisis, so there is a blame on the international community that they did not seek seriously to give solutions.

Study of Dr. Alex de Val, entitled "The Regional Role in the Crisis: Creative Innovations and Disruptive Conflict" (6), concluded that, countries such as Chad, Libya and Eritrea have played a particularly important role in the continuation of the crisis. This differs from the role played by the African Union and Qatar in tackling the crisis. It also ignored the local role. Dr. Alex said that, this crisis should not be left unresolved because the local impact of this problem will be reflected by regional repercussions if left unanswered. In my opinion, if the researcher added the local causes to the regional causes, it would be more complete and more effective. All the reasons that led to the conflict, including the internal causes of this region, must be mentioned.

2. Introduction

5Dr. Balqis Badri, Darfur Peace Agreements: Efforts and Challenges of Implementation, Chapter VII, Al Jazeera Center for Studies, The Arabi Science Foundation, Doha, Qatar, 2013

6 Dr. Alex de Val, Regional Role in the Darfur Crisis, Creative Innovations and Disruptive Conflict, Chapter XI, The Gezira Center for Studies, The Arab Science Foundation, Doha, Qatar, 2013.



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The states of Greater Darfur come in third place in terms of area for Sudan as a whole , and cover the western part with total area of 570,888 square kilometers or 140,000 square miles, which is equivalent to 20% of the area of Sudan. It is bordered to the west by Chad, Central Africa, the north-west by Libya, and the south, by southern Sudan, as well as by its borders with the states of Kordofan and Northern Sudan. , The population of Darfur according to the 2008 census is 7.5 million people belonging to about 160 tribes, about 75% of the populations of Darfur live in the countryside, 15% are pastoralist, 10% live in cities and work in different occupations, and about 6% of the population is engaged in agriculture.(7)

Until 1916, Darfur was an independent state, it had been annexed to the modern Sudan by Britain after the defeat of its ruler, Sultan Ali Dinar, who declared his bias (8)towards Turkey in World War I.

Darfur is rich in natural resources of minerals, oil, fertile land suitable for agriculture and huge livestock of cattle, camels and cows. It is also rich in natural forests, valleys, coves, rain and grasslands.(9)

The Darfur region has suffered from economic and social underdevelopment and lack of development since it was annexed to Sudan, and has suffered continuously and devastated from tribal conflicts. Since the middle of the last century, the region has been suffering from environmental degradation and desert encroachment, which is resulted in intense competition and persistent conflicts between farmers and pastoralists over declining natural resources and water scarcity.(10)

⁸<http://www.mfr.sd.org/mb,23432,2017>.

⁸ Sheikh Abdullah Abdul Majid, *The People and Preachers*, Khartoum, 2008, p. 259.

⁹ Ahmed bin Abdullah Al Mahmoud, Minister of State for Foreign Affairs of Qatar, Conference of stakeholders in Darfur, Doha, State of Qatar, 2011.

¹⁰ Robert Collins, *Sudan's Modern History, Darfur Crises*, Taha Al-Khalifa Taha, Khartoum, 2013.



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Indeed, the issue of environmental degradation and underdevelopment, both economic and social, has been the main cause of all conflicts in Darfur's contemporary history.

3. Darfur Crisis

In April 2003, armed conflict erupted in Darfur, by armed political movements, because of social and economic injustice.

The armed opposition movements in Darfur attributed the causes of underdevelopment to the deliberate marginalization by Khartoum as the center that exercised marginalization against Sudan's peripheral areas, including Darfur, after that, the concept of marginal peripheral areas spread. The armed opposition movements were accompanied by political slogans, for the first time, in order to achieve, better advantage of economic development, education services, health services, infrastructure and clean water.(11)

The civil war has led to extensive destruction in vulnerable infrastructure, especially in the countryside, which has lost its entire infrastructure and burned entire villages. According to estimates by the International Committee of the Red Cross (ICRC), about 300,000 people were killed and more than 2 million people displaced from war zones to camp around major cities and relatively safe areas. Some resorted to neighboring (12)countries.

11 Dr.. Khalid Al-Tijani, Economics of War and Economic Wars, Darfur as a Model, Chapter V, Al-Jazeera Center for Studies, Arab Science Foundation, Doha, Qatar, 2013.

12 International Red Cross Bulletin, Darfur Office, El Fasher, December 2007.



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Many attempts have been made by several mediators to reach solutions to the crisis in Darfur, which was classified by the Secretary-General of the United Nations Kofi Annan(13) as the worst humanitarian crisis in the era. Attempts, initiatives and agreements reached a large number, more than twenty attempts to break the crisis and reach a solution that satisfies the conflicting parties. All failed and could not find solutions.

The State of Qatar and Sudan have strong ties to Arabism and Islam. They also have great diplomatic relations. Sudan was the first Arab country to congratulate Qatar on its independence from British colonialism, in addition to the fact that the Sudanese president was the first Arab president to visit Qatar after its independence. In addition at the grassroots level between the two countries , and significant to excellent relations, Qatari investments in Sudan.

Qatar has succeeded in entering as an acceptable mediator between Darfurian armed movements and the Sudanese government. Qatar diplomacy was able to bring them together around the negotiating table in 2008. After long, arduous and difficult on 14 July 2011. negotiations, the Doha Piece Agreement (DPA) was signed in Doha

.1. Collapse of the crisis from domestic to globalization3

Due to the developments of the crisis, a new reality is being created on the ground due to the huge number of international relief and humanitarian aid organizations, international and regional civil society organizations, international and Western civil society organizations and pressure groups, with all the tools, capabilities, support and

Kofi Annan, Secretary-General of the United Nations, Press Conference, United Nations Headquarters, ¹³ New York, 2009. Top of Form



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The crisis has become more complicated. The interchanges of the international agenda have multiplied. The crisis has emerged from its traditional domestic framework to the international community and to the concepts and assumptions of globalization. The Darfur armed movements opposed to the government, which until then did not have a clear vision, programs and solutions to the problems of Darfur, became hostage to the initiatives and the mediation agenda. They became a means of international intervention in the Darfur internal affairs. The movements and the crisis in Darfur became part of the tools and intersections of the international conflict in Africa.

Official statistics show that the number of foreign organizations working in Darfur increased by the end of 2013 to more than 258 foreign organizations, 1,580 foreign employees, 14,500 national employees and 2,000 mobile vehicles. These voluntary organizations operate in various fields of food and logistics assistance, health services, water services, environmental protection, family reunification and other social and humanitarian services, church religious organizations also, in addition to the heavy presence of intelligence from various countries of the world. Because of the increasing (14).complexity, the crisis has turned into an international one

The United Nations and the UN Security Council have taken great interest in the Darfur crisis through a series of recommendations and decisions. Under international pressure from various quarters, the United Nations has warned of the seriousness of the conflict, which resulted in the deaths of more than 200,000 people, Two million people from their homes. The conflict has become a concern of the Security Council and the United Nations Secretariat. By the beginning of 2004, the Security Council had begun to take decisions that did not go beyond the call to stop fighting or extend the mandate of the international forces to protect civilians. From 2013 until now, the Security Council

14 Voluntary organizations working in Sudan, Darfur states, Sudanese Council of Voluntary Societies.



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has issued 20 resolutions on the Darfur crisis, but the most important decisions that formed the main points of the conflict are: (15)

- The UN Security Council passed resolution 1556 in June 2004 imposing sanctions on the supply and export of military equipment to non-governmental entities, including the Janjaweed and rebel factions.
- In 2005, the Security Council, in its resolution 1590, authorized the establishment of the Darfur Observation Mission (UNAMID).
- The Security Council passed Resolution 1591 in 2005, extending the scope of sanctions to other measures, including travel bans on individuals, as well as the seizure of financial assets.
- In 2005, the Security Council adopted resolution 1593, which referred the situation in Darfur to the International Criminal Court, to consider charges of war crimes and crimes against humanity.
- In 2006, the Council passed Resolution 1706, which authorized UNMIS to strengthen the presence of African Union forces in Darfur.
- In the same year resolution 1755 was also issued to strengthen the presence of African troops and to provide logistical and military support and to approve the so-called heavy equipment package.
- In July 2007, the Security Council adopted its resolution 1769, in which it authorized the deployment of the so-called Joint Forces of the African Union and the United Nations, with a force of 20,000 troops and 6,000 civilian police.

15 archive.aawsat.com/details.asp?section=4&article=509379.



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Thus, the Darfur crisis has escalated into the spaces of globalization and has • become the focus of the international, regional and local human rights organizations and has become the leading news bulletins in satellite channels, social media sites, .newspapers and political magazines

The development and globalization of the Darfur crisis have led the International Criminal Court to indict the Sudanese President and a number of government officials in Sudan for war crimes and ethnic cleansing.

3.2. Participation of Local Community in negotiation

After classifying the Darfur crisis as one of the most complex crises in the history of Africa's conflicts and crises, it is also one of the most pressing problems for both negotiators and mediators. It requires a tremendous amount of brainstorming and handling of changing and unpredictable situations. Sometimes the negotiators change their positions and agendas, and it occurs during the session that the number of parties has doubled, due to disagreements and divisions among rebel movements, hasty positions, lack of strategic ideas and strategic objectives. The regional and international agenda is always on track of negotiations, therefore, the Darfur problem certainly needs an unconventional mechanism that forms a means of community pressure on key negotiators and a means of monitoring their performance to achieve the community's aspirations for peace and development.

Although Qatari diplomacy has great and fruitful experiences in mediating and finding solutions to difficult and thorny problems at the regional and international levels, especially in the Middle East, when it comes to the Darfur problem, we find



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ourselves in a labyrinth, and we need negotiation skills And the ability to achieve a major breakthrough in the crisis, lead the parties to the table of dialogue and reach a consensus leading to peace and security, In order to achieve human development as a final goal sought by life.(16)

The crisis in Darfur is intertwined with strategic accounts of regional and international powers. Moreover, Darfur has become a hotbed of conflicts and settling scores of international intelligence agencies in various forms and agendas, and has become a haven for criminals, arms dealers and drug gangs. Drugs, as well as ethnic and tribal roots, as well as the failure to give the population the right to participate in power. The absence of economic development and the spread of poverty, ignorance and disease, in addition to the failure of more than twenty agreements and the Declaration of Principles, by the African Union, the United Nations, African countries, European and regional organizations to reach a solution to end the crisis.

One of the most important features of the Darfur Peace Agreement is the participation of representatives of the Darfurian community, as an integral part of the agreement, which allows for a broad public base for the content of the agreement. This is a new trend in conflict resolution that offers guarantees of success that are stronger than the guarantees that may be given by international, regional or Sudanese partners. The creation of stakeholder participation in the negotiations is one of the innovations of Qatari diplomacy to solve one of the most complex African conflicts. . The strategic location of the region remains the envy of the world's major powers, as one of the gates of the spread of Islam in West and Central Africa in addition to its animal, forestry, mineral and petroleum resources.

The conference of stakeholders (held in Doha in May 2011) is a qualitative leap in the

¹⁶[http:// www.sudantribune.net/22/12/2014](http://www.sudantribune.net/22/12/2014)



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history of conflict. The aim of the conference is to give the Darfurian the peace process and mobilize support for the implementation of the terms of the final agreement.

The conference included a large crowd of Darfurian civil society and Sudanese political leaders from various parties, in the presence of international partners, representatives from the Arab League, the Organization of the Islamic Conference, the African Union and the Qatari mediator.

Al Mahmoud, Minister of State for Foreign Affairs of the State of Qatar, confirmed during the shareholders' conference in May 2011 in Doha that the conference was held in accordance with the Qatari mediation guidelines as follows:

- War does not serve the interests of Sudan, and negotiation of solutions is the only option available to settle the conflict.
- The negotiating platform should not exclude anyone.
- The need for all stakeholders, including IDPs, refugees, all segments of civil society, nomads, political parties and government officials to participate in their capacity and vision.

The importance of the conference of the people of interest is that it is considered as a declaration of acceptance by the people of Darfur for peace based on the terms of the Darfur Peace Agreement. This is the basis for a sustainable peace that everyone hopes will put an end to the Darfur crisis.

A panel discussion was held in which the parties, displaced persons, refugees and displaced people, elected leaders, political parties and civil society participated. It was considered a historic meeting in the literature of the negotiations, in which the representatives of all concerned parties were discussed in a rare democratic and humanistic scene. That gave the agreement legitimacy, and confirmed the satisfaction of everyone that the agreement is equivalent to their ambitions. The Secretary-General



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of the United Nations, Mr. Ban Ki-moon, welcomed the Doha peace document adopted by stakeholders as a basis for ending the eight-year conflict in western Sudan. The AU also supported the Qatari mediator and the Doha Agreement.(17)

3.3. Peace and development in exchange for a cessation of war

The DPA paid due attention to the issue of economic and social underdevelopment in Darfur by making the development and reconstruction incentive for the cessation of war a win-win card for all parties in the negotiating process to resolve the crisis. The Qatari diplomacy has also benefited from customary local traditions in conflict resolution and thus, involved the local community in the negotiating process, which gave the Convention a public dimension.

Thus, the focus has been on the use of development for peace and social stability, as a necessary condition for ending poverty and achieving prosperity. In accordance with the widespread impact of the conflict in Darfur and the influx of refugees and displaced persons, peace and stability in Darfur have become of paramount importance, characterized by the local, regional and international dimension.

