

بسم الله الرحمن الرحيم



HOSSAM MAGHRABY



شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



HOSSAM MAGHRABY

جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها
على هذه الأقراص المدمجة قد أعدت دون أية تغيرات



يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار



HOSSAM MAGHRABY



**Ain Shams University
Faculty of Education
Department of
Curriculum and Instruction**

A Program Based on Connectivism for Creating Personal Learning Environments to Develop EFL Prospective Teachers' Instructional Performance: A Case Study

A Dissertation

*Submitted in Partial Fulfillment of the Requirements for the Degree of
Doctor of Philosophy in Education (Curriculum and Instruction - EFL)*

Author

Asmaa Zedan El Sayed

*Assistant Lecturer, Department of Curriculum and Instruction (EFL)
Faculty of Education, Ain Shams University, Egypt*

Advisors

Dr. Asmaa Ghanem Gheith

A Professor of Curriculum
and Instruction (EFL)
Faculty of Education
Ain Shams University

Dr. Badr Abdelfattah Abdelkafy

A Lecturer of Curriculum
and Instruction (EFL)
Faculty of Education
Ain Shams University

Research title: A Program Based on Connectivism for Creating Personal Learning Environments to Develop EFL Prospective Teachers' Instructional Performance: A Case Study

Author: Asmaa Zedan El Sayed

Source: Faculty of Education, Ain Shams University, Egypt **Year:** 2021

Advisors: 1- Dr. Asmaa Ghanem Gheith, Professor of Curriculum and Instruction (EFL), Faculty of Education, Ain Shams University, Egypt
2- Dr. Badr Abdelfattah Abdelkafy, Lecturer of Curriculum and Instruction (EFL), Faculty of Education, Ain Shams University, Egypt

Abstract

The aim of this case study was to design a program based on connectivism for creating personal learning environments (PLEs) to develop EFL prospective teachers' instructional performance. To achieve this aim, the researcher designed two instruments; namely, a) an assessment form for EFL prospective teachers' lesson planning competencies, and b) an observation checklist for EFL prospective teachers' lesson implementation competencies. The researcher then designed the study's suggested program. A group of 7 prospective teachers enrolled in the 2nd year, general education, English Department, Faculty of Education, Ain Shams University (2019-2020) participated in the study. They were trained through the suggested program's tasks on creating PLEs, designing lesson plans, and conducting lesson presentations in light of the connections within their PLEs. Data sources included documentation, observation, interviews, and physical artifacts in addition to the quantitative data concluded via administration of the instruments. The participants' scores on the pre and post-administration of the study's instruments were statistically analyzed using z-test. In addition, a qualitative analysis of each participant regarding their PLEs, personal learning portfolios (PLPs), and personal learning networks (PLNs) was conducted. Both the quantitative and the qualitative results revealed that connectivism-based PLEs were effective in developing EFL prospective teachers' instructional performance.

Keywords: Connectivism, personal learning environments (PLEs), personal learning networks (PLNs), personal learning portfolios (PLPs), EFL instructional performance, EFL prospective teachers

Acknowledgments

I would like to express my sincere gratitude to my advisor **Dr. Asmaa Ghanem Gheith** for the unconditional support and help she provided me. Her attitude was not only that of an advisor, but also of a caring mother who always urged me to continue. I thank her for her continuous encouragement, responsiveness, and the confidence she demonstrated towards my abilities. I appreciate the time she spent to read this dissertation and her insightful comments which helped me refine my work.

I cannot express enough thanks to my advisor **Dr. Badr Abdelfattah Abdelkafy** for his inspiring guidance and precious support. He provided me with thorough comments and remarks and was always ready to discuss me and answer my questions anytime. I do appreciate all his valuable time and efforts to help me complete this dissertation. I owe him a lot.

My sincere appreciation is extended to **Dr. Attia Abdelkader Attia Eltanany**, Professor of Curriculum and Instruction (EFL), Faculty of Education, Al-Azhar University, for accepting to be part of this dissertation committee and to examine my research. I thank him for his insightful comments and remarks and for his time and effort to help me refine my work.

I would also like to thank **Dr. Magdy Mahdy Ali**, Professor of Curriculum and Instruction (EFL), Faculty of Education, Ain Shams University, for helping me during my research process through his insightful comments and valuable remarks regarding my research instruments. I also thank him for accepting to examine this research and to be part of the dissertation committee providing his time and effort to enhance my work.

