

The Effectiveness of Mobile Learning on Developing Cognitive Aspects of Editing and Publishing Internet Television Content among University Youth

Provided by

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Abstract:

Current research aimed to identify the effectiveness of mobile learning on developing cognitive aspects of editing and publishing Internet television content among university youth. The researcher used the quasi-experimental design, and the research tool is the achievement test of the cognitive aspects of editing and publishing Internet television content. The research sample consisted of (30) male and female students from the Department of Educational Media, Faculty of Specific Education, Minia University students.

The most important results were: There is a statistically significant difference at the level of $\leq (0.05)$ between the mean of students' scores in the pre-and post-measurements of the achievement test of the cognitive aspects of editing and publishing Internet television content, and there is no statistically significant difference at the level of $\leq (0.05)$ between the mean of students' scores in post-measurement of the achievement test of the cognitive aspects of editing and publishing Internet television content attributed to the gender variable (male/female).

Keywords:

- Mobile Learning. - Internet TV - Editing. - Publishing. -. University Youth

Introduction:

There are remarkable developments in the methods and strategies of higher education nowadays, as modern learning methods are based on employing technological innovations in all fields of higher education.

Mobile learning is one of the most prominent modern technologies that has proven its effectiveness in the field of education at all its different stages. Educational content is provided to university students through mobile learning environments, which helps in achieving learning objectives and meets the different learning needs of university students.

Moreover, educational media students feel mobile learning environments are attractive compared to traditional educational methods, and the availability of mobile devices makes learning easier than before.

Many innovations have also appeared in media, like Internet television, which makes television content available on the Internet in different forms. There is hardly a university student who does not use Internet television.

Furthermore, Internet television has many advantages that make it attractive to all Internet users, including university students, as it allows them to re-watch TV content more than once according to their desires, in addition to viewing exclusive TV content on Internet TV that is not shown on traditional TV channels.

Also, there is necessary need for developing of editing and publishing Internet television content among university youth, to enable them to produce content for any kind of Internet television platforms.

The theoretical framework of the research:

- **Mobile Learning:**

• **Mobile Learning Definition:**

Mobile learning is a type of learning offered to learners regardless of time and place. Moreover, many definitions of mobile learning have been developed and lost their validity quickly due to rapid developments (Sonmez et al., 2018, p. 14).

The main aim of the next generation of learning systems is to use modern technologies to provide new technologies for learning, training, and education that will be accessible and available to everyone who wishes to be a part of them (Sarrab et al., 2012, p. 33), it also refers to any teaching medium in which the only or dominant technologies are portable or handheld devices, this may mean that mobile learning includes mobile phones, smartphones, personal digital assistants (PDAs), and tablets (Traxler, 2005, pp. 262-263).

Mobile learning also refers to using mobile devices in the learning process and using technologies provided by wireless communication devices outside the classroom, thus appropriate to the changes in the learning process that have been affected by the technological revolution (Abdul Azim, 2016, p. 151). Additionally, mobile learning can be defined as learning that depends on wireless devices such as mobile phones, personal digital assistants (PDAs), or laptops (Olayan, 2018, p. 139).

Mobile learning can also be defined as "the use of small and portable wireless devices such as mobile phones, smartphones, and small personal computers Tablet PCs, to ensure that the learner from anywhere accesses educational content at any time (Abu Al-Nasr, 2017, p. 69).

• **Advantages of mobile learning:**

The most important advantages of mobile can be summarized as follows (Madkour and Al-Azab, 2018, p. 24) (Abdel Azim, 2016, p. 158) (Yusuf, 2019, p. 242):

- Mobile learning has many benefits, including improving achievement and skill performance, critical thinking, innovative thinking, complex problem solving, learning transfer, and positive attitudes towards tasks.
- The ability to broadcast lectures and discussions directly to students via mobile devices, regardless of where they are.
- Mobile learning enables students to interact with each other and to communicate with professors.
- University students, especially residents of remote areas or those who do not attend regularly, can receive announcements or urgent administrative decisions such as canceling a test or apologizing for a lecture.
- Mobile learning enables teachers to review students' assignments, and students can know their scores on those assignments and assignments.
- It provides an opportunity for follow-up and training without being restricted to classrooms, papers, time, or material costs, which allows for continuous training and Keeping up with the change that characterizes the present era.