The State of Qatar has committed itself to achieve the condition of development if an agreement is signed to stop the war and bring peace to Darfur and called on the international community to support this trend during the course of the negotiations

The State of Qatar has many successful and credible experiences in settling local, regional and international conflicts in many regions of the world. Qatar has also won the confidence of the international and regional communities in this field. Qatar has been

¹⁷[http:// www.albashir.sd/.../7055](http://www.albashir.sd/.../7055) جهود دولة قطر في تحقيق السلام وإعادة-ال-7055



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able to gain the trust and acceptance of the conflicting parties in Darfur and also the confidence of the local community as an acceptable, and credible mediator.

4. Darfur Peace Agreement

The DPA document came in about 106 pages, in addition to definitions of terms preamble and final provisions. Included seven chapters are as follows:

Chapter One: Human Rights and Fundamental Freedoms.

Chapter Two: Sharing power and the administrative situation of Darfur.

Chapter 3: Sharing wealth and national resources.

Chapter IV: Compensation and return of displaced persons and refugees.

Chapter Five: Justice and Reconciliation.

Chapter Six: Permanent ceasefire and final security arrangements.

Chapter 7: Dialogue, internal consultation and implementation modalities.

The agreement also included an annex in the form of a timetable for implementation.

Following the signing of the agreement, a committee was formed to follow up the implementation of its provisions under the chairmanship of the State of Qatar. (18) (19)

In April 2013, Doha hosted the Donor Conference for rehabilitation and Development in Darfur, with the participation of delegations from 36 countries, 22 United Nations agencies and 60 international and national organizations. The commitments of the Conference to contribute to the Darfur Development Strategy Programme amounted to (\$ 3,689,656,700.) The Government of the Sudan pledged (\$ 2,000,000,000), the State of Qatar (\$ 500,000,000), the Arab Development Bank (\$ 200,000,000), the European Union (\$ 35,000,000), Turkey (\$ 50,000,000), the Federal

¹⁸ [http://www.au.com/Darfur Peace Agreement Document \(DPA\)](http://www.au.com/Darfur%20Peace%20Agreement%20Document%20(DPA))

¹⁹ <http://al-Arabia.net/news.April,07/2012>.



Republic of Germany (\$ 20,892,000), and the Arab Islamic Organizations Group (\$ (20)206,000,000).

The outcome of the rehabilitation and development program in Darfur, until the end of the transitional period in 2017 included:

1. 20 model villages, were built with the full facilities and services. Their sites were agreed with local stakeholders and government officials, four villages in each state.
2. More than 10,000 fighters of the armed opposition movements have been reintegrated into civilian life to contribute to development and rehabilitation..
3. The establishment of the Bank of Darfur with a capital of one billion dollars as an important tool to assist in the process of development and rehabilitation in Darfur.
4. Launching education and health programs by establishing and rehabilitating of hospitals and health centers and building and rehabilitating schools in various stages.
5. 300 water stations, 200 wells and a large number of water harvesting rigs have been completed. (21) / (22)

5. Methodology

The researcher conducted a questionnaire simple for a sample from people of Darfur about the impact of the development and rehabilitation factor In addition to the participation of stakeholders in the negotiations, on the success of Qatari diplomacy, in ending the war in Darfur and signing the Darfur Peace Agreement and its steadfastness.

Observations and interviews were also important tools used by the researcher in this study.

²⁰ <http://www.aljazeera.net.../16/07/2016/...>

²¹ Darfur Needs Committee, Documents of the Interim Authority for Darfur Region, Minutes of the Committee for Monitoring the Implementation of the Convention, Khartoum, 15/06/2017.

²² Early Recovery Program for Darfur, Qatar-funded projects with UNDP, Proceedings of a press conference, El Fasher, December 2017



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The researcher distributed (200) questionnaires. 198 respondents responded to the questionnaires, i.e. about 99% of the target population. In order to produce accurate results as far as possible, the researcher is keen to vary the sample of the study in terms of its coverage on the following: Individuals of sexes, different age groups and different educational qualifications. He also ensured that the questionnaire includes various tribes, various professional jobs and social situations.

6. Analysis and discussion

The questionnaire contained a main question and seven sub-statements.

6.1. The main question:

"Are development incentives and the participation of the stakeholders in the negotiations' made the State of Qatar the appropriate mediator and therefore gave the password to reach the signing of the Darfur Peace Agreement?"

6.1.1.The first statement: The Doha Agreement provided a new vision for the resolution of disputes in conjunction with the political solutions and rehabilitation of the war destroyed for the first time.

Table (1) frequency distribution of the responses of the members of the study sample on second statement



Answer	Number	%
Strongly Disagree	20	10.1
Disagree	40	20.2
Neutral	8	4
Agree	51	25.8
Strongly agree	79	39.9
Total	198	100

Source: Preparation of the researcher from the field study

Table (1) shows respondents' answers to the phrase: The Doha Agreement provided a new vision for resolving disputes in conjunction with political solutions with the rehabilitation of the war destroyed. For the first time, 65.7% agreed with the statement and 30.3% disagreed.

The responses of the respondents were based on the launching of early recovery projects for Darfur between the State of Qatar and the United Nations Development Program (UNDP) immediately after the signing of the agreement, whereby the program and other UN organizations implement several projects in Darfur in the first phase; to include health, education, water, sanitation, roads, For the implementation of the Darfur Development Strategy adopted at the International Conference of Donors for Reconstruction and Development in Darfur.

This is the stage that the Darfur stakeholders expect, to judge the promises made by the State of Qatar, development in exchange for stopping the war, because they do not trust the donors very much according to their experience.

These projects on the ground were an important element in the steadfastness of the agreement and the credibility of the Qatari mediator. Darfur has become more secure and the war has stopped in most parts of the region.

6.1.2. The second statement: the combination of incentives for development and political solution at the same time made the Qatari mediator the most reliable and credible and acceptable to the citizen of Darfur.

Table (2) frequency distribution of the responses of the members of the study sample on the third statement

Answer	Number	%
Strongly Disagree	27	13.6
Disagree	31	15.7
Neutral	19	9.6
Agree	42	21.2



Strongly agree	79	39.9
Total	198	100

Source: Preparation of the researcher from the field study

From Table (2), it is clear from the respondents' answers that the combination of incentives for development and political solution at the same time has made the Qatari mediator the most reliable, credible and acceptable to the Darfurian citizen. 61.1% support the validity of the statement while 29.3% oppose it.

Indeed, the main reasons for the war in Darfur were economic, social and political underdevelopment. Therefore, when the State of Qatar offered the impetus for development in exchange for stopping the war, it promised to respond to the demands of the Darfur armed movements. The respondents agreed that it was one of the reasons that made the Qatari mediator the most reliable and acceptable.

6.1.3. The third statement: The Qatari mediator is the closest to the psychology of the Sudanese in general because of the religious affiliation and the relationship of blood among all the intermediaries and the most taken advantage of their trust.

Table (3) frequency distribution of the responses of the members of the study sample on fourth statement

Answer	Number	%
Strongly Disagree	33	16.7
Disagree	22	11.1
Neutral	11	5.6
Agree	52	26.3
Strongly agree	80	40.3
Total	198	100

Source: Preparation of the researcher from the field study

Table (3) of respondents' answers to the phrase:: The Qatari mediator is the closest to the psychology of the Sudanese in general because of the religious affiliation and the relationship of blood among all the intermediaries and the most trusted: 66.7% strongly with that. agree and agree with the statement while 28.8% disagree

The respondents' answers illustrate the great role played by the People's Diplomacy in bridging the distances between the peoples of Qatar and the most significant indication of the great presence of the Qatar Charity Foundation in the city of Nyala in South Darfur since 2007. It is the only Arab and Islamic organization that initiated the work



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within International and regional civil society organizations in Darfur at the peak of the conflict in Darfur.

In addition, Qatari diplomacy has made the study of the local Darfurian society in all its historical, social and political dimensions, its customs, traditions, tribal structure, heritage, interrelationships, ambitions and motivations of forming its armed movements one of the most important tools of mediation. All of this , in addition to the strong ties between the people of the State of Qatar and the Sudanese people, represented in the Islamic religion and the relationship of Arab blood. This was included in the coordinates of the crisis in terms of form and content, to be consistent with the tools of modern diplomacy and then used in resolving the conflict in Darfur in new molds that are closer to the psyche of the local citizen. The agreement received full satisfaction from the people of Darfur. That they participated and made with the mediator this agreement. This participation was a new breakthrough in how to employ the psychological factor to obtain positive results in building peace and stability.

6.1.4. The fourth statement: The confidence of the international community in the tools and capabilities of the Qatari mediator to resolve the conflict in Darfur is one of the reasons for the success and sustainability of the Doha Agreement.

Table (4) frequency distribution of the responses of the members of the study sample on the fifth statement



Answer	Number	%
Strongly Disagree	34	17.2
Disagree	28	14.1
Neutral	8	4.1
Agree	61	30.8
Strongly agree	67	33.8
Total	198	100

Source: Preparation of the researcher from the field study

Table (4) of respondents' responses to the phrase: The international community's confidence in the tools of the Qatari mediator to resolve the conflict in Darfur is one of the reasons for the stalemate of the Doha agreement. 64.6% agree with the statement while 31.3% disagree.

The responses of the respondents confirm that the general features of the political and strategic approach of Qatari diplomacy to deal with the crisis in an adult manner, by benefiting from excellent and deep relations with the countries surrounding Darfur and the West African region in general. The developmental contributions, grants, relief work and the performance of Qatari diplomacy The region and all the neighboring countries of the Sudan, which have a direct or indirect relationship to the Darfur crisis, including



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inter-ethnic and common economic interests, and Doha stand at a distance from all parties to previous conflicts mediated by the Plate, Qatari diplomacy took advantage of it to start finding channels for normalization between Khartoum and these countries, paving the way for negotiations without external interference hinder the movements of the Qatari mediation.

The international support for the Qatari diplomatic efforts, the affirmation of the American and European positions, and the international community, has enabled Doha to resolve the undesirable crises affecting international peace and security. , Which is exacerbated by the American and European intervention to complicate the conflict of international interests, in addition to the failure of all mediation to resolve these crises and conflicts, to which all parties calculate their accounts according to a conflicting agenda, so the American and European support and support of the international community, in addition to the experience and reliability of the Qatari mediator in conflict resolution, has contributed a lot to achieve positive results in Darfur.

6.1.5. The fifth statement: The Qatari mediator is the most acceptable to the Government of Sudan.

Table (5) frequency distribution of the responses of the members of the study sample on the sixth statement

Answer	Number	%
Strongly Disagree	18	9.1
Disagree	7	3.5
Neutral	10	5.1
Agree	46	23.2
Strongly agree	117	59.1
Total	198	100

Source: Preparation of the researcher from the field study

Table (5) of respondents' responses to the phrase: The Qatari mediator is the most acceptable to the Government of Sudan, 82.3% agree with this while 12.6% oppose.

Indeed, the Sudanese government has found in the Qatari initiative to solve the Darfur crisis, promising to respond to the demands of the armed movements and the political opposition, which contributes to reducing the government's troubles and helps in the development and services. In addition to saving the high costs of the war budget that can be spent on development. The government was therefore the first to welcome Qatari mediation. This was reflected in significant facilities and unlimited support for the success of the Qatari initiative.



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6.1.6. The sixth statement: The Qatari mediator is the most acceptable to the armed and political opposition in Darfur.

The respondents' responses confirm that the State of Qatar has gained the confidence and authority of the local community. And has enabled it to develop its strategic plan and vision and the means of penetrating the crisis through field visits and held extensive consultations with Darfurian civil society, displaced persons and refugees in Chad and other stakeholders. The aim was to bring the parties closer together. They also met with leaders of armed movements in Chad and other countries , Who appeared to have confirmed their acceptance of the State of Qatar as an intermediary and held fruitful meetings and consultations in 2008.

This resulted in the hosting of the first round of negotiations between the Government of the Sudan and the Sudan Justice and Equality Movement (JEM) on 17 February 2009 in Doha, Qatar.

The State of Qatar hosted Sudanese political parties, Darfurian civil society, traditional civil administrations, displaced persons, refugees and representatives of the legislative councils in Darfur. It also held meetings with other stakeholders and with the participation of all political entities from the government and the opposition.

The main stakeholders' conference was hosted in Doha on 28-31 May 2011.

All this helped to reach a lasting peace and solution in Darfur. Despite the difficulties faced by the Qatari mediation, especially the fragmentation and division between the Darfurian movements and their disagreement on a single negotiating position, efforts

have been fruitful. However, consensus on the acceptability of the Qatari mediator from all stakeholders in Darfur was important for reaching the peace agreement.

Table (6) frequency distribution of the responses of the members of the study sample on seventh statement

Answer	Number	%
Strongly Disagree	44	22.2
Disagree	29	14.6
Neutral	20	10.1
Agree	41	20.7
Strongly agree	64	32.4
Total	198	100

Source: Preparation of the researcher from the field study

Table (6): The Qatari mediator is the most acceptable to the armed and political opposition in Darfur. 53.1% agree with this while 36.8% oppose it.

The respondents' responses to the above statement confirm that the armed opposition movements and the traditional political opposition did not stand against the Qatari initiative to resolve the Darfur crisis, although some movements such as SLA and JEM were not part of the Darfur Peace Agreement in Doha, The armed movements and the political opposition decided to be in a state of waiting for what would result from



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implementing the agreement on the ground. The reason for this is due to the lack of confidence in the credibility of the government, according to previous experience in signing agreements that failed in the implementation process.