A special 'thank you' goes to each of **my wonderful students** who participated in the study and helped me to make it possible.

I am deeply indebted to **my mother** who is the main reason for who I am today. My sincere gratitude is extended to **my father; my sister, Yasmin; and my brother, Mohamed**, whose love and support have helped me all through the

journey. I am also indebted to **my parents in law** who literally made it possible for me to complete this dissertation and always provided me with unconditional love and support.

I owe a lot to my dear husband, **Taher**, who has always been there for me. He supported me all through the way and always believed I can reach the stars. I thank my lovely daughters, **Jannatan** and **Ashraqat** whose love has urged me to keep on and succeed.

I warmly thank my dear friend and soul mate, **Amal Abdel Nasser**, who has always provided me with unconditional love and advice. I also thank **Amira Mahmoud**, **Amena Gamil**, **Marwa Abdel Galil**, and **Rahma Mahmoud** for being true friends when true friends became so rare.

Table of Contents

<i>Content</i>	<i>Page</i>
Abstract.....	i
Acknowledgements.....	iii
Table of Contents.....	v
List of Tables.....	x
List of Figures.....	xi
List of Abbreviations.....	xii
Chapter 1	
Background and Problem.....	1
1.1 Introduction.....	1
1.2 Context of the Problem.....	7
1.3 The Pilot Study.....	9
1.4 Statement of the Problem.....	10
1.5 Study Questions.....	10
1.6 Hypotheses.....	11
1.7 Delimitations of the Study.....	12
1.8 Definition of Terms.....	12
1.8.1 Connectivism.....	12
1.8.2 Prospective Teachers.....	13
1.8.3 Instructional Performance.....	13
1.8.4 Personal Learning Environment (PLE).....	13
1.9 Significance of the Study.....	14
Chapter 2	
Review of Literature and Related Studies.....	16
2.1 Connectivism.....	16
2.1.1 Principles of Connectivism.....	17

2.1.2 Features and Strengths of Connectivism.....	18
2.1.3 Teacher's Role.....	21
2.1.4 Students' Roles.....	24
2.2 Instructional Performance.....	25
2.2.1 Instructional Performance Competencies.....	26
2.2.2 EFL Prospective Teachers' Instructional Performance Competencies.....	30
2.2.3 EFL Prospective Teacher Training and Preparation.....	34
2.3 Personal Learning Environments (PLEs).....	39
2.3.1 Guidelines on Creating Personal Learning Environments in EFL Learning and Teaching Contexts.....	42
2.3.1.1 Selecting Personal Portal Tools and Organizing Personal Learning Environments.....	43
2.3.1.2 Linking Tools to Personal Learning Environments.....	45
2.3.1.3 Assessing Personal Learning Environments.....	46
2.3.2 Advantages of Personal Learning Environments.....	47
2.3.3 Personal Learning Network (PLN).....	52
2.3.3.1 Tools for Creating Personal Learning Networks.....	53
2.3.3.2 Advantages of Personal Learning Networks.....	55
2.3.4 Personal Learning Portfolio (PLP).....	58
2.3.4.1 Advantages of Personal Learning Portfolios	59
2.3.5 Personal Learning Environment (PLE), Personal Learning Network (PLN), and Personal Learning Portfolio (PLP).....	60
2.3.6 Challenges of Creating Personal Learning Environments.....	61
2.4 Integrating EFL Instructional Performance and Connectivism-Based Personal Learning Environments.....	63
Commentary.....	67

Chapter 3

Method.....	71
3.1 Study Design.....	71
3.2 Participants and Settings.....	72
3.3 The List of EFL Prospective Teachers' Instructional Performance Domains and Competencies.....	73
3.3.1 Aim.....	73
3.3.2 Structure.....	73
3.3.3 Validity.....	74
3.4 Instruments.....	77
3.4.1 The Assessment Form for EFL Prospective Teachers' Lesson Planning Competencies.....	77
3.4.1.1 Aim.....	77
3.4.1.2 Structure.....	77
3.4.1.3 Validity.....	77
3.4.2 The Observation Checklist for EFL Prospective Teachers' Lesson Implementation Competencies.....	78
3.4.2.1 Aim.....	78
3.4.2.2 Structure.....	78
3.4.2.3 Validity.....	78
3.5 Sources of Data.....	79
3.5.1 Documentation.....	79
3.5.2 Observation.....	79
3.5.3 Interviews.....	80
3.5.4 Physical Artifacts.....	81
3.6 The Suggested Program Designed for Creating Personal Learning Environments Based on Connectivism.....	82

