# MOOC and it's Relationship with Acquisition Collaborative Leadership Skills For Instructional Technology Students

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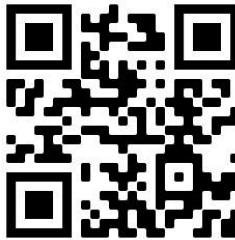
# MOOC and it's Relationship with Acquisition Collaborative Leadership Skills For Instructional Technology Students

## Abstract

The goal of this research is to provide students with the Department of Education Technology Cooperative Leadership Skills through the broad -spreading learning course as a learning environment, which provides opportunities to communicate and interact within them, and collective work, and by providing and providing a set of educational tools and activities, which support the acquisition of these skills, building knowledge and transformation of the learner An active component has the ability to creativity and innovation. The research experience applied to a sample of (40) male and female students in the first year, Department of Education Technology, College of Specific Education, Minya University, and the experimental treatment material represented by the Easy Class learning platform based on a widely spread learning course, is presented according to the general model of design " AdDIE 'in order to agree with the nature of the current research, its smile with flexibility and simplicity, And it is included in the five main stages on which the majority of educational design models depend, and the measurement tool was the observation card to measure the skill aspect of cooperative leadership skills for students of educational technology, and the results showed the effectiveness of the circular to spread in the provision of students of the first group in the Department of Education Technology Cooperative Leadership Skills, and this returns to this The results to several reasons, the most important of which are: the clarity of educational goals within the environment of the proposed and proposed learning course, the method of displaying scientific content through the learning course environment and the use of the interaction tools available in communication and the acquisition of experiences and providing learners with concepts, information and knowledge related to the skills of cooperative leadership.

**Keywords**: MOOC, Collaborative Leadership ,Collaborative Leadership Skills.

# المستخلص

هدف هذا البحث إلى إكساب طلاب قسم تكنولوجيا التعليم مهارات القيادة التعاونية من خلال مقرر التعلم واسع الانتشار كبيئة تعلم، الذي يُتيح الفرص للتواصل والتفاعل داخلها، والعمل الجماعي، ومن خلال تقديم وإتاحة مجموعة من الأدوات والأنشطة التعليمية، التي تدعم إكساب هذه المهارات وبناء المعرفة وتحول المتعلم لعنصر نشط لديه القدرة على الابداع والابتكار. وطبقت تجربة البحث على عينة قوامها (40) طالبًا وطالبة بالفرقة الأولى، قسم تكنولوجيا التعليم، كلية التربية النوعية، جامعة المنيا، وتم إعداد مادة المعالجة التجريبية المتمثلة في منصة التعلم Easy Class القائمة على مقرر التعلم واسع الانتشار، يتم تقديمها وفق النموذج العام للتصميم " ADDIE" وذلك لإتفاقه مع طبيعة البحث الحالي، واتسامه بالمرونة والبساطة، وتضمنه المراحل الخمسة الرئيسة التي تعتمد عليها غالبية نماذج التصميم التعليمي، وتمثلت أداة القياس في بطاقة الملاحظة لقياس الجانب المهاري لمهارات القيادة التعاونية لطلاب تكنولوجيا التعليم، وأظهرت النتائج فاعلية مقرر التعلم واسع الانتشار في إكساب طلاب الفرقة الأولى بقسم تكنولوجيا التعليم مهارات القيادة التعاونية، وتعود هذه النتائج إلى عدة أسباب أهمها: وضوح الأهداف التعليمية داخل بيئة مقرر التعلم واسع الانتشار المقترحة، طريقة عرض المحتوى العلمي من خلال بيئة مقرر التعلم واستخدام أدوات التفاعل المتاحة في التواصل واكتساب الخبرات وتزويد المتعلمين بالمفاهيم والمعلومات والمعرفة الخاصة بمهارات القيادة التعاونية.

▪ **الكلمات المفتاحية**: مقرر التعلم واسع الانتشار، القيادة التعاونية، مهارات القيادة التعاونية.

# Introduction

E -learning provides the best methods and means to find a cooperative learning learning community, and urges them to exchange ideas and experiences among them and communicate with the teaching person, through multiple applications that are flexible to learn without walls, and to facilitate the access of information, as this contributes to raising the level of learning, and support Relations between the teachers, and their transformation from the traditional phase to the process of creativity, interaction, development and acquisition of skills.

Mohamad & Majid (2014,38) stated that the leadership pursues the cooperative method when the cooperative leader tries to involve all learners in the educational process, and the cooperative leader is characterized by that it makes the discussion the basis for solving problems, and that decisions make it in a cooperative form, from the forms of agreement either by majority or Unanimously, thus promoting confidence and cooperative work for learners as a whole.

Heba's Study (2021) indicated that the cooperative leadership is working to support and enhance the relationships that bring the views between the teachers by offering and exchanging ideas and skills.

The Study of Amer, Al -Janabi (2018) indicated the skills included in the cooperative leadership as one of the skills that allow the leader to express himself and interact with others, which are social skills, influence skills, analytical skills, technical skills and continuous learning, and these skills help to transfer ideas Clearly, listen to others.

The Hanan 's Study (2014) indicated that the technological development and the knowledge explosion witnessed by the world in various areas of life, especially scientific, educational and technical fields, led to the racing of international universities among them to use the widespread decisions in university education to develop the teaching and learning process.

The Ding et, al's Study (2014) emphasized the importance of widely spread learning courses as it was designed to discuss it, and that it provides effective means to support peer

communication, and helps build a sense of belonging to the learning environment.

Therefore, providing for learners' cooperative skills is necessary through the use of widely spreading learning courses as it helps to increase interaction and cooperation between learners.