Conclusion

Through the statistical analysis of respondents' responses to the main question: ""Are development incentives and the participation of the stakeholders in the negotiations' made the State of Qatar the appropriate mediator and therefore gave the password to reach the signing of the Darfur Peace Agreement?

In terms of the priority of the Doha Platform and the outcomes of the Darfur Peace Agreement, which proposed solutions that accepted its ability to succeed and steadfastness, by providing new visions for the first time in conjunction with political solutions and the rehabilitation of what was destroyed by the war?

The Qatari mediator began to fulfill its obligations immediately after signing the agreement, this gave it unprecedented advantages and distinguishing it from other former agreements, which had been inserted to resolve the crisis, and are all collapsed .and turned back the parties of conflict to the first point of the crisis

This feature has highlighted a new tool and approach to conflict resolution that opens up to a wide space of theories, tools and academic methods, coupled with this unique experience of realistic diplomacy, which made use of the traditional local heritage of peoples, and develop it to accommodate the scientific academic paradigms to be close to the psycho-sociology, of the people of Darfur, and the familiar ways of dealing with their problems in daily lives. This experience provides an opportunity for discussion on the possibility of developing and shaping it, and adds access to pave ways to resolving disputes , acceptable solutions, adding an enormous amount of experience and spreading them to resolve similar conflict.



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The Benefits of Technology Use in Classroom Instruction



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Abstract

This study deals with the role of technology use in the classroom and its influences on the student learning.

In specific, this research examined the influence of technology integrated into active learning on students' learning depends on teachers' expertise and their perspectives. Furthermore, the research explored particular kinds of technology that be enabled to be used in classroom. The research purpose was to make learning interesting and joyful with using technology and active learning. There is emphasizing on the learning value and the importance of education.

The research results indicated that the technology is very significant and important to students to gain more understanding, motivating creative learning and making students participate while learning. The researcher used a descriptive method that describes the participants, apparatus, and procedure which were used for this study and created a survey to collect the data.

Keywords: *Technology, Classroom, Learning, Teaching, Active, Instruction, Education, Students*

1. Introduction



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Using Technology these days is very important in education because the technology has become a significant part of our life and also makes the life less complicated.

Technology makes our life easier, interesting, and enriched (Page, 2002). These benefits are brought into the classroom by teachers to assist teaching in content fields.

When technology integrated with active learning strategies then it will develop teachers' instruction and help students to be successful in school. An important point is we need to make education valuable and interesting by integrating technology.

In these days education becomes more interesting, student interaction and participation is higher, and the creativity is increased (Coorey, 2016). The research paper presented kinds of technology which used in the classroom, their possibility to be integrated into active learning strategies and their effect on student learning.

In order to make learning better, the education should be an active, reachable, and interesting, such as through the constructivist approach which based on the student taking an active role in the learning.

Through active learning, students integrate their existing knowledge into new information, which in turn increases students' engagement (Coorey, 2016).

This study explored how the using of technology affects students' learning outcomes and pursued some strategies including technology which promoted teaching method. The researcher collected data from teachers' experiences and perspectives.

1.1 Research Questions



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Education constructs the basics for our future by preparing and equipping the next generation. Technology is enjoyable to all students and provides teachers and students the access to ultimate amounts of information.

The researcher wants to take this research to Saudi Arabia to benefit the education system there. This paper discusses the technology using in the classroom by current classroom teachers. The study aims to answer the following research questions:

- What is the perceived impact of technology on students' learning by classroom teachers?
- What are some specific ways technologies is used in the classroom to support the instructional process?

2. Review of Literature

These days technology reaches students and teachers in everywhere, that allows students and teachers to communicate with each other all of the time.

And also, technology can present a real life to classrooms and expand students' knowledge by let them to use the Internet and search for extra information.

Furthermore, technology has the ability to stimulate learning over multiple techniques used in teaching, such as presenting through Prezi or other innovative programs (Safar, 2015).

The role of the teacher has a heavy impact in the students' education and achievement, Barr and Parrett (2003) indicated that "Teacher quality is the most influential factor in student achievement" (p. 15). The role of the teacher is very significant and might



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influence the way of the students learning, by stimulating their thinking and inspiring them.

In the past, the traditional teaching methods were taught for students based on lecturing, testing, and holding discussions and these ways are not effective learning methods on their own.

Learning through the use of lectures is a necessary component of education, but lectures should be interesting and attractive in order to get students thinking at a deeper understanding about what they learn (Eide, Goldhaber, & Brewer, 2004).

2.1 Active Learning Approach

It is a teaching method that students cooperate and support each other and also they are responsible for their own learning. Active learning may surprise students by allowing them to discover what they are capable of doing (Meyers & Jones, 1993). Active learning approach will let students to build a strong and respectful friendship between each other. Furthermore, they will discover their strengths, different abilities; interests and they will overcome any obstacles that face them.

Through this approach the students will keep the information they have learned for a long period compared with traditional teaching methods.

2.2 Types of Classroom Technology



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Recently some kinds of classroom technology become more common because of the important and usefulness of using it such as tablets, laptops, iPods, computers, interactive storybooks, digital microphones, and mobile devices.

There are some programs which enable students to learn reading, writing and listening. They can take notes, draw, record voice or video; take photos and present projects, etc. And also teachers can communicate with students and parents through some apps to be assure that learning outcomes are achieved.

The main types of Classrooms technology can be summarised as following:

- **Interactive storybooks**

It is new technology which makes reading more interesting and reachable for everyone in everywhere.

- **Digital Microphones**

one of the most effective means to make speech understanding better in the presence of background noise (Wolfe, Duke, Schafer, Jones, Mülder, John, & Hudson, 2015, p. 440).

- **Technology Based Activities**

This approach enhances students to be more excited about learning by using different and interesting activities.

- **Journaling, 21st century-style.**

To improve students' writing skills it is useful to use this technology tool.

- **Talk about TED**



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Video documentaries which are given by experts who are professional in their field.

- **Memory posters**

There is a free website *Poster My Wall* which enable students to make memory posters. And it is an interesting and colorful program that allows students to create their own background with their own style and also it allows students to upload their own picture (Julie, 2016).

- **Compliment word clouds**

It is electronic images that have many words which related to each other and integrated to make a beautiful design.

- **Mixbook scrapbook**

Students can make a creative book with all the pictures they have been taken during the school year. They can work individually or in groups to summarize the great moments of the year (Julie, 2016).

3. Method

The researcher used a descriptive method that describes the participants, apparatus, and procedure which were used for this study.



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The research was made at a public elementary school located in a small city in the state of Virginia in the United States. The school name remains anonymous for confidentiality purposes.

There are 30 teachers at this school with the breakdown per grade level as following: five kindergarten teachers, six first-grade teachers, six second-grade teachers, five third-grade teachers, five fourth-grade teachers, and three fifth- grade teachers. The participants for this study included 10 of the teachers at this school. All the teachers are female and their age between 25 to 45 years old. A few of the teachers have been teaching for only one year, but most of them have taught two years or more.

The researcher made a survey to collect the data on the teachers' actual technology using in their classroom. It was created by using Google forms. The survey has a total of 10 questions that examine the range of technology using while teaching in order to enhance learning and show the impact of technology using in the classroom.

The survey contains diverse kinds of questions such as 2 open-ended questions and 8 multiple-choice questions.

4. Results

The researcher received completed surveys back from 10 teachers, and the following are the results:

- Most of the teachers felt that using of the technology in the classroom is important and the rest of the teachers felt that it is very important.



- Fifty percent of the teachers use technology for all instruction, data collection, communication with parents and colleagues. And forty percent of the teachers use technology with instruction; and 10% of the teachers use technology in communication with parents.
- Most of the teachers use technology through math, reading, writing, science, and social studies but a few of the teachers use technology through listening, fine arts, and speaking.
- The majority of the teachers use technology three times or more during the day and the rest of the teachers use the technology twice a day.
- The majority of the teachers used the Internet during classes. The second most of them used digital whiteboards which is kind of technology. Tablets and laptops are divided randomly between always, often and sometimes, and there are a few of teachers who do not use them. The majority of teachers used interactive storybooks through some classes, but a few of them never used it. Digital microphones and mobile devices received the response “sometimes” from the majority of the teachers, but a few of the teachers have never used them. An iPod is the least used kind of technology. The majority of the teachers have never used it, while a few of the teachers responded that they used it sometimes. A computer is the other least used kind of technology. The majority of the teachers have never used it, while a few of the teachers always used it during classes.
- Fifty percent of the teachers see the technology impacting students’ learning in very positive way and 40% of the teachers see it as just positive but 10% do not see an impact on student’ learning.



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- Only 8 teachers' replied to give a brief explanation about previous answer of how do you rate the use of technology on students' learning? and their responses were as the following:
 - Teacher 1: "I can track student's growth and they are motivated to work more."
 - Teacher 2: "It allows for faster data collection, informed instruction, and helps students to see/hear information more clearly when things are projected on the screen."
 - Teacher 3: "Technology allows me to model an activity for my students."
 - Teacher 4: "Students are engaged and often receive immediate feedback to what they are doing. When used in whole group instruction it allows for me to tap into many learning styles.... movement, visual, audio."
 - Teacher 5: "It has pros and cons."
 - Teacher 6: "By using certain Apps and web sites, I can have every student working at his or her own pace at the same time. It makes it easier to differentiate and to engage everyone. They love using iPads. They do more maths simply because it is on an iPad."



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- Teacher 7: “I consider technology to have a positive effect when it allows my students to do something they could not have done without it.”

- Teacher 8: “Students are able to find resources that they need to complete assignments. Students are becoming more competent on the devices.”

- The majority of the teachers who surveyed consider technology assists maintain or increase students’ engagement. Eighty percent of the teachers see that the technology develops students’ learning outcomes. Eighty percent of the teachers disagree that technology has no impact on the students’ engagement. Sixty percent of the teachers disagree that using technology during instruction is a distraction and waste time.

- 50% of the teachers agree that “Students learn more with this format of teaching than in a traditional lecture”. Most of the teachers agree that “Technology in the class supports students to have a better understanding”. Most of the teachers agree that “Technology keeps students engaged during lectures and makes classes more fun and interesting”. 50% of the teachers agree that it “Creates a good relationship from teachers to students and students to students”, while a few of the teachers disagree with this statement. The majority of the teachers agree that “Technology leads to creative learning”.

- The direct instructional uses connect directly to teacher instruction and student learning in the classroom. The indirect instructional uses include uses of technology that support learning, but not within the classroom, like communication between teachers and parents.



5. Discussion

The surveys were analyzed regarding the advantages of the technology use in classroom, the results suggest: 10 teachers felt that technology is very significant because it has a positive effect on students' learning outcomes. Furthermore, Technology makes teaching and learning easy, flexible, fun, and enjoyable. And also the results suggest such as: (a) Students may learn better by integrating technology into teaching, (b) Technology in the classroom assists students to improve their understanding of content, (c) Students keep participation by using technology within classroom, (d) Good relationship will be happen between teachers and students, and (e) Creative learning will happen through the technology.

The teachers used technology in instruction for approximately all the subjects and also they used it to communicate with students and parents. The results confirm that technology is a good tool for education and learning. These results were confirmed what was discussed in literature review.

From the results, it is obvious that the 10 teachers surveyed used some kinds of technology in the classroom like: Internet, digital whiteboards, interactive storybooks, tablets, laptops, digital microphones and mobile devices. It is noted that most of the teachers never used an iPod or computer in the classroom which let the researcher wonder how the teachers choose the kind of technology in their classroom and why they don't use the other kinds of technology.



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5.1 Limitations

There were some limitations that affect the results of the research. First of all, the research was done in one school and that limited the population size. Furthermore, we cannot generalize the findings on all teachers because the research was done with teachers only and that limited the findings to one particular opinion (i.e., teachers). It will be a good if it takes a longer time, larger and various numbers of populations when the research will be done.

5.2 Contributions to Research

It is noted that learners should not be forced to learn because they like to feel free and want to take their choice to get engaged in learning by themselves.

In spite of the importance of technology on students' learning, there are some families who do not have any kind of technology in their home. And also if the user is new in using the technology then it could be one of the problems that we will face it.

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Improving transparency, openness, and efficiency of Qatar's e-government systems through Open Government Data (OGD)

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Abstract

This paper examines the implementation of Open Government Data (OGD) concepts and practices in a case study of one of developing countries, the State of Qatar. It aims to achieve more accountable, transparent, and effective government. The examination starts with an inspection of the use of internet and information and communication technologies by governments in the developed countries to distribute government information and to make their internal transactions open for public. It also discusses the factors influencing these developments. The paper includes an in-depth case study of OGD practices in the State of Qatar by investigation and study its current OGD initiative through direct interviews with the responsible government officials. The paper concludes a set of recommendations for Qatar to enhance the accessibility and reusability of its OGD and implement successful and sustainable OGD systems and practices, thereby increasing government transparency and openness.

***Keywords:* Qatar, E-Government, Web 2.0, Open Government, Open Government Data, Open Data, Transparency, Openness.**



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1.0 Introduction

In the past two decades, Information and communication technologies (ICT) and the continuous growth of the World Wide Web have intensely altered the lives of people universally. We live in a time in which the online electronic situation fills all parts of our lives. Therefore, this affects our lives in several ways such as the interaction between people, how they exchange personal information on a social level and how they communicate using complex business interactions in the online environment.