• **Reasons for using mobile learning:**

The most important reasons for the use of mobile learning can be summarized in the following points (Al-Mashnati et al., 2023, p. 152) (Abdul Hamid et al., 2016, p. 474):

- The widespread use of mobile devices in general, and mobile phones and smartphones worldwide.
- The population explosion and the consequent density of the number of students.

- The explosion of knowledge and the increasing growth of information.
- Diversity and development of mobile learning applications.
- The multiplicity of services that mobile devices can provide in learning.
- Overcoming the problems of traditional education.
- **Internet Television:**

- **What is Internet Television?**

Television was broadcast only through terrestrial systems, cables, and satellites, and then it became common to access television content via the Internet; due to modern technical progress, the development of Internet speed, and the low cost of use in general, it became common to obtain traditional television content via the Internet (Sadiq, 2008, p. 254).

The integration of computers and television allows users to watch episodes on the channel's website and provides a digital library that facilitates selecting the required material (Hassanein, 2015, p. 181).

Internet television relies on the Internet to present its programs, and the viewer can choose the channel he wants to watch from anywhere and anytime as soon as he has an Internet connection (Rabeh et al., 2019, p. 390).

- **Internet TV Types:**

Internet television includes new types of content such as "Vlogging" and "Vodcasting", an abbreviation for Video Podcast, which are two sorts of citizen journalism and television blogs. Furthermore, types of Internet television can be summarized as follows (Sadiq, 2008, p. 255):

- Internet Protocol Television (IPTV).
- Television on the desktop.
- vlogs and TV clips.
- Vodcast for video on demand.

- **Basic Forms of Internet Television:**

Basic forms of Internet television can be divided into the following forms (Sadiq, 2008, pp. 256-257):

- Traditional television stations broadcast their content on the Internet, which broadcast directly the material they show on traditional television, or broadcast full programs and news bulletins.
- Traditional stations offer selected clips and sometimes on demand on their own websites, and this type is mainly based on the services of news channels such as the BBC, CNN, and others.
- Traditional television stations broadcast additional material specially produced for display on the Internet.
- TV channels and programs that are only available on the Internet. This type offers completely updated content and free and on-demand content with a specific subscription fee.
- Videos provided by sites such as YouTube and Webisode, which are television series broadcast over the Internet.

Previous Studies:

The researcher divided previous studies into two categories:

- Studies on 'mobile learning'.
- Studies on 'Internet television'.
- **Studies on 'mobile learning':**

1- Mahmoud Sayyed Abu Naji (2024) study about A mobile learning environment based on a motivational design model and its effectiveness on developing some computer skills among fifth grade students in the State of Kuwait

The study aimed to identify the effectiveness of a mobile learning environment based on the motivational design model "ARSC" on developing some computer skills among fifth-grade students in the State of Kuwait, and used the quasi-experimental approach, also used an achievement test and an observation card

as research tools for the study, the study sample consisted of (60) students from primary school students in the State of Kuwait.

The most important result was the effectiveness of the mobile learning environment based on the motivational design model "ARSC" in developing some computer skills among fifth-grade students in the State of Kuwait.

2- Hussein Awed Mohamed (2023) study about The effectiveness of using mobile learning in teaching the counseling psychology course on developing perceived self-efficacy among students of the psychology major at the Faculty of Education - Assiut University

The study aimed to identify The effectiveness of using mobile learning in teaching the counseling psychology course on developing perceived self-efficacy among students of the psychology major at the Faculty of Education - Assiut University, used the quasi-experimental approach, and used the perceived self-efficacy scale as a research tool for the study, the study sample consisted of (35) students of the third year of psychology major at faculty of education- Assiut university.

The most important result was the effectiveness of using mobile learning in teaching the counseling psychology course in developing perceived self-efficacy among psychology majors (study sample).