## Research Problem

The feeling of Research Problem Stemmed from the following:

- Learners' loss of cooperative work skills has been observed, which led to the urgent need to develop their cooperative leadership skills to enrich the educational process and keep pace with modern modern trends.
- An exploratory study was conducted in (16) educational stances, according to the dimensions of cooperation and leadership, on a voluntary sample of students of the first year in the Department of Education Technology at the Faculty of Specific Education, Minya University, whose strength reached (60) male and female students, and the study showed the low cooperative leadership skills, and it came Results as follows:

Table (1) the results of the exploratory study

| Main skill | Number of Situations | Sub skills | Availability |
|---|---|---|---|
| **Cooperation** | collaborative work | 6 | 6% |
| | acceptance of the other | | 5% |
| | Share and connect | | 3% |
| | trust others | | 2% |
| | Speaking and persuading | | 3,3% |
| | effective communication | | 4% |
| **Leadership** | sense of self | 10 | 2,4% |
| | Emotion management | | 5% |

| Main skill | Number of Situations | Sub skills | Availability |
|---|---|---|---|
| | face pressure | | 3% |
| | Motivational arousal | | 6% |
| | mental balance | | 5% |
| | Emotions management | | 4,4% |
| | strategic thinking | | 6% |
| | positive reinforcement | | 6,2% |
| | collective judgment | | 2% |
| | team guidance | | 1,2% |
| **Total** | 65,4% | | |

It is clear from the results mentioned in Table (1), the unwillingness of students of the First Division, Department of Education Technology, Minia University, in cooperative work, their inability to lead, and lack of confidence educationally, as the total results of the exploratory study are less than the percentage of confidence (7,66 %), Which leads to a low level of their cooperative leadership skills.

- Many of the recommendations of previous research and studies, such as the study of: (Salwa Abdel Wahab, 2019; Essam Al -Hassan, 2019; Yara Qenawi, 2019; Abdul Karim Zaywa, 2018; Majdi Hinnawi, 2018) on the possibility of taking advantage of the widely spreading learning courses in Teaching and learning process service, and supporting the electronic communication and interaction of learners.
- The scarcity of studies and research that dealt with learning of cooperative leadership skills in the field of educational technology, and among these studies is Amer Al -Zabhawi's study, Al -Janabi Carpet (2018) that aimed to support the confusion behavior of workers at the University of Kufa by acquiring cooperative leadership skills, and studying: (Bilal*Hayat , 2019; Sun, Jingjng, et.al, 2017; Mohamad * Majid, 2014; Ruiz-Gallardo, 2012) that dealt with the term

cooperative leadership in general and its relationship to collective leadership and its importance in society, and realizing the important role for it in the success or failure of cooperative goals.

Through the precedence, the current research came as an attempt to improve the current situation by using new methods to keep pace with future requirements and global trends that provide learners with the skills of cooperative leadership from the skills of the century (21), where students lacked these skills, so the current research tried to confront this problem by providing technology students Education Cooperative Leadership Skills, using a widely spreading learning decision, and sought the research to address the problem under research by answering the following main question: **What is the impact of MOOC on imparting collaborative leadership skills to first-year students, Department of Instractional Technology, Faculty of Specific Instraction, Minia University?**

## Research aim

The goal of research to provide students with the first year, Department of Education Technology, College of Specific Education, Minya University, Cooperative Leadership Skills when they are used MOOC.

## Research Significance
- **Theory of Significance:**
  - The research derives its importance from the importance of the topic it is dealing with (cooperative leadership skills), as this variable helps to understand some learning processes and know the extent of its impact on the learner to achieve academic achievement and improve self -confidence among learners.
  - It is an attempt to keep up with modern trends for the necessity of employing a widely spreading learning courses in the educational process to improve the teaching and learning process.

- **Practical Importance:**
  - Highlighting the importance and capabilities of technology and how it can be used in achieving the goals of the educational process by providing the students of the first group of cooperative leadership skills.
  - The ability to take advantage of the results of this research in identifying methods and methods that play an effective role in learning and the academic life of learners.

## Research limits

The current research limits were:

1. The human limit: an intended sample of the first year students, Department of Education Technology, College of Specific Education, Minia University, extending between (17-19) years, with (40) out of (307) male and female students.
2. The limit of content: the course of communication skills, on the occasion of its content with the nature of the current study, and the subjects are closely related to the concept of cooperative leadership, its characteristics and dimensions, patterns and skills.
3. Time limit: The study experience was applied during the first semester of the academic year 2020/2021 AD, and for a period of (4) weeks.
4. An exact limit: The study experience has been applied in the places where learners live, and the educational technology department laboratories have to be unable to have the Internet or their computers are not available.

## Research tools:

- **Data collection tools:**
  1. A list of the cognitive content of the communication skills course.
  2. List of widespread learning structure criteria.
- **Experimental Treatment:**

It was represented in the Easyclass platform for the 'Communication Skills' Rapporteur as a widely spreading learning course, for the following reasons: the possibility of

subscribing for free easily through E-mail for each learner, and the ease of preparing educational content and displaying it in various forms, providing the opportunity for learners to control their learning according to self-step To increase their self - confidence, in addition to the possibility of creating classes, managing the discussion pages, sending and receiving duties, assignments and assignments, and providing the addition of multimedia, and providing the feature of schedule each student, activities, duties, exams and important dates through the Gregorian calendar in the platform, does not include advertising links, as Supports Arabic.

- **Measuring tools:**

It was a note card to measure the skill side of cooperative leadership skills.

# Research Procedures:

Research procedures were the following:

- **Analytical survey procedures:**
1. See many studies, references, books, periodicals and literature associated with the widely spreading learning course, cooperative leadership, analyze these literature to benefit from them in preparing the theoretical framework for research, preparing experimental treatment material, and preparing research tools.
2. The content analysis of the course (communication skills), identifying the basic concepts and skills to be learned for students of the experimental group, and exploring the opinions of arbitrators on achieving educational content of learning goals, its suitability for learners, health and scientific enough.
3. Choose the semi -experimental design known as a single - group semi -group design.
4. Determine and selecting the research community from the first year students, Department of Education Technology, Faculty of Specific Education, Minya University.

▪ **Design procedures:**

5. Prepare a list of design standards for a broad -spread learning structure, and present them to the arbitrators to leave it and reach it to its final image.

6. Preparing the experimental processing material represented by the Easy Class learning platform based on the broad - spreading learning course is presented according to the general model of the design 'AdDIE' in order to agree with the nature of the current research, and its smile with flexibility and simplicity, and it is included in the five main stages on which the majority of educational design models depend, And his vacation and presentation to the arbitrators and to make the proposed amendments to reach his final image.

7. Building a observation card to measure the level of the skill performance of the cooperative leadership of students of the research group and present it to a group of arbitrators for its permissibility and calculate its sincerity and stability to reach its final image.

▪ **Experimental procedures:**

8. Choosing the research sample in a deliberate manner that includes (40) male and female students from the first year students, Department of Education Technology-College of Specific Education, Minia University, extending between (17-19) years.

9. Exploited experimenting to calculate the statistical constants of the measurement tool (observation card), the effectiveness of the experimental processing material, and determining the most important difficulties of application and how to overcome it during the application of the basic experience.

