

Effects of Using Social Networks on Learning Some Basketball Defense Basics for Third Years Female Students of Methods of Teaching Branch – Faculty of Physical Education – Tanta University

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Abstract : The current research aims at designing and educational program via social networks as one of the technologies of WEB 2.0 tools and identifying its effects on the cognitive achievement and technical performance levels of some basics of basketball defense for female students of the third year (methods of teaching branch) and identifying their opinions and attitudes towards the program. The researcher used the quasi-experimental approach (two-group design) with pre- and post-measurements. Research community includes all female students of the third year (methods of teaching branch) – faculty of Physical Education – Tanta University for the academic year 2011/ 2012. Sample (n=70) was purposefully chosen from research community (n=87) (80% of the community). The

researcher excluded (10) students who are actively involved in basketball. Main sample after exclusion (n=60) was divided into two equal groups (experimental = control = 30). In the light of this research aims, hypotheses and results, the researcher concludes the following:

1- The traditional program used for the control group had positive effects on cognitive acquisition and technical performance level of learning some basketball individual defensive skills.

2- The recommended educational program on Facebook used for the experimental group had positive effects on cognitive acquisition and technical performance level of learning some basketball individual defensive skills.

3- The recommended educational program on

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Facebook was better than the traditional program for learning some basketball individual defensive skills.

4- The recommended educational program on Facebook used for the experimental group had positive effects on opinions and attitudes of students.

Key words: Social Networks - Students - Basics of Individual defense - Basketball

Background and Problem:

Our modern age is witnessing quick and massive technological developments in all fields of life. One of the major fields affected by technology is teaching and learning as it forms an integrated system that depends on mutual relations among the teacher, the learner, the content and the methods of delivering this content. With the development of information technology, there are new approaches for learning that allow the most use of the educational process without any time or place limits. The learner is allowed to access information any time and at any place. Globalization and electronic information society, in addition to quick developments of the internet and the increase of

services it delivers have led the educational systems to face major challenges that need to be faced with new educational thinking and well-developed strategies, so that current and future generations can acquire the skills needed to deal with these technological changes .(11 : 15)

The real benefit of educational technology is to reframe and redirect the learner's thinking so that we can create a learner able to self-research, creativity, innovation, free discussion and productive character that depends on well-organized logical thinking and is able to solve problems and generate solutions. (14 : 16)

Learning is viewed in the light of development as it developed from traditional learning into computer-based learning (CBL) at the beginning of the 1980s then into multi-media learning at the beginning of the 1990s. At the middle of the 1990s, the concept of "Internet" appeared as millions of individuals and resources meet through computers connected via communication networks. Due to environmental overlap on the internet, there are systems

that control and manage this environment through learning management systems (LMS).

(1: 1)

This indicates the importance of the internet with all its technologies and trends as it serves humanity through its spread and effectiveness of delivery. It is very important at the educational field as it provides an educational environment of learning, especially as it takes its place in the educational organizations to facilitate illustration and explanation. It is considered as a means for transferring and sharing experiences, experiments and ideas, in addition to interacting with the outside world and being a meaningful arena for educational activities. As a modern technology, it brings about a new reality for educational concepts of educational development. It led to drastic changes in curricula, methods of teaching and some educational subjects. Several studies dealt with the effects of the internet on learning like Touch Admasuetofa (2000) (22), Cathleen Konnelly (2001) (37), William Lee Mark (2003) (24), Hassan Abdul-Aziz (2005) (5), and Hassan Al-

Batea (2006) (7). Results of these studies indicated the importance of the internet in learning several subject matters. As for designing websites for physical education, several studies used this technology in learning some sports skills like Ihab Fahim (2006) (32), Noha Saleh (2009) (35), Heba Said (2009) (18), Shaima Adel (2009) (25), Mohamed Saif Al-Islam (2010) (4) and Mohamed Al-Kadeem (2011) (20). Results of these studies indicated the importance of using the internet in learning some sports skills.

Social networks like Facebook and Twitter are from the most important media tools at the cyberspace. Although it is relatively new, it is very appealing and comes to play an effective role politically, economically and socially. Its effects are now known at the field of learning as many educators think that it added a humanistic form through the interaction of the human element in the educational process. This increased motivations to learning. Social networks are the main component of the WEB 2.0 tools which included a new set

of technologies and networking applications that changed the behavior of the internet. Using social networks with WEB 2.0 technology in education made the use of subjects' website not appealing, as it no longer attract learners. It uses WEB 2.0 tools like WIKIs and others. It is also characterized by flexibility that converts learners from instruction to learning as it makes learners senders, receivers, interactions and involved not merely passive receivers. It made learning cooperative as all learners involve in editing and commenting, in addition to increasing learners' ambition through strong and active involvement in learning. It enabled learners to easily write and publish, in addition to following updates of the published content without visiting website regularly and without needing to sign in mail lists or any other services to link blogs together. In addition, it has a very distinct feature that is "Comments" which facilitates interactions among bloggers and readers. (9)

WEB 2.0 depends on several main tools like WIKIS, Blogs and Social Bookmarks. These communication tools are

interactive in virtual collaborative medium which is the most recent technology in education. This is called the second generation of e-learning. It uses social networks in learning through editing and updating page contents with several means like editing, commenting or uploading media files from user's computer to the server. Everybody has the ability to read, write and share without even knowing any of the programming languages. Instead, they simply key-in texts directly, just like the case of word processing in PCs. Applying these criteria, we can conclude how to use social networks as a main component of WEB 2.0 tools, in the educational system as faculty members can present the content to their students and involve in rich discussion about educational issues in addition to discussing each lesson in the forum. Students can be provided with specific tasks to search for and send back so that it can be evaluated. They are also able to add photos, voice clips and video clips related to the subject or one of its lessons to enrich the discussion and help reaching better understanding. These ads are either produced by the

teacher or the learner, or even selected by them. In addition, there is the feature of adding and sharing links to internet pages that provide more enrichment and discussions with the ability to confirm a date for students meeting to receive immediate answers for their questions or to discuss a certain topic. They can use chat rooms in social networks to discuss the lessons with teachers or with each others and to create new applications for the subject. (1:110)

