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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

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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

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(learning as activity)

:(The associationist/empiricist perspective)

(Connectionism)

(Thorndike's Connectionism)

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(Classical Conditioning

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(Unconditioned Stimulus)

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(Functional theories)

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Behavioral) .(2003)
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Learning as achieving under) (The cognitive perspective)
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(Constructivist learning environments and activity systems)

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(Activity theory & learning environments):

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