10. Conduct the basic experience of research by applying the experimental processing material, and applying the observation card to the search sample as a afternoon application.

▪ **Evaluation procedures:**

11. Conducting statistical treatments to ensure the validity of the research imposition, and the interpretation of the results

in the light of these treatments, then providing the conclusions, recommendations and research proposed in light of the results of the results.

## Definitions of Terms
- ### MOOC:
    It is procedurally defined as: an educational system that relies on content management and includes electronically available materials and activities for the largest number of learners without adhering to conditions for enrollment or financial compensation, and an incompatible, dependent on the self -step of learners.
- ### Cooperative Leadership:
    It is procedurally defined as: it is a cooperative process among the team members in taking various decisions with the aim of the success of the tasks to be accomplished, and equality in distributing roles and tasks between them, which supports the feeling of trust between them.

    **The skills of Cooperative Leadership procedurally in this Research means:** all the performances that the learner performs during his educational activity to achieve goals and obtain the required results, it is based on cooperative work where more intelligent, creative, efficient, and depends on making an environment of confidence, mutual respect and common ambition in a way Full and collaborative.

## Review:
    It consists of two parts on MOOC, Collaborative Leadership Skills, and they will be dealt with in some detail:

### First- MOOC
### Concept of MOOC:
There were many definitions that dealt with the concept of "widespread learning courses", as (Ahmed Mohamed, 35, 2017; Mohamed Shawky, 370, 2017; Salwa, 37, 2017; Manal El-Sayed, 22, 2016; Leito & Jalukse, 2015) agreed. ,47) as documented electronic courses that allow participation in building instractional

content through a mixture of social networks and digital video broadcasting, to achieve learning, interaction and cooperation among learners, in order to develop skills based on the learner's own pace.

The study of (Misra, 2018, 68, Stamatis, 2017, 22), indicated that it is one of the web-based learning models, broadcast to thousands of learners, so that anyone can participate in instraction by logging in and joining these courses, which include a set of activities Constructivism, quizzes, and assignments.

Based on the foregoing, it can be concluded that the widespread learning course is:

1- An instructional course available online to develop different skills and knowledge and support continuous and lifelong learning.
2- An interactive learning environment that employs web technologies and tools, and participates in building knowledge between learners and teachers.
3- Digital media technology to transform and direct instraction and provide digital resources through the Internet.

## The importance of using MOOC in Instraction:

Each of: (Mr. Abu Khatwa, 19, 2016; Iman Al Harthy, 99, 2016; Blackmon, 2016, 87; Chang & other, 2015, 2015, 53; Zheng & other, 2015, 2015; 96; Ismail Hassouna, 22, 2014) indicated that the decisions of Widespread learning helps to:

1. The scientific gap between developed and developing societies is narrowing.
2. The principle of equal opportunities is realized.
3. Provide stakeholders with indicators for assessing learning.
4. Check active learning, and activate cooperative learning.
5. Achieve the opportunity for self-learning, continuous learning and lifelong learning.
6. Check for learners the flexibility of learning in terms of adapting to the learning environment.
7. It provides access to a large amount of knowledge and learning resources.
8. Provides the cost of purchasing a digital instructional platform for instructional institutions.

9. It provides an opportunity to improve the quality of instructional course design.
10. Provides the opportunity to obtain course completion certificates.
11. Provides a variety of methods for sequential assessment, summative assessment, and feedback during and after learning.
12. Provides tools of security, safety and privacy.
13. Exchange of knowledge and learning, and the acquisition of new ideas from the learners and some of them.

From the above, it was taken into account when using a broad -spreading learning decision that it has means and tools that make the learner steps in the process of learning in a manner commensurate with his cognitive requirements without being bound by time and spatial limits or academic schedules, which increases his motivation for learning, as he is freed so that he can roam in a full world With the multiple media to find out everything new, and to communicate with others to create a social aspect in order to achieve the desired goals to learn better.

## The Second- Collaborative Leadership Skills
## The Concept of Collaborative Leadership:

It was defined by: (Umniah Hajjaj, 84, 2021; Von&Jong, 2017, 99; Abdullah Al-Waqdani, 87, 2018) that it is a collaborative process that focuses on values, ethics, standards and long-term goals, and includes assessing individuals' motives, satisfying their needs, and treating them humanely. Within the charismatic constraint and the future vision.

All of (Sarah Al-Azmi, 85, 2021; Ahmed, 2018, 94; Fayez Al-Lami, 2015) agreed that collaborative leadership is:
- A process of discussion to solve work environment problems, identifying problems or challenges facing work and consulting members in solving them, and decisions are taken collaboratively.
- A form of agreement, either by majority or unanimously, and thus works hard to enhance trust and teamwork among the work team.

- Equality between the leader and members and the empowerment of collaborative and collective decision-making, which gives a great deal of confidence between them.

The study of Buthaina Al Kharusiyyeh (2021) indicated that the collaborative leadership process urge leaders that their first priority is to cooperate with team members, and encourage them to invest situational opportunities to practice leadership, as it works to improve the lives of individuals themselves, and then raise the level of the work team to achieve the desired goals successfully.

From the above it is clear that collaborative leadership is:

1. The process of achieving the principle of cooperation in exchanging skills and experiences between the work team and relying on members with distinguished and talented skills that contribute to achieving excellence and creativity.
2. The impact of the leader's behavior on the level of members' behavior and achieving sustainable competitive advantage within a work environment characterized by dynamism and rapid development.
3. Motivation is generated among the members of the work team when the number and types of returns that the team receives from their work increases, and it motivates them when you make the path to achieving the goal clear and easy.
4. Dealing with the work team collectively and cooperatively, using an average leadership style.

## Collaborative Leadership Styles

Each of: (Mohammed Khuwaildat, 201, 2021; Maan Al Khasawneh, 300, 2021; Boamah & Clarke, 2018, 309; Dihsmaier, 99, 2014) categorized cooperative leadership into two types of leadership:

1. **Mutual leadership:** It means a set of leadership models that focus on the exchanges that take place between leaders and members. The mutual leader does not care about the individual members' needs, and does not focus on their

personal development, but rather they exchange roles only. Mutual leadership has several factors, including:

- **Conditional reward:** It is the process of exchange between leaders and members, in which the efforts of members are exchanged for certain rewards, where the leader tries to obtain the approval of members on decisions to implement the required tasks to be performed, and the rewards to be provided to those who perform those required tasks.
- **Management by exception:** it is leadership that is concerned with corrective criticism, and it takes two forms: active and passive. When the required standards are not achieved, or after problems arise.
- **The lack of leadership factor:** where the leader delays making decisions, does not provide feedback, makes little effort to help members satisfy their needs, does not interact with them, and does not make any attempt to help them develop.