Basketball is a popular team sports that comes second all over the world. It is very distinct in its nature from other sports as it provides learners with several motor skills and experiences in addition to improving their specific fitness elements and social skills like independence, responsibility, self-confidence, team work, making friendships and relations with other learners and self-control. It also improves basic skills and the ability to think. Therefore, it considers the learner as one unit, physically, mentally and emotionally, and prepares him/her to happy active life through practicing his/her favorite activity. Recent years have witnessed a notable

advance in basketball skills with the appearance of various forms and approaches of attack. This led to the appearance of new forms and approaches of defense. Effective defense is a distinct feature of modern basketball as good defense is the only way ordinary teams can hold in the face of elite teams. The team with tight defense is the team that depends on defense, not attack. Defenders' efficacy is the basic pillar for the team success along the game. Individual defense with all its defensive skills is the second basic pillar after the attack skills that the basketball learner should acquire and master. Its importance is clear in that the learner should realize that he/she should perform these skills successfully so that he/she can have a good chance for attack. Defense is the decisive criterion in case of equality in attack between two teams. As in all other team sports, good solid defense is required for success. Therefore, defense gains its strength from special individual skills for each individual. (33: 13-16) (8: 129) (29: 132)

Through the researcher's experience in teaching

basketball for female students of third year – Methods of Teaching branch, the researcher noticed a great interest in attack skills with disregard of defense skills although it is very important as there is no game with only attack. This led learners to perform defense skills ineffectively and without the same enthusiasm of performing attack skills, as most defense drill are performed without the ball. Individual defense skills require learners to understand two basic requirements: the physical requirement and the practical requirement. It is necessary that both requirements should be equal in importance. This is very hard to acquire through watching models from the instructor only. In addition, the instructor may not be able to follow all requirements for correcting the mistakes of all learners during the lecture time that is not enough to cover these two basic elements. In addition, individual defense skills require each student to master the individual performance. This, in turn, requires considering individual differences among students and this is not available through

traditional methods. Therefore, it is necessary for the researcher to support the educational process through creating an educational atmosphere that includes all recent advances in self-learn and hypermedia technology, virtual labs, digital libraries and the first generation of e-learning so that we can improve the variables of tertiary education in Egypt and to produce graduates capable of dealing with this modern age . (29:75) (33:17)

According to that and in the light of previous research works like **(15) (16) (32) (38) (20)** the researcher thinks that educational researchers should make the best use of this information technology revolution related to learning so as to understand the requirements of this age as manifested in the increasing use of various technologies in our society with all its age groups, especially university students. It is time for tertiary education to inter the third millennium strongly. This research is a try to use social networks as one of the WEB 2.0 tools technology to introduce some basics of basketball defense on the

internet that becomes more available to university students nowadays, due to the importance of these social networks in improving e-learning, in addition to the social aspect through the involvement of all parties interested in the educational system (administration – parents – faculty members). Using social networks provides students with other skills like social communication and discussion as these skills do not have enough time inside the court or during the lecture. The current research is trying to answer the following question: how can female students of the third year (methods of teaching branch) learn some basics of basketball defense via social networks?

Aim:

The current research aims at designing and educational program via social networks as one of the technologies of WEB 2.0 tools and identifying its effects on the cognitive achievement and technical performance levels of some basics of basketball defense for female students of the third year (methods of teaching branch) and

identifying their opinions and attitudes towards the program.

Hypotheses:

1. There are statistically significant differences between the pre- and post-measurements of the control group on cognitive achievement and technical performance levels of some individual basketball defense skills in favor of the post-measurements.
2. There are statistically significant differences between the pre- and post-measurements of the experimental group on cognitive achievement and technical performance levels of some individual basketball defense skills in favor of the post-measurements.
3. There are statistically significant differences between the post-measurements of the control and experimental groups on cognitive achievement and technical performance levels of some individual basketball defense skills in favor of the experimental group.
4. There are statistically significant differences between the opinions and attitudes of students who agreed and who did not agree on using social

networks (Facebook) in learning some individual basketball defense skills.

Terminology:

The Social Network (Facebook)¹ : It is a network through which learners and teachers can communicate without being at the same classroom. Learner and teacher can interact indirectly with each others and this requires a medium between learner and teacher. This medium has technical, human and organizational aspects.

The Internet (World Wide Web): A mass group of computer connected with each other all over the world. This means that millions of computers exchange information via the World Wide Web (30: 302)

WEB 2.0 tools: Small packages of information transferred through networks and linked to each others flexibly through integrated tools. These packages depend on some tools like wikis, blogs ... etc with other programs of social networks that support forming communities on the internet (36)

¹ Procedural

Basics of Individual defense:

A set of motor skills that enable the defender to face attack situations during the game. Acquiring and mastering these basic skills is the base for formulating the team defense with all its various methods and approaches (8: 129)

Review of Literature:

1- Bazillion et al (2000)

(15), Title: Actual use of the internet in teaching and learning in tertiary education., Aim: Shedding light on an educational program via internet with evaluation of learners attitudes towards it., Approach: Quasi-experimental ., Subjects: Randomly chosen group of tertiary education students., Tools: data logs – tests and questionnaires – statistical analysis ., Results: Using the internet in tertiary education is effective in most fields.

2- Tello, Steven F. (2002) (16)

., Title: Analyzing the relationship between educational interactivity and persistence of students on learning via internet ., Aims: Studying the relationship between persistence and educational interaction and learners' attitudes towards the interaction and experiencing

the curriculum on the internet., Identifying the effects of distance communication (the internet and its tools like e-mail, discussion groups, mail lists and FTP) in curricula on the learners' attitudes towards distance education., Approach: descriptive .,Subjects: (760) students at (52) courses on the internet ., Tools: questionnaires – e-mail ., Results: Continuous use of the internet is affected by students' attitudes towards the internet as they considered it interesting. They were also cautious about resources but their feeling of loneliness decreased ., The researcher identified support services that encourage adopting distance education technology in professional and personal activities all the semester long., Students can benefit from their teachers through studying via the internet.