One of the mostly known paradigms is ‘e-commerce’ that has changed the uptake of the Internet limited to the commercial sector. Governments and public-sector organizations have followed ensemble initiatives designed to enable Government to use ICT-enabled medium to provide services and interact with citizens.

To motivate approval by the public of e-Government systems, we aim to understand the advantages that move governments from the Internet and ICTs in both developed and developing countries have started to additionally open up their systems and transactions as a new phase of e-Government activity. The main characteristics of this new wave of e-Government programs is Open Government Data (OGD) initiative to allow citizens to access, use, reuse, and redistribute government data and information. The implementation of OGD practices and systems makes public sector organizations and government bodies harness ICT tools to enhance public participation and empowers their citizens with better access to government information.



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The acceptance, perception and usability of high-value and large-scale e-Government electronic services should be the major purpose focusing on public-sector organizations. These services are basically ‘contingent upon citizens’ willingness to adopt’.²³ The use of ICTs to open up government and to establish more collaborative citizen-government relations will expressively improve adoption levels. Like developing countries, Qatar’s e-government initiative faces many challenges such as low adoption and limited usability.

According to the United Nations’ 2012 e-Government survey of Arabian Gulf countries of Qatar, Saudi Arabia and Bahrain, and countries such as Nigeria, Pakistan, and Bangladesh), that the level of usage of eGovernment in many developing countries still low.²⁴ Al-Shafi and Weerakody showed that the levels of e-Government usage remained low and much work needed to be done to meet the citizens’ expectations for e-Government by surveying more than 1500 citizens. They suggested future efforts focused on **Open Government Data. Therefore, a** case-study interviews with the government officials and project managers responsible for the Qatari e-Government initiative is proposed in this paper to better understand the government’s viewpoint and to classify the gaps between the citizens’ expectations and government.

2.0 Research problem

Opening government data and information is important to advance and further develop the knowledge-based economy. This makes government data and information available online provides as an incentive requirement for individuals and organizations to reuse it to generate advanced solutions to outperform the challenges and difficulties faced by the community.

²³ L Carter and F Belanger, ‘Citizen adoption of electronic government initiatives’ (Paper presented at the 37th Hawaii International Conference on System Sciences, Island of Hawaii, 2004).

²⁴ United Nations Public Administration Network, ‘E-Government Survey 2012: E-Government for the People’ (2012) ST/ESA/PAS/SER.E/150
<<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan048065.pdf>>.



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This research aims to fill the gap in the current form of knowledge in the context of developing countries, and to recognize methods to harness Web 2.0 technologies to open up government information and better utilization of e-Government services. It also introduces recommendations for Qatar including the steps taken to improve the benefits that can be attained through Open Government and Web 2.0 technologies. The real significance of this research lies in planning a road map for developing countries to achieve an open and comprehensive government because the aim of this paper is to encourage and growth the openness of government.

3.0 Research questions

It is hoped based on this study that e-Government in Qatar could be improved and developed by implementing the basis of the new phase of Open Government Data in the country. Thus, the primary research question determined by this paper is:

How could Open Government Data (OGD) concepts and practices be introduced and implemented in the State of Qatar in order to achieve more transparent, effective and accountable government?

Under this primary question, the following secondary questions have been taken:

- **What are the benefits of Open Government Data (OGD)?**
- **What is the current status of OGD in Qatar?**
- **What are the key driving forces for opening up government in the State of Qatar?**
- **What approach has Qatar followed to initiate and manage its OGD initiative?**
- **What are the key-challenges facing the OGD initiative in the State of Qatar? And what are their plans to overcome them?**
- **How is OGD perceived in light of other IT priorities and practices?**



- What strategies will Qatari authorities adopt to sustain and enrich OGD practices in the future?

4.0 Research methodology

The essential focus of this paper is to survey the implementation of Open Government Data (OGD) concepts and practices in one of the developing country in the Middle East region namely the State of Qatar to realize more transparent, accountable, and effective government.

This research expresses an Open Government Data Success Model (OGDSM), that will be implemented and applied in the context of the State of Qatar. The research examines the current status of OGD in Qatar, to recognize the main driving forces behind the presentation of its OGD initiative to open up government data and information. It is followed by an analysis of the new approach adopted by Qatar to create and control its OGD program. Based on these findings and in-depth interviews with the government officials responsible for Qatar's OGD initiative, the research classifies the crucial challenges to the further advancement of OGD in Qatar. It concludes with observations and recommendations on how Qatar's OGD initiative can be improved, strengthened and sustained. It sets out recommendations for practical steps to be taken by Qatar to improve the accessibility of government assets of data and information, and thereby contribute to government transparency and openness.

The research uses qualitative methodology adopted rather than quantitative. It is suitable for like this research project because of its flexibility and depth although the qualitative approach is stated as less difficult.²⁵ In addition, it provides greater opportunity for a detailed analysis of Open Government initiatives. We design a

²⁵ P Cane and H M Kritzer, *The Oxford handbook of empirical legal research* (Oxford University Press, USA, 2010).



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methodology to answer all the research questions using both electronic and non-electronic libraries to collect the relevant information. The research questions require a social science viewpoint.

Academic publications such as textbooks, journals, and reports, as well as non-academic publications such as newspaper reports, blogs, and many websites are used to collect information.²⁶ The research advances recommendations for developing countries for better and more transparent government. These recommendations will be developed through two main research stages:

- In the first phase, a literature review is developed to explore the benefits of embraced Openness to be expanded to the community and country. This is achieved by discovering several theories such as the Social Justice theory, Human Rights theory, Economic theory, Innovation theory, and Public Good theory. After that, it includes a literature review conducted on OGD trends and practices in the developed world. Further, it encompasses an Open Government Data Success Model (OGDSM) based on OGD best practices in the United Kingdom and the United States.
- In the second phase, the research was divided into two segments. The first one utilized the Open Government Data Success Model (OGDSM) to analyze Qatar's current Open Government practices in comparison to its position in the leading developed countries, as well as to classify weaknesses and challenges specifically to Qatar. The second one involved conducting a survey to gather more detailed and up-to-date information about the OGD position in Qatar.

²⁶ S B Coutin, 'Qualitative Research in Law and Social Sciences' (2012) *Scottish Journal of Arts, Social Sciences* 50.

The following figure shows the methodology used in research study conducting:

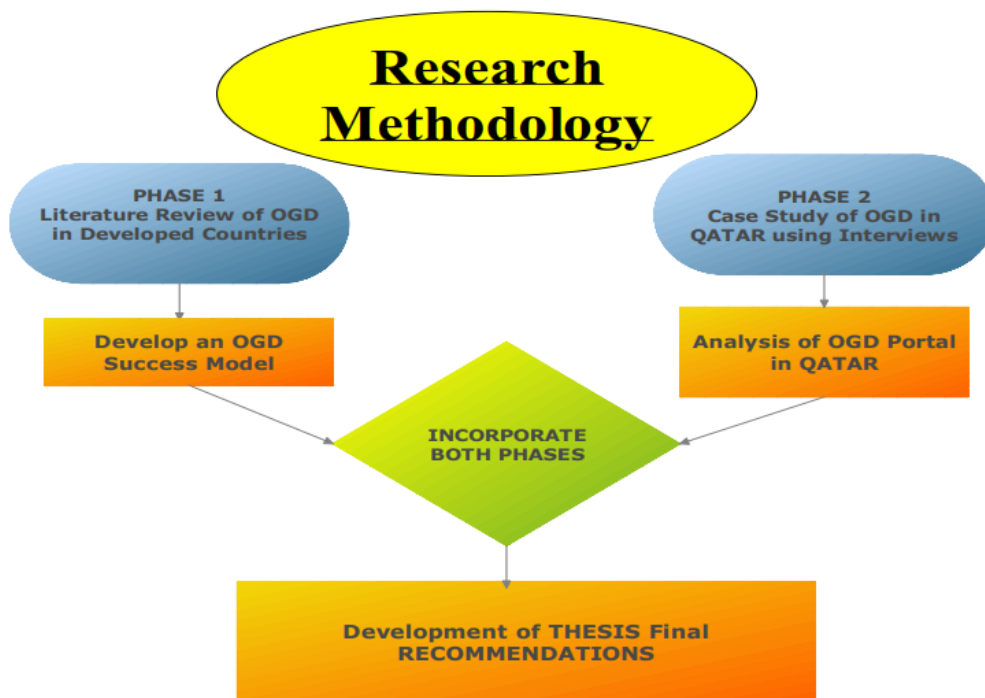


Figure 1: research methodology

5.0 Theoretical literature

Electronic Government is not restricted to the publication of information on a website to allow citizens to access to download application forms designed to achieve different government services such as filing a tax return and renewing a license.²⁷

During this paper, several key concepts and terms are used. At the beginning, these concepts and terms are introduced and defined.

²⁷ S Bhatnagar, 'E-government and access to information' (2003) *Global Corruption Report*.



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Open Government: is a new evolving strategy applied to change the communication ways between governments and their citizens through networked technologies. It enables government to support citizens to solve persistent problems, and then achieve more effective institutions and a more robust democracy.²⁸

Open Data: if data or information is available free of charge for everyone to access, use, reuse and redistribute without restrictions, data is called 'open'. Open word refers to data availability in both human-readable and machine-readable formats. If the government has produced data and information that are available to the public in accordance with Open Data principles, it is referred to as Open Government Data.²⁹

Open Government Data: Open Government Data is information produced or commissioned by government that can be freely accessed, used, reused, and distributed by anyone in the country according to.³⁰ **Openness and open access to data, knowledge and information has gained increasing support in the.**³¹ **Open Access (OA) is the term coined to represent the removal of barriers to research.**³²

Web 2.0: a new wave of web-based applications that enable people to interact, collaborate, and share information online.³³ **Web 2.0 provides online users with interactive services in which they have control over their data and information on the web.**³⁴ **Examples of new Web 2.0 technologies including blogs, wikis, instant messaging, RSS, social bookmarking, and social networking websites.**³⁵

²⁸ Beth Simone Noveck, *Wiki government: how technology can make government better, democracy stronger, and citizens more powerful* (Brookings Institution Press, 2009).

²⁹ United Nations, 'Guidelines on Open Government Data for Citizen Engagement' (2013) UN Doc ST/ESA/PAD/SER.E/177

<<http://www.unpan.org/DPADM/EGovernment/OpenGovernmentDataandServices/tabid/1536/language/en-US/Default.aspx>>.

³⁰ The Open Knowledge Foundation, *Welcome to Open Government Data* <<http://opengovernmentdata.org/>>.

³¹ Ibid.

³² P. Suber, 'Open access overview' (2009) 1(1) *Exploring Open Access: A Practice Journal*

³³ World Wide Web Foundation, *Open Government Data* <<http://www.webfoundation.org/projects/ogd/>>.

³⁴ H. Ajjan and R. Hartshorne, 'Investigating faculty decisions to adopt Web 2.0 technologies: Theory



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Open Government = Transparency + Efficiency + Participation + Accountability.³⁶

Open Government Data (OGD) is the provision of public sector organizations to provide their own raw data in open-standard format and machine-readable to their citizens. This denotes a significant support in Open Government strategies. The community can use data and create new applications, as well as Non-Government Organizations (NGOs), developers and activists, can use these data to reproduce it in the form of newer services to citizens and organisations.³⁷

Developing Countries: it is difficult to find a single definition of the term ‘developing country’. The categorization in developed and developing countries as set by international organisations based on various factors and classification systems. The United Nations classifies countries based on income, education, healthcare, and life expectancy. On the other hand, the International Monetary Fund (IMF) categorizes countries into two major groups, namely advanced economies, and developing economies.³⁸ The World Bank defines developed countries as living standards to high-income countries and developing countries as low or middle-income countries compared with.³⁹

Qatar is a small developing country located in the middle part of the Persian Gulf in the Middle East. Qatar recognized its e-Government initiative in 2000 with the final goal of completely combined paperless government. Nowadays, Qatar is one of the leading countries in its region in terms of e-Government and transparency.

nd empirical tests’ (2008) 11 (2) *The Internet and Higher Education* 71.

³⁵ Ibid.

³⁶ World Wide Web Foundation, *Open Government Data*
<<http://www.webfoundation.org/projects/ogd/>>.

³⁷ Ibid.

³⁸ International Monetary Fund, *World Economic Outlook Report*
<<http://www.imf.org/external/pubs/ft/weo/2012/01/pdf/text.pdf>>.

³⁹ The World Bank, *How we Classify Countries*
<<http://data.worldbank.org/about/countryclassifications>>.



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However, many factors showed that the public adoption of online services in Qatar is still progressing.

The selection of Qatar as a case-study country to represent developing countries refers to the following reasons:

Qatar's e-Government project has been recognized as best practice in the West Asia region,⁴⁰ and the United Nations Global e-Government readiness report has ranked Qatar's e-Government as number 53 in the world.⁴¹ Moreover, Qatar is the least corrupt country in the West Asia area. Throughout the Asian continent, Qatar is ranked fourth after Singapore, Hong Kong, and Japan. Worldwide, Qatar is ranked 22nd in Transparency International's global corruption index.⁴²

6.0 Implementation

This section presents one of the main contributions of this paper, which is the Open Government Data Success Model. This model has been developed in the context of lessons learnt from Open Government strategies in countries including the United Kingdom, and the United States of America, which have been the leaders in this field. To understand the experience of these countries and seek to learn from them, it is important to formulate a roadmap for developing countries to reform their e-government systems for more open and, transparent government.