2. **Transformational leadership**: It is the process in which the individual participates with others, and the leader forms bonds that raise the level of motivation and morality for both the leader and the members, and this style meets the needs and motives of the work team, and tries to help them reach their maximum capabilities to accomplish the required tasks, and transformational leadership has several factors Of which:

- **Exemplary influence:** The typical behavior of leaders is towards the work team, which makes them want to emulate them to a large extent. These leaders usually have very high standards of ethical behavior, and members have great respect and trust in them to a large extent.
- **Inspirational Motivation:** This factor describes leaders who set high expectations for team members, and inspire them by motivating them to commit to a shared vision to achieve goals.
- **Mental stimulation:** This factor refers to leadership that motivates team members to become creative and innovative, united by beliefs and values. This factor helps leaders adopt new and innovative ways to deal with the

required tasks, and develops members' thinking to rely on themselves to solve the problems they face.

- **Individual concern:** represents leaders who provide a supportive atmosphere for members' individual needs. Leaders act as coaches and advisors to help members achieve themselves. Leaders use delegation to help members develop through personal challenges.

From the foregoing, it is clear that cooperative leadership styles give up absolute rule or authority, but rather work to make their role effective by enhancing the process of cooperation, and enabling work teams to take their appropriate role towards the vision of the instractional process and its mission and work to achieve its goals, and thus it possesses an important feature which is confidence to make decisions. Participate among them regarding the objectives of the instractional process, due to the distinguished information, skills and experience that the members possess.

### Collaborative Leadership Skills

After reviewing many researches, references and studies, including: (; Khorakian & Jahangir, 2021, 215; Dabri Abdul Karim, 95, 2021; Muhammad Mustafa, 83, 2021; Saud Al-Nayef, 66, 2020; Shakeel & VanThiel, 2019, 324). Three basic leadership skills cooperative, which is:

#### 1. Intrinsic skills:

It means the ability to understand the characteristics of the work team members, help them understand them and the ability to deal with them. There are some human skills, but not limited to, that can be divided into three important skills that affect the communication process within the collaborative leadership, which are:

- **Self-management skills:** They are represented in the efficiency of the leader in self-management, and self-awareness skills towards team members, including: listening, speaking and persuasion, controlling emotions, sense of self, acceptance.
- **Interactive management skills:** the ability to mix and interact between the leader and team members and use this

interaction to achieve the desired goals, including: communication, motivation, motivation, leadership.

- **Emotions management skills:** It is represented in forming relationships between work team groups, which push them to work with enthusiasm and strength without coercion or coercion and adopting the morale of the group, including: support, equality, cooperation, and ethical behavior.

## 2.Intellectual skills:

It means the ability to deal with ideas and concepts, they are linked to mental work, so the leader must have a degree of intelligence for the ability to converge, analyze, comprehend and elicit the appropriate ones. Collaborative leadership:

- **Strategic thinking skills:** One of the most important skills that every leader must acquire and develop for a logical flow of information. Strategic thinking is a mental process carried out by an individual in order to achieve a goal or a set of specific goals, as it is a cognitive activity that generates new ideas, and strategic thinking can be practiced individually or collaboratively.

- **Problem Solving Skills:** It is the ability to find effective creative solutions to various problems facing the work environment, in a timely manner that ensures that losses are avoided or reduced as much as possible. It includes collecting, analyzing and interpreting information, by identifying the problem, searching for alternative solutions, and evaluating and selecting appropriate solutions to solve the problem.

- **Decision making skills:** Decision-making depends on one or both of the following factors together, intuition: referring to instinctive feelings when making a decision, and it comes from past experiences and personal values that the individual possesses, and logic: using numbers and available facts about a particular problem or issue to make the appropriate decision to solve it. Preferably when taking Decisions, the use of both together, intuition alone may not be enough because it depends on personal feelings, and logic may also neglect the human aspect

and focus on material facts, so balancing between them often leads to sound and right decisions, and decision-making is a collective judgment on The problem or tasks to be accomplished, where the leader interacts with team members and the decision is taken collaboratively between them to achieve common goals.

## 3. Professional skills:

It means the ability to use appropriate tools and methods. Professional skills are linked to the scientific aspect and the scientific facts, concepts and assets based on it. There are some professional skills, but not limited to, that can be divided into three important skills that affect the communication process within the collaborative leadership, namely:

-   **Administrative Skills:** It means the ability to distribute roles and tasks to each member of the team according to their characteristics, tendencies and abilities, and to exchange those roles among themselves according to the instractional situation, and includes technical skills, knowledge, ability to motivate, interact with them positively, and the ability to develop ideas and implement them on the ground .
-   **Field skills:** It means the ability to deal with the team and manage instractional situations in the field work environment, through the ability to manage the surrounding conditions and provide the psychological and social climate among team members, through stimulating collaborative teamwork among them, respect, appreciation and justice among them, taking into account the democratic interaction Based on trust and loyalty.
-   **Performing Skills:** It is related to practice and training in leadership and responsibility, and participation in decision-making, as it is a process of interaction between members of the work team, the work environment and the social situations that it includes, and their cooperation and contribution to the success and achievement of goals, and includes the ability to plan and organize information and coordination among team members, and the ability to direct and control ,

evaluation and evaluation, to reach the highest level of achievement.

The Study of Muhammad Al-Ahmadi (2021) also confirmed that collaborative leadership skills are based on honesty, openness, cohesion and respect among team members. Each other, and to have the desire to cooperate and exchange tasks with each other.

From the above, it is clear that collaborative leadership skills are a list that contains a number of leadership roles that can be performed internally, such as distributing tasks and building social relationships among team members, and externally, such as instractional situations and conditions surrounding the work environment, and bringing about change in others, such as: How the spirit of collaborative leadership affects members The leader must also improve the performance of the work team through:

- Focus on, clarify and agree on the goal.
- Planning, organizing, clarifying roles and exchanging them among the work team.
- Cooperating in making the appropriate decision to solve problems.
- Training in the skills necessary to carry out the tasks.
- Continuous instraction and development.
- Effectiveness of team performance to achieve achievement.
- Maintaining standards of excellence, such as evaluating team performance and correcting defects in performance.
- Manage conflict and power issues by avoiding confrontation and discussing ideas.
- - Building commitment among the team spirit through optimism and innovation.
- Satisfying the individual needs of the team, such as confidence, support and motivation.
- The ability to practice ethical practices among team members, such as fairness and equality between them.