3- Fahim, Ihab M. (2006) (32) .,Title: Designing an educational website and its effects on learning some track and field events for students of the methods of teaching branch – Faculty of Physical Education – Tanta University ., Aim: Designing an educational website and identifying its effects on learning some track

and field events (100m sprint – long jump – javelin throw) for students of the methods of teaching branch – Faculty of Physical Education – Tanta University., Approach: Quasi-experimental .,Subjects: students of the methods of teaching branch – Faculty of Physical Education – Tanta University ., Tools: tests for physical and technical attributes – experts' opinions forms about educational websites and students' interaction with educational websites.,Results: the recommended educational website contributed positively in improving the technical and digital levels, the cognitive achievements and the positive attitudes of the experimental group.

4- Klamma et al (2007) (38) ., Title: Training on using WEB 2.0 tools in educational design of informal learning for life-long learning ., Aim: Training on using WEB 2.0 tools in educational design of informal learning through the European Initiative of WEB 2.0 tools applications ., Approach: Quasi-experimental .,Subjects: (36) students divided into (8) groups ., Tools: WEB 2.0 tools (blogs – wikis) – sharing

software ., Results: social interaction was low but positive. 94% of sample members agreed on using WEB 2.0 tools in educational design for the future.

5- Al-Kadeem, Mohamed S. (2011) (20)., Title: An educational website as an approach for designing a soccer curriculum for students of Faculties of Physical Education in Egypt ., Aim: identifying the effectiveness of an educational website as an approach for designing a soccer curriculum for students of Faculties of Physical Education in Egypt.

Approach: descriptive (survey) ., Subjects: (8) Experts of Curricula and methods of teaching at faculties of physical education - (11) Experts of soccer at faculties of physical education - (11) Faculty members who teach of soccer at faculties of physical education - (2) Experts of educational technology ., Tools: Experts' opinions forms Results: the recommended website proved valid for application on students of Faculties of Physical Education in Egypt.

Comments on literature:

The researcher reviewed previous literature to make use of it in formulating aims of the current research and identifying the tools and equipments in addition to formulating research hypotheses and drawing conclusions.

Methods:

Approach: The researcher used the quasi-experimental approach (two-group design) with pre- and post-measurements.

Subjects: Research community includes all female students of the third year (methods of teaching branch) – faculty of Physical Education – Tanta University for the academic year 2011 /2012. Sample (n=70) was purposefully chosen from research community (n=87) (80% of the community). The researcher excluded (10) students who are actively involved in basketball. Main sample after exclusion (n=60) was divided into two equal groups (experimental = control = 30).

Controlling research variables: To conclude valid and objective results, the researcher homogenized sample members for the following variables: growth

factors (age – height – weight) – mental abilities (IQ) – cognitive achievement – physical variables (agility – arms ability – legs ability – speed) – technical performance level of the skills under investigation.

Table (1)

Description of sample members on main research variables (n=60)

Variable	Measurement	Mean	Median	SD	Flatness	Squewness	
Growth Factors							
1-	Age	Year / month	18.60	18.50	1.23	0.24	0.34
2-	Height	Cm	161.55	162	3.66	-1.03	-0.53
3-	Weight	Kg	61.43	61.40	3.34	-1.31	0.03
IQ			42.55	45	7.13	0.30	-0.81
Physical variables							
1-	Agility		6.68	6.50	0.79	0.13	0.90
2-	Legs ability		135.18	135	10.43	1.28	-0.39
3-	Arms ability		4.63	4.75	0.97	-0.25	0.16
4-	Speed		4.28	4	1.51	-0.91	0.08
Technical variables							
1-	Defensive stance	Sec	21.95	22	1.23	-0.54	0.04
2-	Footwork	Sec	22.32	22	1.93	10.09	2.37
Cognitive acquisition		Point	3.85	4	1.29	-0.59	-0.16

Table (1) shows that squewness values ranged between ± 3 . This indicates that data is free of radical distributions.

Sample homogeneity:

After review of literature (32, 7, 15) the researcher homogenized research sample on all research variables as shown in table (2).

Table (2)
Difference significance between pre-measurements of the
experimental and control groups on all research variables (n1 =
n2 = 30)

Variable	Control		Experimental		Difference	(t) value
	Mean	SD	Mean	SD		
Growth factors						
1- Age	18.50	0.76	18.70	0.64	0.20	1.11
2- Height	161.80	2.15	161.30	1.98	0.50	1.35
3- Weight	61.62	2.64	61.24	2.71	0.38	0.76
4- IQ	43.20	7.76	41.90	6.50	1.30	0.70
Physical variables						
1- Agility	6.65	0.81	6.72	0.77	0.07	0.33
2- Legs ability	134.77	11.05	135.60	9.93	0.83	0.31
3- Arms ability	4.55	0.86	4.70	1.08	0.15	0.59
4- Speed	4.17	1.51	4.40	1.52	0.23	0.60
Technical variables						
1- Defensive stance	21.67	1.54	22.03	1.47	0.37	0.95
2- Footwork	22.10	2.31	22.53	1.46	0.43	0.87
Cognitive acquisition	3.83	1.29	3.87	1.31	0.03	0.10

(t) Table value on $P \leq 0.05 = 2.00$

Table (2) indicates no statistically significant differences between the pre-measurements of the experimental and control groups. This indicates homogeneity of the two groups.

Data collection tools:

1. Growth factors (height – weight – age)
2. Pictured IQ test for mental abilities
3. Cognitive acquisition test for basketball skills under investigation

4. Physical abilities tests (agility – arms abilities – legs abilities – speed)

5. Technical skills tests for skills under investigation

6. The educational design used in the program

7. Questionnaire for students' opinions and attitudes towards using the recommended program on social networks via WEB 2.0 tools

1- Growth factors (height – weight – age):

a) A restameter for measuring heights

b) A medical balance for measuring weights

c) Measuring chronological age by year

2- Pictured IQ test by Ahmed Zaki Saleh:

The researcher used this test in measuring IQ for sample members as it is suitable for this age group and was used before on similar sample under similar conditions. This test was used in previous studies like (32) (31) (28). It can be

applied to a large number of students simultaneously. In addition, this test was used due to its high validity and reliability as proven in previous studies (32) (31) (28).