According to the analysis of recent developments in Open Government in developed countries, where the open government program added much of its momentum, this

⁴⁰ United Nations Public Administration Network (UNPAN), 'United Nations Global e-Government Readiness Report 2005: From e-Government to Inclusion' (2005) UN Doc UNPAN/2005/14
<<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan021888.pdf>>

⁴¹ Ibid.

⁴² Transparency International, *Corruption Perceptions Index 2012*
<<http://www.transparency.org/cpi2012/results>>



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paper proposes an Open Government Data Success Model (OGDSM).⁴³ The OGDSM includes four core elements: -

- **Top Level Support and Leadership Commitment:** the support of the top decision-makers of the country both in the short run and in the long run to promotes the development of OGD and underpins its sustainability.
- **Building a Double-tier IT Capacity (civil society and government):** Civic engagement and public participation has to be refined, rather than taken for granted.
- **Web 2.0 Involvement (Government 2.0):** New and developing ways of social communication that have expanded approval in the broader community between government and citizens.
- **Legal Infrastructure (FOI):** a legal foundation that enables the public to attain access to data, while preservative the government's rights to own and manage its copyright interests.

⁴³ Becky Hogge, 'Open data study' (2010) a report commissioned by the Transparency and Accountability Initiative, available for download at: http://www.soros.org/initiatives/information/focus/communication/articles_publications/publications/open-data-study-20100519

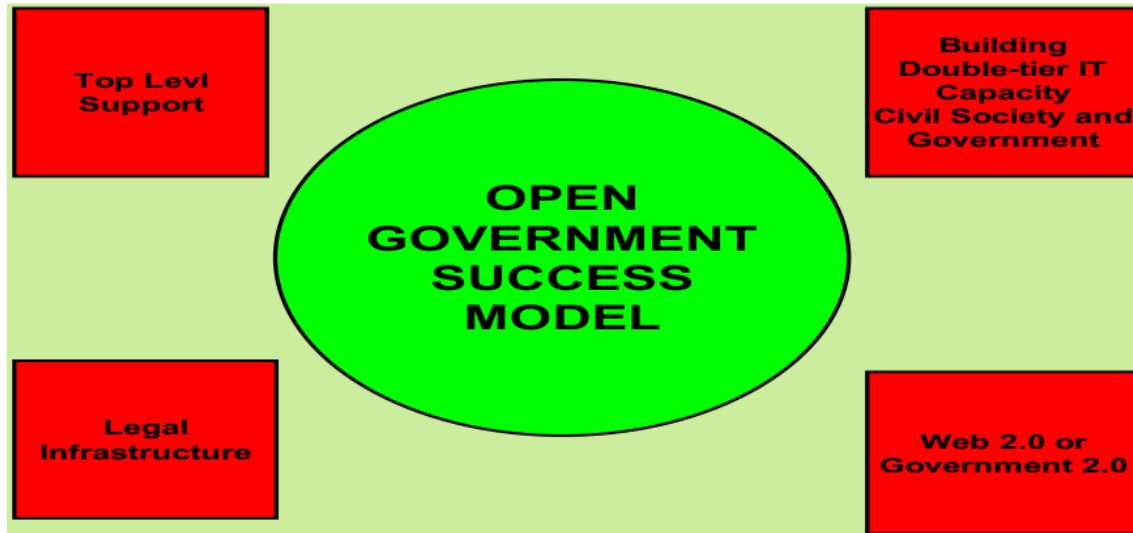


Figure 2: Open Government Data Success Model (OGDSM)

This section studies the progression of Open Government initiatives in developing countries as well as the growth and progress of associated Web 2.0 technologies and applications in racing the Open Government program. Qatar is the case study that we examine its current experiences to conduct a web survey of ‘Open Government’ initiatives, to understand the insinuations and the possible of applying a complete Open Government in Qatar.

Reviewing the outcome of various ICT-enabled projects on developing countries is of inordinate reputation especially if we reflect that, according to the United Nation’s Population Division; the world population is anticipated to reach 9.6 billion by 2050.⁴⁴

Qatar is one of the principal countries in the Western Asia region in terms of eGovernment and transparency. The transformation of the ICT-based public-sector environment has happened during the sequence of the last three decades, with

⁴⁴ Population Division United Nations, *United Nations Raises Projected World Population* <<http://www.prb.org/Publications/Articles/2013/un-world-projections.aspx>>.



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variable degree of success. Qatar established its e-Government initiative in July 2000 with the goal of becoming a completely combined, paperless government, and to accomplish the highest performance in implementing governmental communications automatically, through efficient business measures and combined information technology solutions. The initiative started with a experimental project to reintroduce resident licenses. Three government parties were involved in the pilot, namely, the Ministry of Interior as service provider, Qatar National Bank as a payment gateway facilitator for that service, and Qatar Central Bank as a host of the e-government pilot project system.

After the successfully implementing the pilot project, complete government sustenance was specified to the valuation of all ministries and public-sector organizations for the second phase of the project to provide all government services to use electronic transactions.⁴⁵ The vision of the Qatari e-government initiative was 'Qatar online services, anytime, anywhere, to provide government transactions, information and knowledge'.⁴⁶

In 2004, ictQATAR was recognized to accomplish and advance Qatar's overall ICT plan, including ICT infrastructure, service delivery, and regulation of public services.⁴⁷ It controlled and accelerated development in following years as equivalent agendas were presented in key fields such as health, interior affairs, and education. IctQATAR advanced a planned strategy to implement an combined government program to provide an ICT empowered situation through regulation and strategies relating to security and data protection.⁴⁸

⁴⁵ Shafi Al-Shafi and Vishanth Weerakkody, 'Implementing and managing e-government in the State of Qatar: a citizens' perspective' (2007) 4(4) *Electronic Government, an International Journal* 436.

⁴⁶ Al-Shafi and Weerakkody, above n 470.

⁴⁷ Ibid.

⁴⁸ United Nations Public Administration Network (UNPAN), 'United Nations Global e-Government Readiness Report 2005: From e-Government to Inclusion' (2005) UN Doc UNPAN/2005/14 <<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan021888.pdf>>.



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The information obtained in answering questions was mainly composed through straight interviews with the Qatari government officials responsible for the OGD initiative, and through detailed reviews of the status of Qatar’s OGD portal.

Follow-up email interviews were also directed to gather the modern information and new updates. The discussion and findings on these questions are presented below based on an analysis of the response from the government officials, in light of a more evaluation of the present online OGD portal.

- **What’s the current status of OGD in Qatar?**

Various data sets are available either in PDF or WORD format; while according to the definition of OGD by Europe’s Digital Agenda, 490 PDFs cannot be considered as open data based on their presentation and reusability problems. Furthermore, according to Sir Tim Berners-Lee, PDF records score only one star in his five stars Open Data deployment scheme.

- **What are the key driving forces for opening up government in the State of Qatar?**

Mr. Yazen Alsafi, Service Delivery Section Manager of Qatar’s e-Government at ictQATAR, answers that there are two core drivers behind the newest actions to opening up government and revealing interior government data to the outdoor world.

- “The whole global movement towards opening up government data in the developed world starting from US, UK, and led partly by UN in the recent creation of the Open Government Partnership in 2011.”
- “The other factor is the existing competition amongst members of the Gulf Cooperation Council.” (GCC: which is a political and economic union of Arab states bordering the Persian Gulf, namely Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates).”



- **What approach has Qatar followed to initiate and manage OGD initiative?**

According to Mr. Yazen Alsafi, Service Delivery Section Manager of Qatar’s e-Government at ictQATAR, the first step included the Ministry of ICT ‘is to work on Open Data policy and classifying the owners and stakeholders in the e-Government Transformation strategy’. He added that “a guiding strategy for OGD has not yet been finalised, as the Qatar Statistics Authority has the mandate to access the data and ‘most likely, they’ll be the one owning this project, while MICT (Ministry of ICT) shall act as technology tanks’.

On the other hand, according to Mr. Mansoor Ahmed Al Malki, the Director of the Information Technology Department at the Statistics Authority, Qatar’s approach so far has provided data on a distinct portal called *Qalm* owned and managed by the Statistics Authority, which is the core government organization responsible for working it. IctQATAR’s role is restricted to that of a organizer, as it just offers a connection to the data portal from Qatar’s e-Government portal, *Hukoomi*. Mr. A Malki also said that ‘according to the current amiri (royal) mandate, the Statistics Authority is fully authorised to request information from any agency or government body’. All available and accessible government data is located and warehoused in the national portal *Qalm*, which plays as a warehouse for all the open-to public government information.

- **What are the key challenges facing the OGD initiative in State of Qatar? And what are the plans to overcome them?**

As stated by Mr Yazen Alsafi, the Open Data initiative is still very restricted in the Qatar because the lack understanding of the concept of Open Data: ‘Many government agencies are yet to grasp the meaning and lack the understanding of the importance of Open Data’, Based on his current work on the project and the conceptualisation of the Open Data policy, Mr. Alsafi perceives that the ‘very few government agencies who understand it,



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perceive it as a threat'. He traits this to the conventional attitude that still occurs largely in Qatar in relative to OGD.

Furthermore, Mr Alsafi added declares that 'transparency as a value has not yet been the focus of many government agencies in Qatar, which is one of the most important values in the whole concept of OGD initiatives worldwide'. He also mentioned the lack of a rich vision concerning possession of the development and accountability for the Open Data platform. Mr Alsafi increases the significance of question of 'who the real owner should be, Qatar Statistics Authority, Council of Ministries, or the Ministry of Information and Communication Technology (MICT, formerly known as ictQATAR)?'. He remarks that 'this should be resolved once the e-Government Transformation Strategy gets approved with the owner clearly identified'.

- **How is OGD perceived in light of other IT priorities and practices?**

According to Mr Yazen Alsafi and Mr Al Malki, numerous government institutions absence well-versed awareness of what it would lead to announcement their interior government data and information to the outdoor world. Various reflect unused time, missing any advantage, or even as a danger to their processes. Both officers highlighted the significance of teaching and awareness meetings to rise up the degree of perception. Stakeholders from the public and private areas must be besieged to improve mindfulness stages of Open Data's welfares to the civilization, and to the country as a whole. Qatar has not yet practiced engaging the Open Government Partnership (OGP), and no present strategy or suggestion to do so. Though, growths in countries that have controlled the method in OGD, such as the United States and the United Kingdom, as well as the EU's Digital Agenda for Europe, and current global partnerships are measured as very important bases of practice for many developing countries. Qatar should not reject itself from these opportunities, taking stated its devotion to openness and transparency. To learn from the ground-breaking practices of countries in the developed world without



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ignoring and considering the resident situation is a central method for Qatar to progress more fruitful Open Data experiences.

- **How will Qatari authorities sustain and enrich OGD practices in the future?**

Mrs Serene Fung Ying Ho, Government Policies and Standards Manager at the Ministry of Information and Communication Technology (MICT), established that the following stage to be approved in Qatar is the recruiting of a strategy on Open Data. She highlighted that considering a pure managerial strategy would increase the development of Open Data applies and rise community contribution. She additionally clarified that ‘we are now in the final stages of our draft policy, which will be issued for public consultation soon’. Mrs Ho also declares that conducting discussions on the strategy would grow the degree of public participation and improve the public’s mindfulness of Open Data.

7.0 Conclusion

In conclusion, applying openness in government and permitting better community access to government data and information would not only improve transparency, but is also a precondition to accomplish the aims of Qatar’s determined National Vision 2030.



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The study summarizes by recommending Qatar increase its public participation as well as growing the poor degrees of openness and transparency in its economic actions, for a improved and enhanced practice of OGD by its inhabitants.

The main recommendations are as follows:

- Recommendation 1: Development of an Open Government Data Strategy
- Recommendation 2: Formulation of an Open Government Data Framework
- Recommendation 3: Development of a Legislative Framework for the Knowledge Society (The Legislation Gap)
- Recommendation 4: Building an Open Data Community
- Recommendation 5: Strengthening the use of Web 2.0 Technologies

This study has required to donate to the area of Open Government Data in the context of developing countries, specifically in the State of Qatar. It has studied Open Government initiatives in the developed world, conducted a case study of OGD in Qatar, and expressed a set of recommendations that can help as a basis for future investigation on Open Government in other developing countries.



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The difference between gifted students education program in Saudi Arabia with gifted students education program in the Massachusetts state

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Abstract:

The aim of the present research is to compare the gifted students' education program in Saudi Arabia with gifted students' education program in the Massachusetts state. This study obtains to answer three questions: what the goals of the advanced program at the Massachusetts state? How are advanced students at the Massachusetts state identified by school's district? What kinds of curricula and instructional methods are used with your advanced students? This study implemented in 20 public schools by using open-ended questions in the surveys to have more information about gifted students program. The resulting from this study, according to the surveys and the Massachusetts education department the gifted student's programs are completely different. In Saudi Arabia, they have separated school, special curriculum and teachers for gifted students. In addition, they have three services for those students: developing ideas Service, Technical



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Consultancy Service and International and domestic exhibitions of innovations. However, the Massachusetts state they called them “advanced students”. Each school is different and the conditions are never the same from one school to the others. Also, the advanced students they do not have additional sources inside or outside the school.

Keywords: *gifted students', education program, Saudi Arabia.*

Introduction:

We always in the general education focus in the regular students and students with disabilities, and we usually do not care about gifted students. We actually have misunderstood for gifted students; they can fully depend on themselves without other people helping. Also, there was a vast lack of trained professors and faculty for Gifted and talented programs, along with universities that offered majors in Giftedness and talented. In addition, I'd like the other people and particularly parents to know a special education is not just for students with disabilities, but also for gifted students to benefit from special education services. From my experience, I found that most of the families did not know that the special education services can provide the services for their gifted children because they thought these services just for students with disabilities.