## Research Hypothese:

There is a statistically significant difference at the level (0.05) between members of the research group in the card note card note card in favor of the post application.

The researchers have adopted the general model for ADDIE, as it is characterized by simplicity, good recruitment for design stages, providing reaction methods, providing appropriate feedback, then some steps for the model were modified, as it consists of five basic stages that include (22) sub -step, And all the stages of the proposed model and its steps are clear:

Figure (1) : Instructional Design
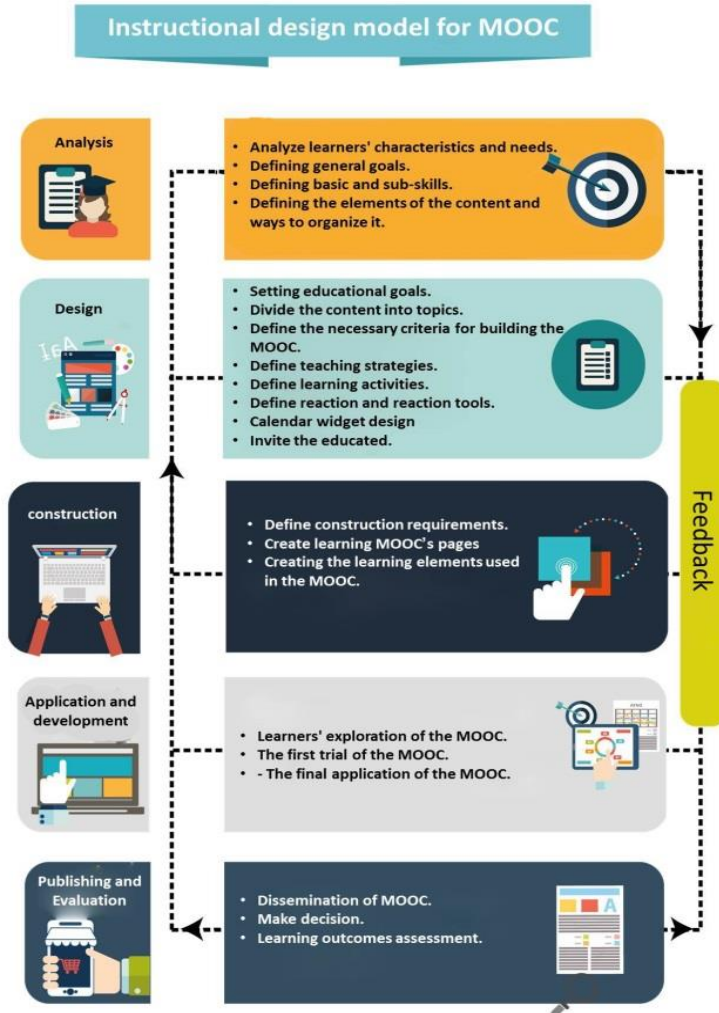
## 1.Analysis Stage:

The first stage of the model stages, which is the process addressed to the rest of the stages of the proposed model to build a broad -spread learning course, and this stage consists of five basic steps:

a. **Determination of needs**: The training needs of the research group were identified by conducting an exploratory study, and analyzing its results, which showed the loss of students with cooperative leadership skills, as its questionnaire was prepared to determine a list of the most important cooperative leadership skills that are required to be given to them via the widely spreading and interacting learning decision.

B. **Learning characteristics analysis**: The research sample is the first year students, the Department of Education Technology, the College of Specific Education, Minya University, characterized by the following characteristics:

- Students have an interest in acquiring skills related to cooperative leadership, and this was evident through the continuous interview with students.
- Students do not have previous experience on cooperative leadership skills, as they have never studied any course related to the acquisition of cooperative leadership skills, and this was evident through the exploration study.

C. **Determining the general goal:** The general goal of the learning decision has been determined as follows as follows: The general goal is to provide students with educational technology students that contribute to providing cooperative leadership skills. (5) are branched from this (5) general qualitative goals, which are to identify:
  - What is the communication process.
  - The characteristics and types of communication process.

- What is driving and its types.
- The characteristics and dimensions of cooperative leadership.
- Cooperative leadership skills

**D. Determination of basic and subsidiary skills:** Some of the references and educational studies were analyzed, and the list of initial cooperative leadership skills was extracted, which included an introduction to clarifying its goal, then data for the arbitrators, then the formulation of its vocabulary according to the following skills:

1. Self -skills: (Self -Management, Interactive Management, Emotional Management).
2. Intellectual skills: (strategic thinking, problem solving, decision -making).
3. Practical skills: (administrative, field, performance).

The sub -procedures of each major skill were also identified by following the method of skill analysis, hierarchical analysis, and the list validity was verified by presenting it in its initial form on (15) tights to express their opinions in it.

**e. Determining and organizing the content elements:**

Several sources were used to determine and detail the educational content through: review the theoretical framework for research, view books and references in the field of cooperative leadership, the content was chosen and supported with pictures and videos, organizing the content elements and putting it in a suitable sequence according to the arrangement of goals To achieve educational goals, in a hierarchical sequence because it is the most used, and the best in students learning practical skills, as it begins from the top of the main tasks, and it ranges down towards the sub -missions that achieve the desired educational goals.

**2. Design stage:**

It included (6) basic steps as follows:

a. **Establishing educational goals:** The goals were divided into (5) main qualitative goals, which branch (20)

educational goals according to the digital Bloom classification achieved by educational content.

B. **Divide the content of topics:**

The content was organized according to the logical and hormonal sequence, where the topics were logically arranged, taking into account the characteristics of learners, as it starts from the top of general concepts, and grades down to the possible sub -missions, which constitute the final performance of the learners. The content was divided into (5) topics, in addition to the interaction tools, enrichment links for educational content, and information on the platform and its owner on the teacher's page.

C. **Choose the criteria for building the course:**

The determination of the standards of construction of the learning course has passed widespread in the following stages:

- Analysis of literature, research and educational studies:
  The literature and research on the standards of building the widely widespread learning course were found.

- Determining the initial list: Through the previous step, an initial list consisting of (10) criteria, (48) indicators were reached.

- The list of the list: The list was placed in a questionnaire, and presented to (7) arbitrators, experts and specialists in educational technology, to ensure its sincerity.