- Test validity:

The researcher used upper quadrant/ lower quadrant test to calculate test validity as shown in table (3)

Table (3)
Difference significance between upper quadrant and lower quadrant for IQ test (n=20)

Test	Upper quadrant		Lower quadrant		Difference	(t) value
	Mean	SD	Mean	SD		
IQ	48.80	3.11	35.40	3.36	13.40	6.63

(t) Table value on $P \leq 0.05 = 2.30$

Table (3) indicates statistically significant differences between upper quadrant and lower quadrant on $P \leq 0.05$. This assures test validity.

- Test reliability:

The researcher used test/retest procedure (with 3-day time interval) on a pilot sample of (20) students to calculate test reliability as shown in table (4)

Table (4)
Correlation coefficients of test/retest (n=20)

Test	Test		Retest		Correlation coefficient
	Mean	SD	Mean	SD	
IQ	42.30	4.67	42.50	3.84	0.93

(R) Table value on $P \leq 0.05 = 0.44$

Table (4) indicates statistically significant correlation between test and

retest on $P \leq 0.05$. This indicates test reliability.

3- Cognitive acquisition test for basketball skills under investigation:

1. **Test objective:** this test aims at measuring students' acquisition of information about basketball defensive skills under investigation (history of basketball – rules of basketball – technical aspect).

2. **Test steps:** the researcher identified the main axes of the educational program of basketball individual defensive skills (defensive stance – defensive footwork).

3. **Content:** the test included three axes:

- Historical evolution
- Game rules
- Technical aspect

4. **Relative importance:** (7) experts validated the test and identified the most important topics and cognitive objectives to be evaluated.

5. **Items:** after review of literature (32) (28) (32), the researcher identified test items according to the following criteria: inclusiveness – suitability – clarity – measuring main objectives – accuracy – summarization – free of multiple interpretations.

6. **Types of questions:** Questions of the test are either true/false or multiple choice. Questions are meant to measure cognitive acquisition

of basketball defensive skills according to the following criteria: inclusiveness – suitability – clarity – measuring main objectives – accuracy – summarization – free of multiple interpretations.

7. **Preliminary version:** the researcher prepared the preliminary version of the test so that items vary and include as much information about the axes of the educational program as possible. This version included (20) items that are various and clear.

8. **Test instructions:** instructions are written clearly without complications or redundancy. Each student was simply asked to record the correct answer at the identified place.

9. **Test validation:** after review of literature (32) (31) (28), the researcher presented test items to (7) experts of basketball and sports psychology faculty members to validate the test. This revealed strong agreement among experts on test items and item distribution according to cognitive levels of Bloom's Classification (recall – understanding – application – analysis – structure – evaluation) as follows:

Table (5)
Items distribution on cognitive levels for the cognitive test

Main axes of basketball	Number of items	Recall	Understanding	Application	Analysis	Structure	Evaluation
Historical evolution	4	2	2	-	-	-	-
Technical content	6	-	1	4	1	-	-
Rules	9	-	2	1	2	1	3

10. Easiness and difficulty coefficients: easiness coefficient was calculated according to the following equation:

Easiness coefficient = number of students who responded correctly to each item / the total number of students

Easiness and difficulty coefficients are indirectly proportionate. That is, their sum equals one.

Easiness coefficient = 1 - difficulty coefficient
Difficulty coefficient = 1 - easiness coefficient

11. Distinction coefficient: the researcher used the following coefficient to calculate distinction coefficient: variance = easiness coefficient x difficulty coefficient.

Table (6)
Easiness, difficulty and distinction coefficients of cognitive test items

Item	Easiness	Difficulty	Distinction	Item	Easiness	Difficulty	Distinction
1	0.55	0.45	0.25	11	0.65	0.35	0.23
2	0.35	0.65	0.23	12	0.45	0.55	0.25
3	0.60	0.40	0.24	13	0.50	0.50	0.25
4	0.55	0.45	0.25	14	0.40	0.60	0.24
5	0.45	0.55	0.25	15	0.65	0.35	0.23
6	0.55	0.45	0.25	16	0.45	0.55	0.25
7	0.35	0.65	0.23	17	0.35	0.65	0.23
8	0.65	0.35	0.23	18	0.60	0.40	0.24
9	0.55	0.45	0.25	19	0.65	0.35	0.23
10	0.50	0.50	0.25	20	0.50	0.50	0.25

Table (6) indicates that the test has easiness coefficients ranging between 0.35 and 0.65, while difficulty coefficients ranged between 0.35 and 0.65. The test enjoys a string distinction coefficient ranging between 0.23 and 0.25.

12. **Test duration:** the researcher applied the test to a pilot sample (n=15) to calculate test duration as follows:

Test duration = (duration of 1st student + duration of last student) / 2

Test duration = (30 + 20) / 2 = 25 minutes.

- Scientific correlations of the cognitive test:

- Jurors' validity:

The researcher presented the test to (7) experts of basketball and sports psychology faculty members to revise the test and to identify the final version.

Table (7)
Difference significance between upper quadrant and lower quadrant for cognitive test (n=20)

Test	Upper quadrant		Lower quadrant		Difference	(t) value
	Mean	SD	Mean	SD		
Cognitive	5.61	1.06	2.12	1.23	3.49	4.31

(t) Table value on $P \leq 0.05 = 2.30$

Table (7) indicates statistically significant differences between upper quadrant and lower quadrant on $P \leq 0.05$. This assures test validity.

Test reliability:

The researcher used test/retest procedure (with 3-day time interval) on a pilot sample (n=10) from 11-10-2011 to 13-10-2011 to calculate test reliability as shown in table (8)

Table (8)
Correlation coefficients of test/retest (n=20)

Test	Test		Retest		Correlation coefficient
	Mean	SD	Mean	SD	
cognitive	4.21	1.39	4.46	1.28	0.92

(R) Table value on $P \leq 0.05 = 0.44$

Table (8) indicates statistically significant correlation between test and retest on $P \leq 0.05$. This indicates test reliability.