I believe that some of the gifted students are receiving the appropriate education in the general education. In this journey, I would like to explore and benefit from the Massachusetts school's experience and I will learn different experience from my country



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Literature: Saudi Arabia

The philosophy behind this program.

The talent without attention from their family is like a small plant without care or watering. The religion and the human mind do not accept to neglect or ignore them. Therefore, all we plan our mission is to nurture and increase our attention to intensifying promises for the future and we must refine the talent that reflected on the fact and the service of religion and our country. (king Abdullah a bin Abdul-Aziz,2007)

The school is the best environment to provide the self-confidence and communicate with students to gather. The school should make a sense of belonging and they are keen to integrate efforts directed to take care of the student, taking advantage of his time and what is available from the school and potential sources. (Aljgyeman, 2007)

Goal: The Ministry of Education in Saudi Arabia is seeking to raise the education of their children, and provide for the gifted in particular quality education commensurate with their abilities and talented aspires to create innovators students to lead and to serve their country. (Aljgyeman,2007)

The curriculum for gifted students is one of the most important to achieve this ambition. The professional teachers for gifted programs have to plan the curriculum to be suitable and modern depends on the educational foundations focused on building a creative behavior for the gifted students by their abilities and talents, not through a specific



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scientific content imposes it. The advantages of programs are accurately focused on the talented student from the different side of personal and social characteristics, behavior of the construction of scientific research, creative thinking, access methods to solve problems in creative ways to creative solutions and is made up of these things personal creative student. Many studies have shown that the needs of gifted students to the scientific, psychological and social different than others students. Those student's special category need a special care commensurate with their need as other special categories. There is no doubt that this category of deprived of their rights is an injustice not only for gifted students but for the present and future of the nation. (Aljgyeman,2007)

Assessment:

- 1- Teachers' estimates: The first way to discover the gifted students started from the teacher's estimates. The teachers estimate the students who find that they are superior to their peers who are with them in the classroom or in the school activity or teacher estimated that the student has the preparations and capabilities indicate the possibility of a talent with the nomination this student. The teacher can be noted many of the characteristics that indicate the presence of talent. He/she should observe curiosity and desire for renewal and perseverance, leadership, ambition, the ability to focus, attention, what type of books and readings those students love and hobbies. in addition, the teacher should notice the personal aspects of the students in terms of memory, imagination, artistic talents and other behavior which is characterized by a talented student than others. (Jarwan, 2013)



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2- IQ test: After teachers' estimates the students are eligible to take the IQ test. This test is provided by qiyas center in my country. The Objectives of this test is to detect the student's potential abilities and academic skills in the fields of Language, Mathematics, Science, and some creativity aspects, given to it by a series of dimensions, sections, styles, and images. This test includes four Sections: Mental flexibility, Scientific and mechanical reasoning, Linguistic reasoning and reading comprehension and Mathematical and spatial. (Qiyas center)

Gifted student's services:

- 1- **Developing ideas Service:** this services allowed to students who have intervention idea to register it. Then, some specialist will provide instructions and advice to develop and evaluate this idea. After that, they help students to register this idea in the global invention patent office. These services have many goals such as stimulate and attract the general education student's holder's scientific ideas to present their ideas, spreading the culture of invention and innovation and support for innovators to gain access to valuable innovations and examine innovative ideas in global invention patent offices.
- 2- **Technical Consultancy Service:** This service is concerned with providing the public consultation in the field of patents for inventors, provided by a number of specialists in order to assist in the technical aspects of the inventor to protect his patent for free. This service targets to provide technical consulted



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and guidance to inventors for free and facilitate and clarify the steps to apply for a patent.

- 3- International and domestic exhibitions of innovations:** These services help the students to join to the international and domestic exhibitions to compete with other students to get the prizes. Also, this service has many goals such as take advantage of these global gatherings in the presentation of inventions and marketing, Identify the level of national innovation among global innovations and stimulate innovators Saudis and encourage them to continue in the field of innovation. (Mawhiba.org.sa)

Curriculum:

1- (Grade Skipping): the gifted and talented students in the classroom always frustrate, because they understand the information very quickly unlike their peers from more than once. From this important point has been proposed this program where the student is allowed to progress in the educational ladder at a faster rate than is usual for his peers, in this case, the school is moving in its schedule as fast and allow him to excellence through skipping some classes (Alsrora,2003)

2-Enrichment Programs: Make the modifications and additions in the regular curriculum until to fit with the needs of gifted students in cognitive, emotional and creative fields and the sense of mobility. This modification may be in the form of increased study materials are not given to the regular students, or increase the level of difficulty in subjects, or the depth of one or more subjects. Usually,



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they pull out the students during the day and they teach them this enrichment curriculum. (Jarwan, 2013)

Literature: Massachusetts state

The philosophy behind the program:

While I searched for studies that focused on gifted student's situation in the Massachusetts I found that the Massachusetts identify the "gifted students" by the terms "academically advanced students". In the history of academically advanced students in the Massachusetts state, I found that before 1996 there were no funds to support academically advanced programs (Gifted students) for Massachusetts public school students. Nonetheless, after 2001, they started to fund the services to academically advanced students. This program creates to meet the student's high achievement professional development, and these services are different from district to another district. One survey found that the students in the suburban and rural district receive the academically advance services than other students in the urban school. At the Massachusetts, the survey found that percentage of students served at the middle school in the different district in the Mass. The Haverhill presented the highest percentage by 21% after that Chelsea and Fall River presented 14%. Then, Framingham 10%, Brockton 8%, Bedford 5% and Boston 3%. (Policies and Programs for Academically Advanced Students in Massachusetts, 2002)



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Assessment:

According to the Massachusetts department of education, there is no standardized test to measure the academically advanced students. The most common way of selecting students for participation in academically advanced programs was through teacher recommendations coupled with a review of student grades or collections of student work. Also, many districts reported using diagnostic assessments, including: aptitude testing, test of cognitive skills, Differentiated Matrix, Torrance Test, reading tests, Raven's Progressive Matrix, Naglieri Nonverbal assessment, IQ tests, Renzulli scales, SAGES, I, Education Program for Gifted Youth (EPGY), Metropolitan Writing, Orleans Hanna Math Test and school-developed assessments, including writing samples.



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Curriculum:

This survey presented the natural services for academically advanced students' in the Massachusetts public school (Prek-8 school) according to the Mass education department.

Survey Component	Grade Level	Number of LEAs Responding	Percent of responding LEAs Reporting services at these grade level
Districts reporting no current services for academically advanced students	PreK-5	48	31%
	Grads 6-8	32	20%
Substantially separate full-day advanced academic programs taught by designated staff	PreK-5	6	4%
	Grads 6-8	9	6%
Pull-out advanced academic programs taught by designated staff	PreK-5	26	17%
	Grads 6-8	15	10%
Pull-out enrichment programs	PreK-5	26	17%
	Grads 6-8	23	15%



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Separate accelerated, advanced, or honors academic courses	PreK-5	N/A	N/A
	Grads 6-8	57	36%
Differentiated instruction and modification taught by the classroom teacher alone or in combination with other services	PreK-5	75	49%
	Grads 6-8	53	34%
Other services (e.g., distance learning, collaboration with community resources, after-school or summer programs)	PreK-5	45	29%
	Grads 6-8	38	24%

Within this survey, we can see in the table the differentiated instruction and modification taught by the classroom teacher are the most popular in the Mass public schools by representing 49% and 34% for Prek-5 and grades 6-8 respectively. After that, the 31% and 20% reported by many districts they do not provide the academically advanced programs to the students in Prek-8. Also, 57 district schools provide Separate accelerated for advanced students only between 6th to 8th grades represented by 36%. In addition, the survey found that students are more likely to receive advanced instruction in reading and mathematics than in other subjects in PreK-8. Otherwise, it is rarely that they receive



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advanced instruction in foreign languages and in the arts. Additionally, the survey found that at the high school level the advanced courses are most common in mathematics and sciences more than in the other courses. After 2001," the opportunities for high school students to take Advanced Placement and college courses expanded, and the Certificate of Mastery Program provided an incentive for students to score high on MCAS in order to receive scholarships to state colleges and universities"(Policies and Programs for Academically Advanced Students in Massachusetts,2002)

Gifted student's services:

According to the Mass education department, 78% of the respondent said that there was no coordinator to oversee services or provide consultation or resources to classroom teachers or parents. However, for the students there are two of the most popular programs used after school, Destination Imagination and Future Problem Solving, are competitive challenges for teams of students, often led by the parent or community volunteers as well as teachers.

Research goals

- Comparing the gifted students education program in Saudi Arabia with gifted students education program in the Massachusetts state.



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Research questions

- What the goals of the advanced program at the Massachusetts state
- How are advanced students at the Massachusetts state identified by school's district
- What kinds of curricula and instructional methods are used with your advanced students?

Research setting

This study will be implemented in 20 public schools. I have chosen those schools because they provide an advanced program for their gifted students (advanced students), and they allowed me to access to the advanced program in the school as well.

Data collection

The focus group will be given the same survey of questions on the advanced program in their school. The sample of those surveys are included in my appendices, and the surveys will be used to find what the goals of the gifted program, how are gifted students identified by school's district and what kinds of curricula and instructional methods are used with the advanced students.



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Data analysis

After administering the surveys of 20 schools. I will be able to find a common service that provides to gifted or advanced students at Massachusetts state and how they provide this services for them based off of the responses from the advanced students' teachers and I might follow up with interviews.

Validity

In order to ensure the validity of research findings, I will be using a number of different strategies. Before conducting surveys, I will ask my professor and my colleagues to revise my research question to make sure they are not leading or biased. After that, the surveys, I will ask my professor to look across of what is the similar or different answer in the surveys. All surveys being conducted will be written down by the advanced students' teachers. Any conflict will be reanalyzed. I understand that as a teacher, I will have to be clear with the advanced students' teachers that their responses will not influence in their job. I will scrutinize the gathered data in order to reach a conclusion, keeping in mind to ignore all prior assumptions and biases. In Saudi Arabia, they have a separate school for gifted students. My bias, it will open that how the Massachusetts schools dealing with the gifted students.



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Implications

In this research, I found that the gifted student's programs are completely different from my country. In Saudi Arabia, they have separated school, special curriculum and teachers for gifted students. However, the Massachusetts state they called them “advanced students”. Each school is different and the conditions are never the same from one school to the others. Taking one urban school from the schools that response to the survey. In this school, they have only acceleration program for advanced students in math. They have this program for students that like to be challenged beyond the curriculum. This school identifies the advanced students by using the LOWA test score, placement test, and teacher recommendation. Taking other two schools that response to the survey. They have only Enrichment program for the students who are above the average benchmark level. One of them identifies the advanced students by using a progress monitoring test and formative assessment. The other one is using placement test and IQ test such as WASI to identify those students. Both schools are using the small group instruction of higher level content and enrichment activities. In addition, I found that the curriculum for advanced students designed by the department head and the teachers can add anything to enrich their students. The curriculum design is similar to what they have in Saudi Arabia, but the assessment that they have provides by Qiyas center. This center uses many tests such as Wechsler, Stanford Pena and Renzulli test to assess the students in the 3rd grade and 6th grade, and our assessment also starts by teacher's recommendation.



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According to the surveys and the Massachusetts education department, the advanced students they do not have additional sources inside or outside the school. However, In Saudi Arabia, they have three services for those students as mention in the literature: developing ideas Service, Technical Consultancy Service and International and domestic exhibitions of innovations.

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Appendices

Dear Respondent,

I am conducting a survey for my Master's degree from Salem State University. This questionnaire is intended for teachers of advanced students, parents of advanced children, and other people who work with the advanced students. I would appreciate it if you could take a few minutes to fill it in and then return it to me.

Name(optional): Sarah

Position or connection to advanced children: 6th grade- science teacher

1. Do you have an advanced program in your school/ organization?

Yes

No

2. If you have this program in your school/ organization, what kind of services does the advanced program include?

Enrichment

Acceleration such as subject grade skipping, or whole grade skipping

Other



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3. If not what do you have instead for those children?

4. Why do you have this program?

To meet the needs of all learners

5. How does your school/organization identify the advanced students for this program? Are there any standardized tests involved in the identification process?

Placement test- IQ test as Wechsler Abbreviated Scale of Intelligence (WASI)

6. What kinds of curricula and instructional methods are used with your advanced students?

Small group Enrichment Activities- After School program

Who is responsible for designing and implementing the curriculum?

Department of Education

7. Are there any other additional resources for advanced students in the school or outside the school? If yes, please explain it?

No



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Thank you very much for taking the time to fill in this survey. Your participation is much appreciated.

Sincerely,

**Bahjah Alsulami
Masters Degree Student
University of Salem State**

Dear Respondent,

I am conducting a survey for my Master's degree from Salem State University. This questionnaire is intended for teachers of advanced students, parents of advanced children, and other people who work with the advanced students. I would appreciate it if you could take a few minutes to fill it in and then return it to me.

Name(optional): Scot Govoni

Position or connection to advanced children: 8th grade- math teacher

1. Do you have an advanced program in your school/ organization?

Yes

No



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2. If you have this program in your school/ organization, what kind of services does the advanced program include?

