



شبكة المعلومات الجامعية
التوثيق الإلكتروني والميكرو فيلم

بسم الله الرحمن الرحيم



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شبكة المعلومات الجامعية التوثيق الإلكتروني والميكروفيلم



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التوثيق الإلكتروني والميكروفيلم

جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

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**The Effect of a Collaborative Learning Program Based on the
Connectivism Theory on Developing EFL Prep Stage
Students' Critical Literacy**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for
the PhD in Education (Curriculum & Instruction)**

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Abstract

The study aimed to examine the effect of using a program based on the Connectivism for developing EFL prep stage students' critical literacy. A one- group pre-posttest design along with a mixed research approach incorporating both quantitative and qualitative assessments were utilized in the study. A group of twenty-five second prep stage students (n= 25) in the Egyptian international school in El Maadi, Cairo was included in the study. They received a six-week critical literacy training, for about 48 hours, using Edmodo and Google Meet. The researcher designed the study program and the instruments for measuring the students' critical literacy. An online pre / post critical literacy test was administered. Then, the students' scores on the test were statistically analyzed both quantitatively and qualitatively. Results showed the positive effect of using collaborative e-learning for developing prep stage students' critical literacy.

Keywords: *Connectivism, Collaborative Learning, Critical Literacy, Prep Stage Students*

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“He who does not thank the people is not thankful to Allah.”

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Chapter One

Background and Problem

Introduction

New technologies that influence how information is shared and how people connect have greatly affected all our aspects of life. These technological innovations have brought influential advances and opportunities in all fields accompanied by abundant challenges at the same time. Education is not excluded from this effect. These tools have increased the students' interactivity and, most importantly, they have led to the existence of a digital generation who seeks knowledge beyond classroom walls.

Napal et al. (2020) explained this effect when referring to the increasing relevance of using technology in teaching and learning settings. They created new responsibilities for teachers such as designing new learning situations using digital resources appropriately. Grand-Clement (2017) added that such digital context has led to a changing of roles for both teachers and learners. Teachers are considered a guide for learners rather than to be the source of the knowledge. Learners, on the other hand, are required to develop a new mindset for a digital world acquiring a set of competencies such as collaboration and global citizenship.

According to Goldie (2016), though a number of learning theories have been introduced as explanatory frameworks for learning in the digital age, Connectivism is considered one of the most prominent of these theories. Siemens (2017) presented Connectivism as a model of learning that provides insight into learning competencies and tasks needed for learners to show in a digital era. In a similar vein, Corbett and Spinello (2020) emphasized that "from its early development,