4- Questionnaire for students' opinions and attitudes towards

using the recommended program on social networks via WEB 2.0 tools:

a) **Objectives:** this questionnaire aims at identifying students attitudes

towards using the recommended program via Facebook and its effects on their emotional aspect.

b) **Items:** according to research aims, and after literature review (32) (28) (23), items that reflect students' attitudes towards using Facebook in learning some basketball defensive skills were identified. Items were simple, understandable, with only one meaning and irreversible. The questionnaire included (20)

items (14 positive items and 6 negative items). Students express their opinions on a three-point likert scale:

- Agree (3 points)
- Somehow (2 points)
- Disagree (1 point)

c) **Scientific coefficients:**

- **Validity:**

The researcher presented the test to (7) experts of basketball and sports psychology faculty members. Table (9) presents experts opinions.

Table (9)

Percentage of agreement among experts on questionnaire items (n=20)

Item	Percentage of agreement %	Item	Percentage of agreement %
1	88.89	11	77.78
2	100	12	100
3	100	13	88.89
4	100	14	100
5	77.78	15	88.89
6	88.89	16	100
7	100	17	88.89
8	100	18	100
9	88.89	19	88.89
10	100	20	100

Table (9) shows that agreement percentage among

experts ranged between 77.78% and 100%.

- **Reliability:**

Table (10)

Correlation coefficients of test/retest for the questionnaire (n=20)

Variable	Correlation coefficient
Questionnaire of opinions and attitudes	0.93

(R) Table value on $P \leq 0.05 = 0.66$

Table (10) indicates statistically significant correlation between test and

retest on $P \leq 0.05$ with correlation coefficient of 0.92. This indicates test reliability.

5- Physical ability tests:

Review of literature (31) (28) (23) revealed that the most important physical abilities required for defensive moves in basketball are as follows:
 -Agility (4x10m shuttle run)
 -Legs ability (wide jump)

- Arms ability (pushing 3kg medical ball)
 - Speed (30m sprint)
 - Validity:
 Using a pilot sample (n=20), the researcher calculated tests validity as shown in table (11)

Table (11)
Difference significance between upper quadrant and lower quadrant for physical ability tests (n=20)

Test	Upper quadrant		Lower quadrant		Difference	(t) value
	Mean	SD	Mean	SD		
Agility	4.95	0.69	7.84	0.73	2.89	5.78
Legs ability	154.18	8.26	130.53	7.12	23.65	4.34
Arms ability	6.23	0.71	3.64	0.85	2.59	4.71
Speed	3.86	0.48	4.87	0.39	1.01	3.55

(t) Table value on $P \leq 0.05 = 2.30$
 Table (11) indicates statistically significant differences between upper quadrant and lower quadrant on $P \leq 0.05$. This assures test validity.

- Reliability:
 The researcher used test/retest procedure (to calculate test reliability as shown in table (12)

Table (12)
Correlation coefficients of test/retest for physical ability tests (n=20)

Test	Test		Retest		Correlation coefficient
	Mean	SD	Mean	SD	
Agility	6.40	1.24	6.32	1.08	0.91
Legs ability	142.36	10.27	142.59	11.33	0.87
Arms ability	4.94	1.12	5.06	1.25	0.89
Speed	4.37	0.85	4.32	0.77	0.92

(R) Table value on $P \leq 0.05 = 0.44$
 Table (12) indicates statistically significant correlation between test and retest on $P \leq 0.05$. This indicates test reliability.

6- Technical ability and technical performance tests:
 The researcher used the following tests to measure the technical performance:
 1. Footwork tests:

- Forwards and backwards
 - Sideward (right – lift)
 - Diagonal moves
2. Defensive stance
- **Validity:**

Using a pilot sample (n=20), the researcher calculated tests validity as shown in table (11)

Table (13)
Difference significance between upper quadrant and lower quadrant for technical ability tests (n=20)

Test	Upper quadrant		Lower quadrant		Difference	(t) value
	Mean	SD	Mean	SD		
Defensive stance	17.86	1.62	24.37	1.36	6.51	6.14
Footwork	18.12	1.49	25.43	1.54	7.31	6.83

(t) Table value on $P \leq 0.05 = 2.30$
Table (13) indicates statistically significant differences between upper quadrant and lower quadrant on $P \leq 0.05$. This assures test validity.

The researcher used test/retest procedure (with 3-day time interval) on a pilot sample (n=10) from 11-10-2011 to 13-10-2011 to calculate test reliability as shown in table (14)

- **Reliability:**

Table (14)
Correlation coefficients of test/retest for technical ability tests (n=20)

Test	Test		Retest		Correlation coefficient
	Mean	SD	Mean	SD	
Defensive stance	21.26	2.31	21.12	1.89	0.88
Footwork	21.64	2.48	21.43	2.14	0.86

(R) Table value on $P \leq 0.05 = 0.44$

Table (14) indicates statistically significant correlation between test and retest on $P \leq 0.05$. This indicates test reliability.

7- Educational Design:

The researcher used ADDIE model due to its novelty, simplicity, effectiveness and applicability. Stages of this model are as follows:

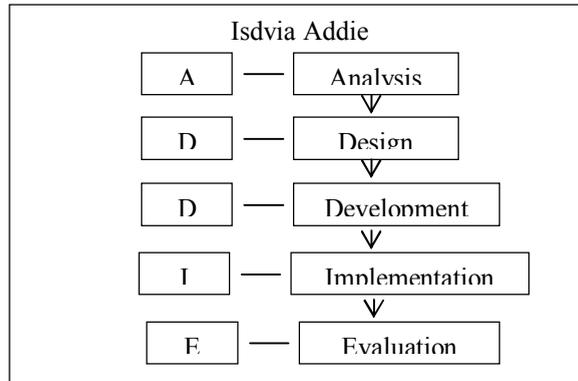


Fig. 1: Educational design of the recommended program

The researcher used this model in designing teaching of basketball individual defense moves for third year female students according to the following stages:

First: Analysis:

This stage includes analyzing content, learners and technology as follows:

The researcher analyzed all elements that include basics of basketball individual defense (defensive stance – footwork) related to the

curriculum of third year female students of faculty of physical education (methods of teaching branch). This analysis was according to review of literature related to educational websites like Al-Sawaf, A. (2004) (12), Fawzy, I. (2005) (27), Fahim, I. (2006) (32), Saleh, N. (2009) (35), Said, H. (2009) (18), Saif Al-Islam, M. (2010) (4) and Al-Kadeem, M. (2011) (20). This analysis helps in designing the content of these skills on the internet and using this content via social networks. Figure (2) shows the content topics.