D. **Learning strategies:** Learning strategies for content have been identified due to the nature of the educational platform, the method of discovery is the most appropriate way in learning centered around the learner within the broad -spread learning course, to help acquire information and concepts of cooperative leadership skills depends on knowledge and skill exchange in order to accomplish the required task Among them, the mini - learning strategy in dividing educational content into (5) mini topics until learning is done better.

e. **Learning activities design:** A group of various educational maps has been prepared, in light of goals and

content elements, so that the learner feels diversity and renewal in his learning practice, through the learning platform, which includes (20) educational activities, represented in: discussion questions about videos, search via The Internet, Infographic Design, Email Using Applications, to help provide cooperative driving skills, where the learner can build knowledge himself in proportion to his nature, characteristics and cognitive level.

**F. Explanation of the interaction tools:** The broad - spreading learning decision included a set of simultaneous and simultaneous interaction tools, including: the learner's interaction with the teacher, the interaction between the learners and some of them through the conversation concurrent among them through the platform. The learner interacted with the interface of the interaction through the ability to browse, download and upload files, click on the available links, and perform activities for each learning topic, and here are some of the interaction tools:

**(1) Log in:** The first tools to register learners and subscribe to the learning platform through the username and password, or through the material code on the educational platform so that it can then deal with it and browse inside it, the Easyclass platform for the research group is devoted to its dependence on the monitoring system Entry after and learn about the number of times entering and moving between the pages and tools of the platform.

**(2) Conversation Room:** The conversation room (direct dialogue/ chat/ discussions) is one of the most important tools that support the simultaneous communication and interaction between learners and some of them and the teacher, and was characterized by the following:
- Full free ads.
- Supporting the Arabic and English language for dialogue.

- Allow the plurality of dialogue at the same time between more than one learner.
- Safety: It provides a security system that prevents random entry to a non -research group.

**(3)YouTube:** It is one of the most important tools that support the learning process, and a special channel on YouTube has been prepared with cooperative leadership skills through which videos are displayed and linked to the learning platform.

**(4) E-mail:** There is a page on the platform that contains data for the teacher, including his email, where the learner through him corresponds to the teacher to inquire and ask questions as well as to send some of the costs required of him.

**(5) Messages:** It is considered one of the important interaction tools with large -scale learning courses, through which learners can be addressed with the teacher, or addressing learners with each other in particular by sending a private message through these decisions.

**(6) User Management:** It includes a list of learners' names and degrees in activities, the number of times they enter, and the date of the last visit, and if they are present at the same time with the teacher inside the platform and the performance of each learner, with the aim of helping to manage the system effectively.

**Y. Determining the methods of return:** The methods of return included the immediate correction of educational activities, then the transmission of learners, moral reinforcement (thanks and praise), and material reinforcement (adding degrees).

**H. Calendar tools design:** The structural calendar represented in educational activities has been prepared for each learning topic so that the learner gets acquainted with the result of his immediate answer after answering each activity, where the teacher evaluates the result of his performance immediately after his performance and sends

him to the result of the activity through the email within the course .

### 3. Construction stage:

The third stage of the model stages, was represented in building the proposed learning platform via the Internet and testing its work, and this stage consists of the following steps:

### a. Determining construction requirements:

It was represented in the devices, programs and sites that were used and used to produce the educational content contained on the educational platform, whether they are texts, drawings, pictures or Vedio clips, to remove the educational platform in its final form.

### B. Create learning course pages:

- **The main page:** It included the title of the platform, the code and name of the educational subject, the general goals of the educational content, the study group, the name of the teacher.
- **Educational lessons:** Educational content is three educational units, including (5) educational topics, and for the writing of educational texts, the Microsoft Word 2010 program was used taking into account the criteria for designing texts where the size of the 18th line of the main titles, 16 for sub -titles, and 14 for the text, were used, Then save the file in PDF format.
- **Videos:** The needs of videos have been identified for each of the topics included in the platform to explain the skills of each topic. It was produced and processed using Adobe Premiere 7, and Adobe after Effects CS5.5.
- **Educational activities:** It included (20) educational activities, as each educational skill has an educational activity to enhance educational skills for cooperative leadership, as activities varied between: discussion questions about videos, search via the Internet, infographic design, email use applications .

- ▪ **Enrichment information:** contain illustrations, links to videos on the YouTube channel on the subject of cooperative driving skills.

  ## C. Create learning elements for a widely spread learning course.

  - ▪ **Textual materials:** Represented in the digital educational lessons available on the learning platform, where the learner is allowed to read, part of it, or carry it.
  - ▪ **Pictures and graphics:** The needs of images and information graphics have been identified, and the educational platform address is designed and processed using Adobe Photoshop CS6.
  - ▪ **Video files:** In the available videos on the learning platform to explain cooperative driving skills, as well as videos available on YouTube through a special channel for the learning platform.
  - ▪ **Voice effects:** represented in the human voice of the researcher as an audio comment accompanying videos that illustrate each of the collaborative leadership skills.
  - ▪ **The final output of the MOOC:** After completing the production of the proposed learning platform pages, it was presented to (9) arbitrators to express their opinions in it, and after making the proposed amendments that were: clarifying the goals of each learning unit inside the platform, setting a motivational video fee for content The platform, the learning platform is ready to apply to students under research.

## 4. Application stage:

The fourth stage of the form of the model, in which the learners are connected to the circular of broad -spread learning, interacting with its contents, and includes the following:

**a. Learners 'invitation:** A preliminary meeting for learners at the Computer Lab, Department of Education Technology, College of Specific Education, Minia University has been prepared. The platform and its address and abbreviated on

the topic of learning it contains, and the material code, and asked them to register the entry to ensure that there are no problems or errors that hinder the entry to the platform.

**B. Exploring learners to a widely spread learning decision:** The learners have been defined for the search for URL and determining the name of the learning course, exploring it and knowing its contents through the invitation stage.

**C. Initial experimentation of the learning course:** The exploratory experience of the research, as follows:

- **The goal of the exploratory experience:** The experiment aimed to verify several things, including the account of the sincerity and stability of the measurement tools, and know the difficulties that may hinder the learner in the use of the learning and sailing platform between its pages and the use of interaction tools and testing the powers of learners entering the platform.

- **Procedures for implementing the exploratory experiment:**

- Preparing and preparing: A preliminary meeting was prepared to identify the platform and its contents, at the scientific research factory in the Department of Education Technology, College of Specific Education, Minia University.

