

2012 86-63

()
ISSN 2070 - 3147

*

" (2004)

()

ABSTRACT

This study is adapted translation to a desk study of Terry Mayes and Sara de Freitas (2004) entitled "Review of e-learning theories _ frameworks and models" for that it was based mainly on the original study, and some

- - - - *

...

other Arabic and foreign references and studies, to clarify some issues , concepts and terms covered in the original study.

The study aimed to highlight the importance of linking between theory and practice, and focused mainly on three educational perspectives (associative, cognitive and social), **and tried to highlight its role in the designing of teaching, and determine the outputs of e-learning, as well as designing its environments and assessment**

The study declared that these theories can be an appropriate basis for any good electronic educational design, but concluded that the users of e-learning have a few awareness of how to exploit technology in educational contexts, which requires to determine e-learning models which are based on Pedagogy, and distinguished it from those which are based on random and unplanned or unprofessional practices, or focuses on tools and neglecting the educational side.

The study recommended a set of recommendations, such as the need to develop the awareness of e-learning teachers, trainers and designers of the pedagogical and educational foundations of the theory behind e-learning models they use or design, and train them to employ technology in the educational context

:

(2004)

(Technology affordances)

2012

(, 2008) Gibson.

()

(LMS))

(Learning Management System

)

...

(
(2009) .

(2009)
) ()
(
(2010) .

"

Ravenscroft ,).

(A. 2001

.(Dabbagh,2005).

:

2012

⋮
-1
() -2
⋮
⋮
⋮
⋮
()

(Web)

(Nichols, 2003).

.(2005)

(2010).

Mayes & de Freitas,).

.(2004

)

(

(2008).

2012

2004

-1

(learning as activity) : (The associationist/empiricist perspective)

(Connectionism)

(Thorndike's Connectionism)

Theory of)

(Classical Conditioning

Unconditioned)

(Unconditioned Stimulus)

(Response

(2000) .

The)

(Functional theories)

(Huyll)

(Motivation Theory

(2000)

()

Behavioral) .(2003)
(procedural theory

()

()

() . ()
(36 :2004) .
(2000)

(55 :2007)

(2003 99 1983).

: -2
Learning as achieving under) (The cognitive perspective)
(standing

2012

Mental)

(Meta cognitive processes)
(Modeling)

(models

Cognitive constructivist)

(perspective

-3

Learning as social)

(The situative (social) perspective)

(practice

.....
:
:
:
:
:
:
-1

(The Pedagogy derived from the associative perspective)
(Instructional Systems Design (ISD))

(ISD)

(1985)

.....
:
:
:
:
:
-1

-2

-3

2012

: (The Pedagogy derived from the cognitive perspective)
(Constructivist learning environments and activity systems)

)

() . ()

...

-1

-2

-3

-4

-5

...

-1

-2

(Scaffolding)

-3

(2010).

(Stuyf, 2002).

-4

2012

-5

-6

()

().

(Activity theory & learning environments):

(Vygotsky)

The Zone of Proximal) ()

(Development (ZPD)

()

(2010)."

(ZPD)

()

-1

-2

-3

-4

(Scaffolding)

(2010).

/

(Robertson. Etal ,2004)

2012

⋮
⋮
(Communities of practice)

(Communities of practice)

⋮
⋮
(Social anthropological of cultural perspective)

()

(Learning group)

)

(

2012

:-1
-2
-3
-4
-1
-2
-3
-4
-5
-1
-2
-3
-4
-5
() -6
-7
-2

(Mapping learning theory to learning out comes)

...

-3

(Pedagogic design: designing the learning environments)

()

:

:

-

() -1

Rash and).

(Toelle, 2010

2012

		-2
(Moss and Shafer, 2010) .(-3
		-
		•
		•
		•
		•
		•
		•
		•
		•
		•
(Pedagogic design of assessment):		-4

...

(1956)

(1985) .

(Pragmatic issues in pedagogic design) :

:

-1

-2

-3

/

-4

-5

()

-6

-7

-8

()

2012

-1
-2
-3
-4
-5
-6
-7

)

(

() -1

-2

-3

-4

-5

-6

" .(2010). -1

/4/ 8- 6

-

2010

<http://www.econf.uob.edu.bh/regApp/participants/papers/>

2012

...
: 1. . (2007) -12

(1983) -13
<http://faculty.ksu.edu.sa/mshm>

:
14 - Mayes, Terry & de Freitas, Sara, (2004), JISC e-Learning Models Desk Study, Stage 2: Review of e-learning theories, frameworks and models.
[http://www.jisc.ac.uk/uploaded_documents/Stage%202%20Learning%20Models%20\(Version%201\).pdf](http://www.jisc.ac.uk/uploaded_documents/Stage%202%20Learning%20Models%20(Version%201).pdf)

:
15 - Dabbagh, N. (2005). Pedagogical Models for E-Learning: A Theory-based Design Framework . International Journal of Technology in Teaching and Learning, 1(1), 25-44.

<http://www.sicet.org/ijttl/issue0501/DabbaghVol1.Iss1.pp25-44.pdf>

16 - J.J.Gibson (2008) Gibson's affordances, New World Encyclopedia
<http://www.newworldencyclopedia.org/entry/J.J.Gibson>

17 - Mark Nichols, (2003)"A theory for e-Learning"
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.92.4852&rep=rep1&type=pdf>

18 - Moss. K. and. Shafer. S. (2010) "Incorporating Active Learning Theory into Activity Routines",
<http://www.tsbvi.edu/seehear/winter06/learning.htm>

19 -Rash, Ann and Toelle, Nancy, 2010 " New Teacher Series: Getting Started with Activity Routines"
<http://www.tsbvi.edu/seehear/fall02/activity-routines.htm>

20 - Ravenscroft , A. (2001). Designing E-learning Interactions in the 21st Century: revisiting and rethinking the role of theory. European Journal of Education, 36 (2), 133-156

21 - Robertson , Margaret. et al, (2004) Children, on-line learning and authentic teaching skills in primary education, Australian Research Council LINKAGE Project LP0210823
<http://www.educ.utas.edu.au/users/ilwebb/Research/scaffolding.htm>

22 - Stuyf, Rachel R. Van Der (2002) "Scaffolding as a Teaching Strategy"
<http://condor.admin.ccny.cuny.edu>