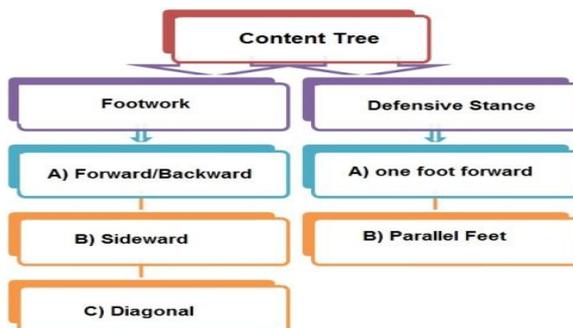


Fig. 2: Content Topics

This is followed by determining the program's objectives which is to provide students with knowledge and information, in addition to increasing the technical performance level of some

basketball individual defensive skills and forming positive attitudes towards using the program on social networks for their learning. General objective were determined as follows:

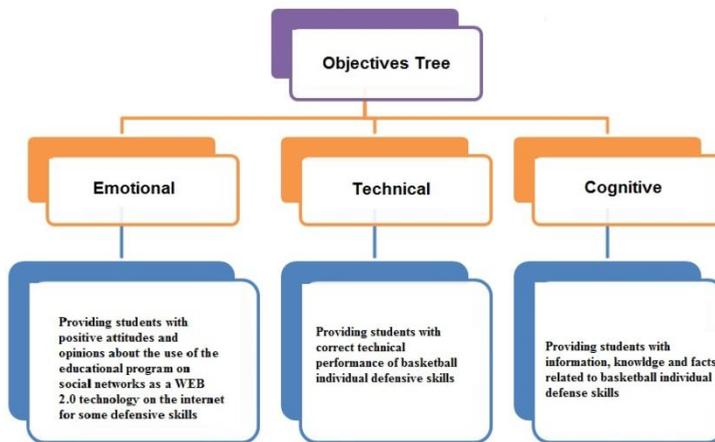


Fig. 3: General Objectives of the Educational Program on Facebook

This stage is the most important and most exhaustive stage in design as it identifies objectives and content of knowledge, information and technical drills related to basic skills of basketball (under investigation). Content should be:

- Related to desired objectives
- Deep, balanced and inclusive
- Considerate to individual differences
- Gradual in moving from one part to the other

- Modern in using WEB 2.0 tools for designing the educational program on social networks.

This stage produces the following outputs:

- Content analysis document
- Content topics tree
- Objectives tree

General framework of the recommended program:

1- The program is applied to third year female students of faculty of physical education

(methods of teaching branch) – Tanta University.

2- Program duration is (6) weeks (one unit per week with 1 lesson in each unit). Duration of each lesson (60 minutes) is equal to real time of lecture.

3- The program is applied via social networks (Facebook) and is uploaded one day before real application to give students enough time to communicate according to their individual differences. Main lecture is delivered according to faculty schedule. Materials can be watched again during lecture (feedback) as the computer lab is near the faculty court.

4- The researcher sets a fixed date for weekly meeting via Facebook to respond to any opinions, comments or problems students may face during real practice

5- A final date is set for final evaluation at the end of the program

6- The control group uses traditional (instruction – model) method during lecture time (60 minutes).

Second: Design

According to results of "Analysis Stage", the educational designer starts designing the use interface and

defines places for title and subtitles, places and functions of navigation buttons and other features of the interface as follows:

The researcher defined curriculum title, main title and subtitles. She selected the content of the program for each of the title and subtitles (Historical evolution of basketball – basketball rules – defensive stance – defensive footwork)

The researcher produced video footages, pictures and animations for illustrating the skills and performance via internet resources

The researcher added the educational texts

The researcher prepared plans for pages included into the program and organized information of each page

The researcher created a group on Facebook and uploaded the pre-prepared materials.

Third: Development:

In this stage, the researcher revised all materials and designed the user interface.

Fourth: Implementation

At this stage, the researcher uploaded the content to the group according to the story board that was attractive, with educational strength and

according to design specifications. Content is revised to assure its compatibility with the story board approved by experts.

Fifth: Evaluation:

Evaluation was performed via social networks through:

- Cognitive acquisition test
- Technical performance test
- Questionnaire of students' opinions and attitudes towards the educational program.

Pilot Study:

The researcher applied the recommended program to a pilot sample (n=10) from the same research community and outside the research sample to identify their opinions about the recommended educational program via social networks and their ability to interact and communicate from 20-10-2011 to 24-10-2011.

Main Study:

The researcher met students of the experimental group and provided them with knowledge about how to deal with the program, in addition to user names and passwords for each one of them. The researcher assured that all

students were able to deal with Facebook.

Pre-measurements: Pre-measurement for both groups were taken for all research variables (physical abilities – cognitive acquisition – technical performance) from 25-10-2011 to 27-10-2011.

Main Experiment: The researcher applied the recommended program via Facebook from 6-11-2011 to 4-12-2011.

Post-measurements: Post-measurements for both groups were taken for all research variables (physical abilities – cognitive acquisition – technical performance) from 5-12-2011 to 7-12-2011. The experimental group was provided with the questionnaire of students' opinions and attitudes towards the program.

Statistical treatment: The researcher used SPSS software to calculate the following:

Mean – SD – median – Skewness – correlation coefficient – easiness/difficulty/distinction coefficients – (%) – The chi-Square Test – t.Test .