- Enrichment
- Acceleration such as subject grade skipping, or whole grade skipping
- Other

3. If not what do you have instead for those children?

4. Why do you have this program?

For students that like to be challenged beyond the curriculum

5. How does your school/organization identify the advanced students for this program? Are there any standardized tests involved in the identification process?

LOWA test score, placement test, and teacher recommendation

6. What kinds of curricula and instructional methods are used with your advanced students?

Standers 8th grade algebra 1

7. Who is responsible for designing and implementing the curriculum?

Department of Education



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8. Are there any other additional resources for advanced students in the school or outside the school? If yes, please explain it?

No

Thank you very much for taking the time to fill in this survey. Your participation is much appreciated.

Sincerely,

Bahjah Alsulami

Masters Degree Student

University of Salem State

Dear Respondent,

I am conducting a survey for my Master's degree from Salem State University. This questionnaire is intended for teachers of advanced students, parents of advanced children, and other people who work with the advanced students. I would appreciate it if you could take a few minutes to fill it in and then return it to me.



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Name(optional):

Position or connection to advanced children: 1th grade teacher

1. Do you have an advanced program in your school/ organization?

Yes

No

2. If you have this program in your school/ organization, what kind of services does the advanced program include?

Enrichment

Acceleration such as subject grade skipping, or whole grade skipping

Other

3. If not what do you have instead for those children?

4. Why do you have this program?

For students above the average benchmark level



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5. How does your school/organization identify the advanced students for this program? Are there any standardized tests involved in the identification process?

Progress monitoring test and formative assessment

6. What kinds of curricula and instructional methods are used with your advanced students?

Small group Enrichment Activities

7. Who is responsible for designing and implementing the curriculum?

Department of Education

8. Are there any other additional resources for advanced students in the school or outside the school? If yes, please explain it?

No

Thank you very much for taking the time to fill in this survey. Your participation is much appreciated.

Sincerely,

Bahjah Alsulami

Masters Degree Student

University of Salem State



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Permission letter

Dear Sir,

I am conducting an interview for my research (comparative study between gifted students in Saudi Arabia and gifted students in the Massachusetts state) from Salem State University. This interview is intended for teachers of advanced students. I would appreciate it if I get the permit for your interview, being the part of my research at Salem State University, it is being a mandatory assignment for me to submit a report based on “the interview teacher for advanced student’s”

Eventually raising my fortune if you could permit for the same. It could be my pleasure getting it schedule for around 10-15 minutes.

Sincerely,

Bahjah Alsulami
Masters Degree Student
University of Salem State

Teacher name.....

Signature.....

Date.....



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The Effect of Using an Instructional Website on the Internet on Achievement of Students in English language Grammar and Their Attitudes towards It

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Abstract

The study aimed at investigating the effect of using an instructional website through the internet on achievement of students in English language grammar and their attitudes towards it. This study aims to realise the significant difference in a student's achievement due to instructional methods (an Instructional Website), students' attitudes towards using an instructional website.

This study used analytical applied methodology. The study sample consisted of (48) students from the ninth grade of a government school that was chosen intentionally, where the study sample was divided into two groups and the sample was randomly selected in each group. Each class has 24 students. A group has been taught the grammar of English language in a traditional way, the group has been taught through the educational website.

To achieve the study purposes, the researcher choose an instructional website. Containing learning content (6 classes of English grammar) an attitude instrument consisting of (20) items in addition to an achievement test consisting of (20) items. Reliability and validity



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were established for the study instruments using the proper statistical procedures. In this study we found that using an instructional website through the internet will effect on the students' achievement and effect on their attitudes.

The study also revealed that there is a signification differences were found in student's means scores on the posttest due to the instructional method, in favor of the experimental group who were taught by using the instructional website.

The study recommends the need for conducting more researches investigating the effect of instructional website on students' achievement compared to other instructional methods.

Keywords: *instructional website, traditional methods, English language, attitudes.*

1. Introduction

Our current time is characterized by rapid technological revolution, strong competition among companies in the field of scientific inventions. It is also distinguished by the existence of many technological means that provide all the conditions so that the learner is able to learn at any place or time through devices connected to multimedia communication networks to provide information with the ability to Quality control quality in the technological learning environment where creativity will be the title of learning in this age.



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Technology contributed through its means to change the structure of education, and entered the information and communication technology strongly in this area and helped the existence of the Internet, which led the community to keep pace with development and train generations to learn the computer and its techniques. And makes it able to cope with the rapid changes in this era. And this technology has helped to bring about the transfer of learning in the learner in research and education In environments rich in information resources and self-development, the concept of E-learning has emerged.

E-learning is one of the latest trends in the learning system and is used in many terms such as e-learning and online learning. E-learning refers to learning through Internet technology. It publishes content via the Internet or intranet. This method allows for links with sources outside the classroom as well as CDs and other technological educational devices.

A number of reasons have encouraged educators to use Internet applications in the educational process effectively; we can summarize it as the following;

- Possibility to reach a larger audience and followers around the world
- The ease of developing the content of the existing curriculum through the Internet
- Minimize the cost of physical balancing using satellite or television and radio stations.
- Give education a global class and get out of the local framework.-



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- Obtain the opinions of scientists, thinkers and researchers specialized in various fields.
- The Internet has an active role in all stages of education.

In the view of everyone, the use of the Internet in the educational process is not only in the search for information, but also in the effective role in exchanging and sharing information and knowledge, good interaction in the appropriate educational sites, access to audio and visual debate, and if the Internet is used intelligently it becomes an educational tool capable of changing the methods. Traditional research and general education . The importance of the Internet is that it makes teachers rethink the traditional methods they practice in the classroom, helping to transform the classroom from a silent environment into a learning environment characterized by interaction and technology has developed a sense of self-confidence, responsibility and creative thinking to reach appropriate solutions for the teacher and student.

The Global Information Network is the best means to provide an interactive and dynamic learning environment to attract the attention of students and encourage them to exchange views and experiences and discuss the ideas and information provided to them.

Technology has been able to find a qualitative transfer in the field of education, where the student became the focus of the educational process after the teacher was the focus and relying on indoctrination in what is described in the traditional way or learning.



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This trend has led to a change in the teaching and learning methods to suit the new concepts and the use of modern methods and advanced technologies such as the Internet, which have made efforts to introduce it to the education sector

Where this study came in line with the aspirations of the Ministry of Education towards e-learning and its use in the classroom to enrich learning, which comes the importance of benefiting from educational sites. Because of its importance in expanding the student's horizons, the researcher chose an educational site on the Internet to teach a set of English grammar for the study sample.

1.1 Study aims & objective:

The purpose of this study is to find out the effect of the use of an online teaching site in the achievement of students in English grammar, compared to the normal education method, as well as to the students' attitudes toward the educational site.

The importance of this study comes from the following points:

- The result of rapid progress in education and technology, which requires studies to keep pace with this progress
- As a result of the attention of the Ministry of Education and educational process improvement and development and utilization of educational techniques available as well as the importance of employing modern technology and special Internet in the classroom



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- Improving the methods of teaching that rely on regular indoctrination through rapid traffic on modern teaching strategies
- The use of instructional sites saves time and effort on the teacher and learner because the material presented is organized and planned which helps to increase the learning effectiveness.

In summary, The results of this study will make the teachers of English language stand on the importance and effectiveness of educational sites to develop their expertise, which will benefit the student and help open the new horizons for the development of skills dealing with modern technology and effective communication skills and refer to additional references other than the textbook, The experience of the teacher and the student and thus develop their abilities to investigate, curiosity and critical thinking can contribute to this study in achieving the overall quality and benefits of the knowledge economy as the education using the site works to develop the Wyatt epistemological of his application, which is the source of the economy, which leads to the achievement of overall quality in the educational process.



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1.2 The study problem

Human societies experience a revolution in process and technology that has resulted in many changes and rapid and consequential developments that have led to many problems facing individuals in their daily lives. This has forced developing societies to put together efforts to develop educational institutions.

Where the idea of this study came from the observation of the difficulty in introducing some of the grammar of the English language on demand due to weak demand and because it contains stalemate and because it is simple information as it was the solution in introducing technology to the classroom and so using the educational sites on the Internet where the study came to know the effect of using Online educational site in the collection of the application in the rules of the English language through the educational site:

<https://agendaweb.org>

In light of the above, the study seeks to answer the following questions:

- 1. What is the impact of the use of an educational website on the Internet in the collection of the student in the rules of the English language?*
- 2. Do the student's trends differ in learning English grammar using an online tutorial in the traditional way?*

1.3 Hypotheses Study

In the light of the previous two questions the study attempted to test the following zero hypotheses:



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- There are no statistically significant differences at the level of ($\alpha=0.05$) in the achievement of the ninth grade students in the basic rules of the English language is the way of teaching (learning from an educational site on the Internet / normal learning)
- There are no statistically significant differences at the level of ($\alpha=0.05$) in the attitudes of the basic ninth grade students toward learning from an online tutorial are different from traditional methods.

1.4 Procedural Definitions

For the purpose of this study, the following procedural definitions were defined:

1. Educational site: a collection of electronic pages on the Internet contains topics related to courses on the grammar of English language and has an electronic address.
2. **<https://agendaweb.org>**: An educational web site that contains lessons in the English language rules and presents a video format (written texts + sound) to the questions and exercises presented in a way that allows the student to interact with it.
3. Traditional Teaching Method: The regular way in which English grammar is taught in steps defined in the teacher's guide is based mainly on the teacher and the use of traditional teaching methods such as the board and chalk. The learner's participation is small; the teacher is communicative and dominant in the classroom, while the learner receives information.



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4. Achievement: The product of what he learned from knowledge and information after studying a set of English grammar courses.

5. Direction: A group of ideas and perceptions that follow the individual to respond positively or negatively towards the educational site on the Internet and measured the response to the demand on the scale of trends prepared for this purpose.

1.5 Determinants of study

The results of this study are determined by the following determinants:

.1. Ninth grade students

.2. The educational material that was presented using the educational website

<https://agendaweb.org>

3. The results of the study shall be determined by the method used and the extent of its validity and the researcher's commitment to the executive procedures of this study.



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2. General Overview of Internet and Education

The world today is witnessing a huge revolution in science and knowledge called revolution information and communication. The tremendous developments in the field of communication and information have led to the creation of a new reality that will make great changes in the various fields of educational, economic, military, space and others.

Over the past few years, the Internet has emerged as a prominent new technology. The influence of such a powerful technological tool has pervaded all aspects of the educational, business, and economic sectors of our world. Regardless of one's familiarity with the Internet, it is repeatedly made reference to. News broadcasters and commercials, for example, will now provide web addresses, and even the recent movie, "The Net" was sparked by the impact of this new technology (Mike, 1996)

While the computer is now used in some form or another in most language classrooms, and is considered standard equipment, the Internet is also gradually being introduced in the second language classroom as teachers become more familiar with it. The Internet is a confederation of thousands of computers from various sectors of society such as education, business, government and the military. It is a network of thousands of computer networks (Lewis, 1994). Although the Internet has been available to most people, only recently have educators been realizing the potential the Internet can have in second and foreign language classrooms. The following section will therefore consider some of these potential benefits and advantages of incorporating such technology in language courses. The Internet has been used by some language instructors in creative ways - one of these innovations being use of electronic mail (e-mail), a specific feature of



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the Internet. Overall, e-mail can encourage students to use computers in realistic, authentic situations in order to develop communicative and thinking skills.

E-mail is easy to use and even teachers intimidated by computers can quickly become adept at using e-mail with their students. Furthermore, even timid or inhibited students can benefit from the meaningful interaction and communication e-mail makes possible (Kroonenberg, 1995)

Computers and technology are generally touted as being effective in increasing student motivation (Kulik, Bangert, & Williams, 1995). However; such praise is often stated without regard to the specific aspects or applications of these technologies responsible for such motivation. Recent curricular innovations using the Internet, including particular aspects of telecommunications such as E-mail, can capitalize on students' general interest in computers and social communication or collaboration. For example, some Internet science projects link students, teachers, and scientists through E-mail or World Wide Web-based message boards, providing a forum for cross-classroom discussion and communication.

A number of network science projects have been enacted in recent years (Fishman & Pea, 1994; Lenk, 1992; Weir, 1992; Riel, 1987; Center for Applied Technology [CAST], 1996; Songer, 1998a). These projects share a model in which groups of individuals, whether students, teachers, or scientists, share data and collaborate on scientific issues and current events. Whereas all focus on sharing products of some kind using network technologies, the programs differ in many ways including focus audience, their role for and use of technological tools, teacher autonomy, and flexibility of data collection



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standards. In the research performed on these network science programs, individuals have described several features that have been variously attributed to contributing to a high level of student motivation and performance. These common features include communication, collaboration, authenticity, access to real-time information, and first-hand resources.

The English language websites developed at the university level improve the pronunciation of students for separate and large verbal sections. The study used the semi-experimental design of the researcher and participated in two classes of the Department of Foreign Language Education at the Middle East Technical University in Turkey, where the group studied the traditional method of instruction while studying the experimental group. Where the other group studied in the traditional way while studying the experimental group in the teaching method of the website. The study concluded that the original target language is absent from the attitudes of teaching English as a fixed language and technology can provide a lot in this field. Exposing learners to the original language and offering opportunities to practice them interactively through specialized language sites. (Golge, 2005).