- Place of application: The experiment was applied in the places where learners live, and the educational technology department laboratories on those who are unable to have the Internet or count their computer devices.

- Application time: The experiment was applied during the first semester of the academic year 2020/2021 AD, and for a period of four weeks.

- Choose a sample of experiment: an intended sample of students of the first year in the Department of Education Technology, College of Specific Education, Minya University, its strength (40) male and female students.

- The mini field application: i.e. the application of experimental processing material (a broad -spread learning course), represented by the Easy Class learning platform.
- Application of the measurement tool: represented in the observation card to measure cooperative driving skills.
- **Evaluating the learning environment:** represented in the evaluation of experimental processing material by writing down notes (before/ during/ after) the application.
- **Results of the exploratory experience:**
- Calculating statistical constants of the measurement tool: by determining the sincerity/ stability, and ease/ for the card note card note.
- Making the proposed amendments to the experimental treatment material: represented in amending the display method and the method of providing content that relied on the detailed display method of skill procedures through writings, drawings and pictures, then the total display of skill procedures through videos, with the ability to repeat the display whenever the learner wants in that.
- Monitoring problems and how to overcome them: Some problems have been received during the learners dealing with content, such as the lack of headphones for each learner for the computer to hear and watch videos that display the skill, and this problem was overcome by providing these headphones with every computer and the lack of some required programs on Some computer devices, these programs were provided, and also the lack of contact with some computer devices on the Internet, and this problem was also overcome by ensuring that all devices are connected to the Internet.
- Take advantage of the exploratory experience: The researcher benefited from the exploratory experience to ensure the validity of the broad -spreading learning

decision for application, as he found a great demand from learners towards learning, positive participation in practices and activities, and the validity of the measurement tool.

**D. The final application of the learning course:** After completing the exploratory experience and building the measurement tool and authorizing it, the researcher prepared for the basic experience through the following procedures:

- Obtaining administrative approvals for the application: The approval of the Supervisory Authority and the head of the department, and the dean of the college as a representative of the administration to implement the basic research experience.
- Preparing and preparing the place of the application: The safety of the computer devices in the scientific research laboratory has been confirmed, and to ensure the efficiency of Internet connections.
- The introductory meeting for learners in the scientific research laboratory in the Department of Education Technology - College of Specific Education - Minya University, was made to emphasize the availability of tribalism among learners such as: entering the Internet, browsing different websites, sending and receiving e -mail, downloading electronic files, and the learning platform was built For application and preparation of the measuring tool.
- Apply the learning platform to the research group to provide cooperative leadership skills.
- Activities that support cooperation and communication between learners have been presented to enhance the required skills and ask them to accomplish these activities through the learning platform.
- Supporting learners and providing backing up or participating with them through the learning platform.

- After providing all learners, the research experience of cooperative driving skills, the measurement tool was applied as a afternoon application and then monitored the grades in preparation for its statistically processing and extracting the results.

### 5. Publishing and evaluation stage:

The fifth stage of the model stages, in which the following is done:

### a. The decision to make the decision to provide online:

The widely spread learning course for learners has been available by the link: https://www.easyclass.com, and Article Code: 42u4-1803, where each learner can browse the learning platform and interact with it.

### B. Learning outcomes:

Learning outcomes have been evaluated, by applying the measurement tool: observation card, to assess cooperative driving skills.

### C. Publishing a widely proliferated learning decision:

After completing the evaluation of the learning outcomes, a widely spreading learning decision was published and circulated to benefit from everyone after publishing the research.

## Measurement tool design:

The measurement tool is designed in the following: Cooperative Driving Skills Note Card: The skills note card have been prepared with the aim of assessing the level of learners in providing cooperative leadership skills, and the card was built and seized by following the following steps:

- **Determine the goal of the observation card:** The card aimed to measure the skill side of the research group in cooperative leadership skills.
- **Sources of the card building:** The observation card was built in light of the content of the cooperative

leadership skills that have been reached, and to view some studies and research in general.

- **Determining the items of the card:** The observation card was prepared in the light of the list of skills that have been reached, the goals and educational content, and the card consisted of (3) basic axes: (subjective- intellectual- practical) that includes (85) sub- procedures, and the total degree of it is for it (85) degrees.

- **The quantitative estimate of the observation card elements:** The quantitative estimate was determined in the grades for each aspect of cooperative leadership skills, in order to assess the performance level of learners: (2) degrees if the learner's performance level is good, (1) degrees if the learner's performance level is average, (0) The degree if the level of the learner's performance is weak.

- **The offer to the arbitrators:** The observation card was shown on (9) arbitrators to express their opinions.

- **Calculate statistical constants for the note card:**
    - **Sincerity of the card:**

    The peripheral comparison of the card was calculated by applying it to its eye (40) learners from the research community and without the basic sample, and the significance of the differences between the upcoming and distinguished upper party (10) learners and the lower extremist party was calculated (10) Learners and Table (2) explains the result.

Table (2): The value of (Z) Man and Tina between the mean scores of the distinguished learners, the upper end and the less distinguished learners, the lower end of the cooperative leadership skills observation card (n = 20 learners)

| Indication level | "Z" value | average rank | total ranks | the group | Great Class | variable | |
|---|---|---|---|---|---|---|---|
| 0.004 | 2.91 | 13.90 | 139.00 | upper end | 70 | Self-management skills | **Observation Card** |
| | | 7.10 | 71.00 | lower end | | | |
| 0.001 | 3.21 | 14.45 | 144.50 | Upper end | 32 | Intellectual management skills | |
| | | 6.55 | 65.50 | Lower end | | | |
| 0.001 | 3.43 | 14.60 | 146.00 | Upper end | 36 | Professional management skills | |
| | | 6.40 | 64.00 | Lower end | | | |
| 0.001 | 3.42 | 14.80 | 148.00 | Upper end | 138 | Total score of the card | |
| | | 6.20 | 62.00 | Lower end | | | |

The results of schedule (2) showed the presence of statistically significant differences between the average scores of the distinguished learners, the upper and less distinctive learners, the lower limb of the cooperative leadership skills note, as all the values of the indication level are less than the level of significance (0.05) and in the direction of the average levels of distinguished learners, the upper limb, which indicates. To the sincerity of the card and its ability to distinguish between the teachers, which indicates its sincerity.

- **Card Stability:**

To calculate the stability of the cooperative driving skills card, the stability of the residents was used, as the evaluation number (2) of the residents in addition to the researcher, on a sample of (40) learners from a community Research and non -sample and Table (3) shows correlation transactions between residents.