Results:

Table (15)
Difference significance between pre- and post-measurements of
the control group on technical variables (n=30)

Test	Pre-		Post-		Difference	Standard error	(t)	Improvement (%)
	Mean	SD±	Mean	SD±				
Defensive stance	21.67	1.54	17.84	1.32	3.83	0.76	5.04*	17.67%
Footwork	22.10	2.31	18.42	3.72	3.68	0.84	4.38*	16.65%

(t) table value on $P \leq 0.05 = 1.69$ control group on technical variables in favor of the post-measurements.
 Table (15) shows statistically significant differences between pre- and post-measurements of the

Table (16)
Difference significance between pre- and post-measurements of
the experimental group on technical variables (n=30)

Test	Pre-		Post-		Difference	Standard error	(t)	Improvement (%)
	Mean	SD±	Mean	SD±				
Defensive stance	22.03	1.47	15.08	2.15	6.95	0.57	12.19*	31.55
Footwork	22.53	1.46	14.97	1.84	7.56	0.75	10.08*	33.56%

(t) table value on $P \leq 0.05 = 1.67$ experimental group on technical variables in favor of the post-measurements.
 Table (16) shows statistically significant differences between pre- and post-measurements of the

Table (17)
Difference significance between post-measurements of the control
and experimental groups on technical variables (n1 = n2 =30)

Test	Control		Experimental		Difference	(t)	Improvement (%)
	Mean	SD±	Mean	SD±			
Defensive stance	17.84	1.32	15.08	2.15	2.76	5.87*	13.88%
Footwork	18.42	3.72	14.97	1.84	3.45	5.75*	16.91%

(t) table value on $P \leq 0.05 = 1.69$ and experimental groups on technical variables in favor of the experimental group.
 Table (17) shows statistically significant differences between post-measurements of the control

Table (18)
Difference significance between pre- and post-measurements of the control group on cognitive test (n=30)

Test	Pre-		Post-		Difference	Standard error	(t)	Improvement (%)
	Mean	SD±	Mean	SD±				
Cognitive	3.83	1.28	6.24	2.25	2.41	0.32	7.53*	62.92%

(t) table value on $P \leq 0.05 = 1.69$ control group on the cognitive test in favor of the post-measurements.

Table (18) shows statistically significant differences between pre- and post-measurements of the

Table (19)
Difference significance between pre- and post-measurements of the experimental group on cognitive test (n=30)

Test	Pre-		Post-		Difference	Standard error	(t)	Improvement (%)
	Mean	SD±	Mean	SD±				
Cognitive	3.87	1.31	14.73	2.53	10.86	0.67	16.21*	280.62%

(t) table value on $P \leq 0.05 = 1.69$ experimental group on the cognitive test in favor of the post-measurements.

Table (19) shows statistically significant differences between pre- and post-measurements of the

Table (20)
Difference significance between post-measurements of the control and experimental groups on cognitive test (n1 = n2 =30)

Test	Control		Experimental		Difference	(t)	Improvement (%)
	Mean	SD±	Mean	SD±			
Cognitive	6.24	2.25	14.73	2.53	8.49	13.47*	217.70%

(t) table value on $P \leq 0.05 = 1.67$ post-measurements of the experimental group on the cognitive test in favor of the post-measurements.

Table (20) shows statistically significant differences between pre- and

Table (21)
Frequency, percentage, relative weight, relative importance and CHI²
for opinions and attitudes of the experimental group towards using
social networks (n=30)

Item	Agree		Somehow		Disagree		Relative weight	Relative importance	CHI ²
	F	%	F	%	F	%			
1	28	93.33	2	6.67	0	0	88	97.78	191.11
2	29	96.67	1	3.33	0	0	89	98.89	195.56
3	27	90	2	6.67	1	3.33	86	95.56	186.56
4	28	93.33	2	6.67	0	0	88	97.78	191.11
5	26	86.67	3	10	1	3.33	85	94.44	182.11
6	30	100	0	0	0	0	90	100	200
7	0	0	2	6.67	28	93.33	88	97.78	125.78
8	0	0	1	3.33	29	96.67	89	98.89	127.89
9	28	93.33	2	6.67	0	0	88	97.44	191.11
10	1	3.33	3	10	26	86.67	85	94.44	123.78
11	27	90	2	6.67	1	3.33	86	95.56	186.56
12	1	3.33	4	13.33	25	83.33	84	93.33	121.67
13	26	86.67	3	10	1	3.33	85	94.44	182.11
14	24	80	5	16.67	1	3.33	83	92.22	173.22
15	25	83.33	5	16.67	0	0	85	94.44	177.78
16	29	96.67	1	3.33	0	0	89	98.89	195.56
17	0	0	2	6.67	28	93.33	88	97.78	124.78
18	27	90	2	6.67	1	3.33	86	95.56	186.56
19	28	93.33	2	6.67	0	0	88	97.78	191.11
20	27	90	3	10	0	0	87	96.67	186.67

CHI² table value on $P \leq 0.05 = 5.99$

Table (21) indicates statistically significant differences among sample members on their opinions and attitudes towards using social networks. CHI² table value (5.99) was less than its calculated values ranging from 121.67 to 200.

Discussion:

Tables (15) and (18) indicate statistically significant differences between the pre- and post-measurements of the control group on technical performance and cognitive acquisition as the highest improvement percentage was

(62.92%) while the lowest was (17.67%).

The researcher thinks that this improvement is due to the use of traditional method (instruction – model) with its positive effects on the cognitive acquisition of basics of individual defense in basketball (historical evolution – basketball rules – technical skills). This method helped forming a clear image about these skills as a cognitive base that precedes real performance. Motor environment is dynamic and helps learners to acquire knowledge that is stored in memory and helps in thinking and organizing behavior. Acquiring skills is related to knowledge and information provided to learners. This is in agreement with Basiouny, F. (2005) (31), Peek, M. (2011) (17) and Fahim, I. (2006) (32).