Network projects can capitalize on the role of communication and collaboration in meaningful learning (Newman, Griffin & Cole, 1989). They provide the opportunity for communication with peers and professional scientists around the world. This type of communication has been found to influence students' interest and accountability in positive ways (Lenk, 1992; Software Publishers Association). It is also a possible explanation for an observed increase in the engagement of students not normally



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interested or successful in science, as well as reduced levels of absenteeism during program runs (Songer, 1996). Communication in network projects is characterized by social and academic interactions with peers and scientists, including the exchange of scientific data, personal experiences, and observations. These interactions create opportunities for friendships and a broadened understanding of the perspectives of others (Means & Olson, 1995). It is also possible that direct communication with practicing scientists decreases stereotypical views of scientists held by students (Weir, 1992). Honey, Moeller, Brunner, Bennett, Clements, and Hawkins (1991) suggested that girls think about technology as “embedded in and facilitating human interaction”. Therefore, the use of technology to interact with others may make intuitive sense to girls, a group normally alienated from the masculine technological world view that permeates our society (Cockburn, 1988). Research on the social construction of knowledge suggests that collaboration is an effective means of increasing student achievement and motivation to learn if facilitated well (Cohen, 1986; Weir, 1989). Often collaboration is fostered because information from others is needed to complete the objectives of the project, such as to synthesize multiple data to understand patterns.



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3. Methodology

The study sample consisted of (48) students where the selection was made according to the following steps:

1. The ninth grade was chosen in a fundamental way because of the good cooperation shown by the students in the application of the study
2. The two divisions were distributed by lottery, where a class was selected for traditional teaching and a description of teaching through the educational website

3.1 Study Tools

To achieve this study, the impact of the use of an educational website on the Internet in the collection of students in the English grammar courses in the English language and their attitudes toward it was designed and built a set of tools

1. Choosing a Learning Site on the Internet
2. Test
3. Direction Scale.



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3.2 Validity and Reliability

3.2.1 Validity:

The test was presented to specialists from the Ministry of Education and an expert teacher in the English language and taught the ninth grade to ascertain the validity and took the views of the arbitrators in terms of wording and content and the clarity of the paragraphs and the extent of appropriate paragraph for the objectives of the lesson has been taken notes arbitrators such as deletion and addition and modification and became the test in its final image (20) between (0-20) a mark distributed on cognitive objectives Understanding, application, analysis and synthesis.

3.2.2 Reliability

The correlation coefficient of Koder and Richards 21 was used, where the value of the coefficient of stability of the collection test was (0.724), indicating that this value is stable enough for the purposes of scientific research.



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3.3 Study procedures

The study was conducted as follows:

1. Preparation of the study tools of the achievement test and the measure of trends. The scholastic characteristics of the study tools have been verified by specialists in curriculum and teaching.
2. Interview sample study and clarify the objectives of the study and the time required to apply the study to facilitate the task.
3. Identify the sample of the study by the method of.
4. The application was distributed by lottery in two classes.
5. The agreement with two teachers of the English language mentor taught by the traditional way of grouping the officer and mentor is taught via an educational website for the experimental group.
6. Apply the tribal test to two groups of study to ensure the equivalence of the two study groups.
7. Provide students with a pilot e - mail address <https://agendaweb.org>.
8. The group was taught in the classroom through the textbook and the experimental group in the computer lab from the educational website.
9. The duration of the study lasted two weeks at a rate of 15 classes, where the harvest time was 45 minutes.



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10. After the completion of the application of the course, a measure of the directions of the questionnaire was applied to the experimental group and the application of the test was applied to the two groups.

11. After the test time was completed, the test papers were collected and corrected and the data was organized and stored in the computer for the necessary statistical analyzes, such as the arithmetic mean and the standard deviation of the test paragraphs and the directional scales, are prepared to reach the results.

3.4 Study Variables

1. Independent variables

** The teaching method that has two levels as follow;

- The traditional way.
- The way to learn through the educational website on the Internet.

2. The dependent variables, which includes;

- The achievement of students expressed by the test mark.
- The attitudes of female students towards learning from an educational website on the Internet.



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3.5 study design

This study is a semi-empirical study and can be expressed as follows:

$O2 \times O1 = G1$ A collection of education through the educational website

$O2 \times O1 = G2$ Traditional Teaching Group

G1: The experimental group

G2: Traditional Teaching Group

O1: pre test

O2: Post-test

×: Experimental Processing

3.6 Statistical Processing

To answer the questions, the following statistical treatments:

- According to the arithmetic mean and the standard deviation of the test for the two groups
- According to the arithmetic mean and the standard deviation of the pre-test of the two groups
- The correlation coefficient of Coder and Richards 21 was calculated to calculate test stability



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- Extract arithmetic averages and standard deviations of the scale of trends
- The Cronbach's alpha coefficient was calculated for consistence.

4. Results

The aim of this study is to realise the effect of using an online educational site in the achievement of the ninth grade students in the Basic English grammar and attitudes toward it. Results will be presented according to the study questions as follow:

4.1 Groups parity:

For the purpose of verifying the equivalence of the two study groups, a pre-test was carried out on the sample members and the calculation of the arithmetical averages and the standard deviation



Table (1) arithmetical averages, standard deviations and their calculated value T between the two groups of the achievement variable in English grammar in tribal measurement (n = 48)

Variable	group	number	Arithmetic average	standard deviation	Values T	Level of indication	indication
a pre-test	Experimental group	24	12.21	2.26	1.58	0.120	Non-indicate
	Basic group	24	11.08	2.64			

The table shows the values of the arithmetical averages and the standard deviations and value T between the two groups of the achievement variable in the English grammar in the Pre-test. The calculated values between the two groups in the pre-test (1.58) were determined by the indication (0.120). This value shows that there are no statistically significant differences between the two groups in the pre-test, because the level of indication greater than 0.05 which indicates the equivalence of the two groups in the achievement of the grammar of English in tribal measurement.



4.2 Results related to the first question:

What is the impact of the use of an educational site on the Internet in the collection of ninth grade students in English grammar?

To answer the first question, the arithmetical averages and the standard deviations of the achievement test of the study variable (learning method) as shown in table (2).

Table (2) illustrates the mean and standard deviations and their calculated values between the two groups of the achievement variable (learning method) in English grammar in the telemetry (n = 48).

Variable	group	number	Arithmetic average	standard deviation	Values T	Level of indication	indication
post-test	Experimental group	24	16.92	3.24	4.23	0.000	indicate
	Basic group	24	12.96	2.23			

The table shows the values of the arithmetical averages, the standard deviations and value T between the two groups of the achievement variable in English grammar in the Post-test. Value T between the two groups in the telemetry (4.23) was at an indicative level (0.000). This value indicates the level of significance that there are statistically significant differences between the two groups in the Post-test because the significance level is less



than 0.05 as these differences were a sign for the experimental group, Which was the average collection of the best in the post- measurement the value was (16. 92).

** The arithmetical averages and the standard deviations between the pre-and post-test of the experimental group were calculated for the achievement variable in the English grammar as shown in the table (3).

Table (3) indicates the arithmetical averages, standard deviations and their calculated values T between the pre-and post-test of the experimental group of the achievement variable in the grammar of the English language.

(N=24)

Variable	group	number	Arithmetic average	standard deviation	Values T	Level of indication	indication
achievement	Pre-test	24	12.21	2.26	13.12	0.000	indicate
	Post-test	24	16.92	3.24			

The table shows the values of the arithmetical averages, the standard deviations and their calculated value T between the pre and post measures of the achievement variable in the English grammar of the experimental group members. The calculated values (13.13) were at an indicative level (0. 000), and this value indicates the existence of statistically significant differences The measurement of the pre and the post of the experimental group because the level of significance less than 0, 05, which is a measure for the benefit of post measurement, which was the average arithmetic greater than (16.92).



**The arithmetical averages and the standard deviations between the pre-and post-test of the standard group were calculated for the achievement variable in the English grammar as shown in the table (4).

(N=24)

Variable	group	number	Arithmetic average	standard deviation	Values T	Level of indication	indication
achievement	Pre-test	24	11.08	2.64	4.90	0.000	indicate
	Post-test	24	12.96	3.24			

The table shows the values of the arithmetical averages, the standard deviations and their calculated value T between the pre and post measures of the achievement variable in the English grammar of the standard group members. The calculated values (4.90) were at an indicative level (0. 000), and this value indicates the existence of statistically significant differences between the measurement of the pre and the post of the standard group because the level of significance larger than 0, 05.

4.3 Results related to the second question

Are the attitudes of 9th graders different in learning the rules of English using an online tutorial on the traditional way?



To understand the trends of the ninth grade students towards learning through an educational site, the arithmetical averages and standard deviations of the responses of the sample members of the experimental group were extracted for the trend scale paragraphs. Because the neutral response corresponds to the number (2), each of the signs was given a positive direction, on the mark (1) with a negative direction; either of the mark (2) is neutral.

Table (5) clarifies the arithmetic mean and the standard deviation of the 9th grade students' attitudes to use the online teaching site in the teaching of grammar in English.

(N=24)

Paragraphs	Average	deviation	percentage	arrange	Category
Learning style based on educational website					
Help me to understand the rules of English in a short time	2.96	0.20	98.7	1	High
Enhances my ability to converse and dialogue	2.96	0.20	98.7	1	High
It makes learning a high level of worry	2.96	0.20	98.7	1	High
It makes the lesson free of boring	2.96	0.20	98.7	1	High
It makes me use my senses of hearing and sight effectively	2.96	0.20	98.7	1	High
Distinguished by the level of linguistic achievement	2.92	0.41	97.3	6	High
One can follow the steps of the lesson better than learning the traditional way	2.92	0.28	97.3	6	High



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I can accomplish homework easily	2.88	0.34	96.0	8	High
Simplifies understanding of English grammar	2.88	0.45	96.0	8	High
I can keep the information extended longer than the traditional way	2.83	0.38	94.3	10	High
Promotes learning Correct pronunciation	2.83	0.38	94.3	10	High
it develops positive personal skills such as organization, patience and perseverance	2.79	0.59	93.0	12	High
It Provides me with the necessary learning resources in our contemporary life	2.79	0.14	93.0	12	High
Its practical result provides me immediately	2.79	0.51	93.0	12	High
Provides feedback on progressive learning It	2.79	0.51	93.0	12	High
It Strengthens my social relationship with my classmates	2.79	0.41	93.0	12	High
It gives a trust to the ability to express myself	2.75	0.53	91.7	17	High
It links the grammar of the English language with natural life situations	2.67	0.64	89.0	18	High
It makes learning an interesting and enjoyable process	2.46	0.83	82.0	19	High
It increases my desire to learn	2.08	0.97	69.3	20	middle
Total	2.80	0.14	93.3	-----	High



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The table shows the values of the arithmetical mean, the standard deviation, and the percentage percentages of each paragraph of the effect of the video in the teaching of English grammar through an educational website on the achievement of the 9th grade students and their attitudes towards it. The percentage of percentages was found in paragraphs 1/5/13/15/16, which was ranked first among the areas of the field with an average of 2.96 and a relative rate of 98.69% while the last paragraph 18 between the paragraphs of trends with an average of 2.08 and a relative significance of 69.3%. The overall mean of the study as a whole is 2.80 and a relative average of 91.3%. This indicates that there are high trends towards the use of video in the teaching of English grammar through an educational web site.

Note that the trend rating scale is based on the following ratios:

- | | |
|------------|--------------|
| 1-1.66 | Weak trend |
| 1.67- 2.32 | Medium trend |
| 3-2.33 | strong trend |



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4.4 Discussion

The study showed the following results:

- A significant differences were found in student's means scores on the post-test due to the instructional method, in favor of the experimental group who were taught by using the instructional website.
- Positive attitudes were reported by the study subjects towards the instructional website.
- The study recommends the need for conducting more researches investigating the effect of instructional website on students' achievement compared to other instructional methods.

The results of the study showed that there are a statistical significance differences in the achievement of students as a result of the use of the educational site, perhaps because of the presentation of educational material using video where the knowledge was linked abstract and concrete application and this gives a greater educational impact than the words printed on paper, which leads to the consolidation of concepts and increases the collection of demand.

-The site is characterized by good design in terms of ease of movement within the site and the interdependence of information and the existence of videos and questions of evaluation and access to the student to feedback directly.

-The shy students were able to follow their education without embarrassment.



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-The learning through the educational site helps students to learn according to their ability and speed without being restricted to colleagues, taking into account the individual differences between the student, which enhances the uniqueness of education where the individual differences are converted to differences in time as the use of 2 sense better than use One sense to be better linking between parts Scientific Article.

- His place in the Internet in the life of a large community affected the results of the study is a modern way and attracted the attention of students towards change and enjoyment and learning through work and exploration in the site

- Teaching through the educational site to attract the attention of the student and raised their enthusiasm to be active participation.

- The results of the study in the presence of differences of statistical significance dating back to the teaching method using the educational site or online learning for the benefit of the experimental group with the study of (Golge2005)



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4.5 Recommendations

In the light of the theoretical literature and the results of previous studies and the results of the current study, which indicated that e-learning or online learning was better on the achievement of students than the traditional way of teaching so I recommend?

1. The trend is to use educational websites specialized in various online materials and to benefit from the wide spread of the Internet.
2. Conduct further studies to detect the impact of online educational sites in achievement compared to the methods of teaching the corpus.

4.6 suggestions

The researcher the following:

1. To train teachers continuously on the use of technology in an optimal manner and exchange experiences among them and learn about the experiences of others in educational and technical fields.
2. To direct the application to the optimal use of the Internet and to indicate the damage and benefit from Internet services in obtaining information in the fastest and easiest ways.



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