3.6.1 Aim.....	82
3.6.2 Performance Objectives.....	82
3.6.3 Description.....	84

Chapter 4

Results and Discussion.....	89
4.1 Quantitative Results of the Study.....	90
4.1.1 The First Hypothesis.....	90
4.1.2 The Second Hypothesis.....	93
4.1.3 The Third Hypothesis.....	96
4.1.4 The Fourth Hypothesis.....	99
4.2 Qualitative Analysis and Discussion.....	102
4.2.1 An Analysis of Each Case Including Description of the Creation of Connectivism-Based Personal Learning Environments as Reflected in Their Personal Learning Portfolios, as Well as Their Perceived Personal Learning Networks.....	102
4.2.1.1 First Case.....	102
4.2.1.2 Second Case.....	107
4.2.1.3 Third Case.....	112
4.2.1.4 Fourth Case.....	114
4.2.1.5 Fifth Case.....	117
4.2.1.6 Sixth Case.....	120
4.2.1.7 Seventh Case.....	124
4.3 Insights, Implications, Limitations, and Remarks.....	129
4.3.1 Insights Gained from the Study.....	129
4.3.2 General Implications and Conclusions.....	140
4.3.3 Limitations.....	143
4.3.4 Remarks.....	145

Chapter 5

Summary, Conclusions, and Recommendations.....	147
5.1 Summary.....	147
5.2 Results of the Study.....	150
5.3 Conclusions.....	151
5.4 Recommendations.....	152
5.5 Suggestions for Further Research.....	153
References.....	155

Appendices

Appendix (A): Names of Jury Members.....	179
Appendix (B): List of EFL Instructional Performance Domains and Competencies.....	180
Appendix (C): EFL Lesson Planning Assessment Form.....	187
Appendix (D): Observation Checklist for EFL Lesson Implementation.....	188
Appendix (E): The Study Program.....	191
Appendix (F): Handouts for the Participants.....	237
Appendix (G): Participants' Consent to Data Sharing.....	260
Appendix (H): The Pilot Study.....	262
Appendix (I): Samples of Participants' Personal Learning Portfolios.....	263
Summary in Arabic	

List of Tables

Table 1: List of EFL Instructional Performance Domains and Competencies.....	75
Table 2: Test of Normality for the Pre and Post-Administration of the Lesson Planning Assessment Form.....	91
Table 3: Z-Test Results for the Significance of Difference between the Participants' Mean Scores on the Pre and Post-Administration of the Lesson Planning Assessment Form with Regard to the Development of the Overall EFL Lesson Planning Competencies	92
Table 4: Z-Test Results for the Significance of Differences between the Participants' Mean Scores on the Pre and Post-Administration of the Lesson Planning Assessment Form with Regard to the Development of Each of the EFL Lesson Planning Competencies	94
Table 5: Test of Normality for the Pre and Post-Administration of the Observation Checklist.....	97
Table 6: Z-Test Results for the Significance of Difference between the Participants' Mean Scores on the Pre and Post-Administration of the Observation Checklist with Regard to the Development of the Overall EFL Lesson Implementation Competencies.....	98
Table 7: Z-Test Results for the Significance of Differences between the Participants' Mean Scores on the Pre and Post-Administration of the Observation Checklist with Regard to the Development of Each of the EFL Lesson Implementation Competencies.....	100

List of Figures

Figure 1: Anatomy of a PLE (Morrison, 2013).....	6
Figure 2: Example of PLE on Netvibes.....	43
Figure 3: Example of PLE on Mobile Platform	44
Figure 4: The Difference between the Participants' Mean Scores on the Pre and Post-Administration of the Lesson Planning Assessment Form Regarding the Overall EFL Lesson Planning Competencies	93
Figure 5: The Differences between the Participants' Mean Scores on the Pre and Post-Administration of the Lesson Planning Assessment Form Regarding the Development of Each of the EFL Lesson Planning Competencies	96
Figure 6: The Difference between the Participants' Mean Scores on the Pre and Post-Administration of the Observation Checklist Regarding the Overall EFL Lesson Implementation Competencies.....	99
Figure 7: The Differences between the Participants' Mean Scores on the Pre and Post-Administration of the Observation Checklist Regarding the Development of Each of the EFL Lesson Implementation Competencies.....	101