The researcher thinks that results of table (18) are due to the traditional methods as it has positive effects on learning some basics of basketball individual defense. This is due to the importance of instructor's role in providing good model for performance that makes learners more effective and able to correct mistakes. Therefore, the skill is

acquired due to repeating correct performance. Darwish, H. (1994) (26) indicated that learning skills depends on the instructor's ability to provide good model free of performance errors, in addition to his/her ability to correct learners' mistakes. This is in agreement with Abd El-Monem, A. (1992) (13), Flifal, F. (1999) (28) and Hassan, T. (1999) (6) who indicated the important role of instructors in illustration and modeling. This validates the first hypothesis.

Tables (16) and (19) indicate statistically significant differences between the pre- and post-measurements of the experimental group on technical performance and cognitive acquisition as the highest improvement percentage was (280.62%) while the lowest was (31.55%). This indicates the positive effects of the recommended educational program via social networks on learning some basketball individual defenses.

The researcher thinks that improvements in cognitive acquisition in the experimental group is due to using the educational program via Facebook and the interest in using modern technology for

knowledge sharing in addition to learning. This creates a rich learning environment capable of providing explanations in addition to experience sharing. Students have the opportunity of adding video and voice clips, of their or their teacher's production, to help them understand better. Students can do more effort freely during the recommended duration that suits their individual abilities. In addition, program content reinforces correct responses immediately in a very attractive way. In case of wrong response, students have the chance to repeat their responses once again. This is in agreement with international experiences in this field that indicate the importance of learning via internet, like China, USA and UAE. These experiences indicate that social networks activity requires focusing on data collection and communicating with experts. Blogs can be used to enhance discussions and mutual cooperation in knowledge websites.

Internet technology provides students with a wide scope where knowledge is any thing but limited. Students are free in dealing with various

topics related to their studies. This provides them with precious opportunities to gain knowledge, information and meaning that distinguishes them from others. This is in agreement with Zaghoul, M. S. et al (2003) (3), Al-Sawaf, A. (2004) (12), Eyd, N. (2007) (2), Said, H. (2009) (18) and Al-Kadeem, M. (2011) (20).

The researcher thinks that this improvement in technical performance of basketball individual defense skills for the experimental group is due to the recommended educational program via Facebook as it provides students with correct and full motor image about the learning steps and technical stages of performance. This is done through various media (pictures – videos – illustrations) in addition to feedback through communication with the teachers and interactive chat. Zaghoul, M. S. et al (2001) (14) indicated that feedback identifies and corrects errors and this leads learners to correct performance in various sports activities. Feedback also affects the development of motor imagery of students which improves performance.

Al-Batea, H. (2006) (5), Fahim, I. (2006) (32) and Said, H. (2009) (18) indicated that learners are more attracted to untraditional ways of teaching. Educators indicated that learning via social networks provided students with humanistic form through involvement and interaction with human factors. This increases motivation to learning as they find what is suitable for their abilities. They try to improve their abilities through available capabilities of social networks. This validates the second hypothesis.

Tables (17) and (20) indicate statistically significant differences between the post-measurements of the control and experimental groups on technical performance and cognitive acquisition as the highest improvement percentage was (217.70%) while the lowest was (13.88%).

The researcher thinks that this improvement is due to the recommended educational program via Facebook that depends on various technological methods (pictures – videos – illustrations) in designing content. In addition, students

themselves look for information and pick up what is suitable for them and have the opportunity to add anything they want to share with classmates like discussing topics in chat rooms or creating new applications.

The decrease of cognitive acquisition in the control group is due to the use of traditional methods that do not improve students' mentalities. Instead, it only improves certain parts as students become passive receivers of what the teacher instructs. This affects skill retention for a long time. Zaghoul, M. S. et al (2001) (14) indicated that strategies of educational technology increase knowledge retention during learning.

The researcher thinks that improvement of the experimental group on technical performance are due to the use of the recommended educational program, compared to traditional methods used with control group. The program led students to positive involvement and continuous interaction and cooperation, in addition to identifying and correcting errors through feedback.

Zaghloul, M. S. et al (2001) (14) indicated that educational multi-media can improve the effectiveness of learning and learners' motivation to acquire the desired skill as it makes lessons more lively. Abd El-Samea, M. (1999) (34) indicated that variation of multimedia of computers enables us to deal with individual differences among learners and provides them with experiences suitable for their needs and abilities. This helps positive thinking and mastery of skills. This is in agreement with Basiouny, F. (2005) (31) and Ahmed, Z. et al (2005) (19) who indicated that website educational programs help learners master skills in shorter time and with less effort. This validates the third hypothesis.

Table (21) indicates that number of students who agreed on using the Facebook is larger than those who did not agree. The researcher thinks that this is due to the attitudes of students towards social networks, especially Facebook, as a leading media that is very appealing nowadays and plays very important role in our modern life. It motivates students greatly. This is of

great importance when learning defensive skills as these skills are boring and this is compensated by Facebook. It also improved cooperation and involvement of students in group activities in addition to encouraging them to establish and evaluate their own applications on social networks. This is in agreement with Fahim, I. (2006) (32), Said, H. (2009) (18) and William, M. (2003) (24) who indicated the effectiveness of website in improving positive attitudes of learners. This validates the fourth hypothesis.

Conclusions:

In the light of this research aims, hypotheses and results, the researcher concludes the following:

1- The traditional program used for the control group had positive effects on cognitive acquisition and technical performance level of learning some basketball individual defensive skills.

2- The recommended educational program on Facebook used for the experimental group had positive effects on cognitive acquisition and technical performance level of learning

some basketball individual defensive skills.

3- The recommended educational program on Facebook was better than the traditional program for learning some basketball individual defensive skills.

4- The recommended educational program on Facebook used for the experimental group had positive effects on opinions and attitudes of students.

Recommendations:

In the light of these results, the researcher recommends the following:

1- It is important to apply the recommended educational program on Facebook for learning some basketball individual defensive skills to female students of the third year (methods of teaching branch)

2- It is very important to design more programs for all curricula on Facebook to provide learners with opportunities of learning in any time and any place

3- It is important to design effective training programs for teachers to prepare them to use internet technology effectively in teaching sports activities.

4- It is important to stop imitating foreign website to form a pure Arabic form.

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