Table (3): Stability Coefficients for the Cooperative Leadership
Skills Card (n = 40)

| The third corrector | second corrector | first corrector | variable | |
|---|---|---|---|---|
| 0.80** | 0.86** | - | first corrector | Self-management skills |
| 0.87** | - | | second corrector | |
| - | | | The third corrector | |
| 0.77** | 0.85** | - | first corrector | Intellectual management skills |
| 0.85** | - | | second corrector | |
| - | | | The third corrector | |
| 0.82** | 0.87** | - | first corrector | Professional management skills |
| 0.88** | - | | second corrector | |
| - | | | The third corrector | |
| 0.80** | 0.86** | - | first corrector | Total score of the card |
| 0.87** | - | | second corrector | |
| - | | | The third corrector | |

(**) D at 0.01 level (*) D at 0.05

It is clear from Table (3) that the stability transactions between the corrected of the cooperative leadership card card spanned between (0.77: 0.88), which are statistically indicative transactions at the level of significance (0.05), which indicates the card stability.

## Research results:

After completing the final experience and monitoring the grades of the research group, and using the SPSS program to conduct the required statistical operations to test the research imposition, by answering the research question, which provides for the following:

**"What is the effect of a widely widespread learning course in providing cooperative leadership skills for students of the first year, Department of Education Technology, College of Specific Education, Minya University? "**

**And what the imposition measures:**
Which provides for the following:

**"There is a statistically significant difference at the level of (0.05) between members of the research group in the card note card note card in favor of postaling measurement. "**

Table (4) value (T) for the average tribal and post measurements for members of the search group on the observation card

| Indication level | value of "t" | standard deviation | average | the test | Great Class | variable | |
|---|---|---|---|---|---|---|---|
| 0.00 | 26.97 | 1.38 | 22.36 | pre-test | 70 | Self-management skills | Observation Card |
| | | 3.09 | 64.65 | Post-test | | | |
| 0.00 | 18.37 | 2.36 | 11.58 | pre-test | 32 | Intellectual management skills | |
| | | 3.67 | 30.05 | Post-test | | | |
| 0.00 | 14.36 | 1.36 | 9.54 | pre-test | 36 | Professional management skills | |
| | | 1.87 | 31.36 | Post-test | | | |
| 0.00 | 9.65 | 2.69 | 90.36 | pre-test | 138 | Total score of the card | |
| | | 4.26 | 128.58 | Post-test | | | |

The results of the Table (4) showed the high mathematical averages in the dimension of the observation card for the members of the research group, and by calculating the value of (T) due to the significance of the differences between the averages, it was found to be statistically significant, as all the values of the level of significance are equal (0.00), which is less than the level of significance (0.05) .

## Interpretation of results

By presenting the results of the research imposition, and from the reality of the data reached and statistically processed, and in light of the results presented, they were interpreted and discussed based on the theoretical framework and studies in this field. Where the results indicate that the use of the proposed -proposed learning decision contributed to providing

students with educational technology students, and these results are due to several reasons, the most important of which are:

- The environment of the learning course has helped widespread in taking into account the different learning patterns of learners, as it works to develop different skills, because of its simultaneous and non - simultaneous tools, assignments, activities and tasks with which the learner interacts according to his learning style and style of participation within them.
- According to the communication theory, the environment for the spread of the learning is widely spreading to cooperate and provide the opportunity for learners to communicate, interact and share with each other during learning, as it looks at the learner that he is active that builds his knowledge and goes towards self - step through his interaction with information and with the experiences of others and not through indoctrination and the formation of concepts Or copies of reality, as it works to observe the individual differences of learners, their willingness, tendencies, stages of their growth, and the provision of educational media, activities and technological performances, in their models and use to support the information development to help in understanding the exchanging experience between learners, meaning that when the learner needs knowledge, it must be He communicates with its sources to get it, then discusses with his colleagues so that he has a large cognitive stock.
- Based on the theory of cognitive flexibility, learning occurs more effectively through the diversity of learning methods in the context of learning they receive through the environment of the widely spread learning course, because of its positive role in creating a kind of behavioral response directed to learners with different methods, towards the extent Their understanding of the cognitive environment effectively, as it supports

conceptual association and provides multiple representations of the content to explain and show the extent of their understanding of the cognitive structure provided to them.

- The environment for the learning course is a widespread spreading, an important factor in providing skills and concepts, as a result of the interaction that took place between the teachers with educational content, the teacher and with his colleagues, and with facades and tools of interaction in the environment, and the multiplicity of patterns of interaction and their use by learners and the opportunity to ask their questions and receive their ideas led to the provision of skills Cooperative leadership.

- The constructive design of the environment of the learning course is widely spread on the theory of constructive education. Once the topic is presented using multimedia, it allows the construction of concepts through educational activities and observation, which encourages learners to interact construction at a deeper level with tasks, concepts and resources that are studying to use information overlap, and empowers Learning by combining educational experiences with the learning environment, and behavioral theory aimed at creating the educational position and providing the learner with a bush of response and then strengthens this response through what the learning environment covers multiple media works as learning stimuli.

## Recommendations:

Through the results of this research, the following recommendations can be extracted:

1. Using a widely prevalent learning courses in education more effectively for their importance and effectiveness in education.

2. Attention to cooperative leadership skills and putting them on the list of educational research research and studies to achieve a meaningful learning through

interaction and communication between them and the teacher and learners within the learning environment.

3. Increasing interest in developing cooperative leadership skills between learners and each other.

4. Taking into account the criteria for creating a broad-spread learning coupled environment, when they start using this environment in the educational process.

5. Training students to deal with widely spread learning environments to obtain the maximum benefit from them, work to apply them and benefit from them in the service of the educational process.

6. Employing widely prevalent learning environments as a teaching strategy that allows self-learning and also cooperative learning through collective participation between learners and each other within the environment.

## Suggested research:

Through the findings of the study and through a review of previous related studies and research, it is possible to suggest more studies and research on:

1. Applying the various educational theories when using broad-spread learning courses and measuring their effectiveness on learning outcomes.

2. Conducting a study of widespread learning courses in universities in accordance with the principles of bilateral coding theory of memory in teaching various courses.

3. Employment of Flipped Classroom within the broad-spreading learning course environment.

4. Attention to mobile learning in the educational process, where a broad-learning course can be used through it to strengthen many different educational courses.

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