Effectiveness of a blended e-learning cooperative approach in an Egyptian teacher education program

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Abstract

This paper describes the results and implications of a study into the e approach (BeLCA) on Pre-Service Teacher’s (PST) achievement, attitudes, and qualitative methodologies were used with participants of the Egyptian university, represented the study’s experiential and control group with participants in the two groups in a quasiresearch design. Instruments to design developed by the authors in light of relevant previous studies.

The findings suggest that PSTs in the experimental group have higher test, ‘comprehensive-score’, and attitudes towards e-learning environment specific design of the course may be responsible for these changes. Future tional programmes are presented.

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