3- Abdelhamid Fathi Draz (2023) study about The effectiveness of using augmented reality based on mobile learning (ARBML) in developing the concepts of linear motion (LMC) and self-directed learning (SDL) among first-year students at secondary schools in physics

The study aimed to identify the effectiveness of using augmented reality based on mobile learning (ARBML) on developing the concepts of linear movement (LMC) and self-directed learning (SDL) among first-year students at secondary schools in physics, used the quasi-experimental approach and used

the test of linear motion concepts and the scale of readiness for self-directed learning, on a sample consisted of (122) students from the first grade of secondary school in Behera Governorate.

The most important result was The effectiveness of using augmented reality based on mobile learning (ARBML) in developing the concepts of linear motion (LMC) and self-directed learning (SDL) among first-year students at secondary schools in physics (study sample).

4- Reda Shaaban Al-Hamrawi (2022) study about Developing a mobile learning environment to develop the skills of producing electronic educational content among postgraduate educational technology students

The study aimed to identify the effectiveness of developing a mobile learning environment on developing the skills of producing electronic educational content among postgraduate educational technology students, used the descriptive and quasi-experimental approaches and used a test of the cognitive aspect, a product evaluation card for the skills of producing electronic educational content, and an observation card as study tools, the sample of study consisted of (30) postgraduate students of faculty of education at Kafr El-Sheikh University.

The most important results were: There were statistically significant differences at the level of (0.05) between the mean of the scores of the pre-and post-measurements of the students in both the cognitive aspect test and the observation card, and results confirmed the effectiveness of the proposed mobile learning environment on developing the skills of producing electronic educational content among postgraduate education technology students.

5- Samoekan Sophonhiranrak (2021) study titled: features, barriers, and influencing factors of mobile learning in higher education: A Systematic Review

The study aimed to analyze the advantages of mobile learning and the factors affecting the use of mobile devices in higher education, and to identify the factors, techniques, and strategies that enhance learners' experiences of using mobile devices, and used the analytical method also analyzed (78) studies published between 2006 and 2018.

The most important results were emphasizing the necessity of using mobile devices as educational tools for tasks such as submitting homework and sharing ideas and considering three main components of mobile learning: teacher and learner readiness, learning management, and supporting systems.

6- Walid Al-Saeed Muhammad Abdel Latif (2022) study about: Designing an educational environment based on mobile learning to develop hologram design and production skills among postgraduate students at the College of Education

The study aimed to design an educational environment based on mobile learning to develop hologram design and production skills among postgraduate students at the Faculty of Education at Mansoura University. It used the descriptive and quasi-experimental approaches, and used achievement test, an evaluation card, and an observation card as study tools, the study sample consisted of (70) students from Educational Technology Department at Faculty of Education, Mansoura University, as an experimental and control group.

The most important results were: There were statistically significant differences at the level (0.05) between the mean of students' scores of control and experimental groups in the post-measurement of: the achievement test, the evaluation card, and the observation card, in addition to the effectiveness of the mobile learning environment in Developing hologram design and production skills among students of study sample.

7- Wafaa Jamal Ali Mohamed Al-Ashmawi (2022) study about: Designing a mobile learning environment based on two types of educational support (augmented reality / virtual reality) and its effectiveness in developing some skills for producing digital learning elements and engaging in learning among students of the Computer Division

The study aimed to design a mobile learning environment based on the two types of educational support (augmented reality / virtual reality), and measure its effectiveness in developing some skills for producing digital learning elements and engaging in learning among students of the Computer Division, it used the descriptive and semi-experimental approaches, and used an observation card, an achievement test, and a scale of engagement in learning as tools for study, on a sample of (60) male and female students from the second year of the Computer Division, Faculty of Specific Education, Port Said University, and they were divided into two experimental groups.

The most important results were: The effectiveness of the mobile learning environment based on educational support from the augmented reality type compared to the virtual reality style in developing practical skills in performance and cognitive aspects, and engaging in learning.

8- Abdul Allah Khuzaie Khasawneh (2018) study about: The reality of using mobile learning in teaching practices of faculty members at Jerash University

The study aimed to identify the reality of using mobile learning by faculty members at Jerash University in their teaching practices, and to identify the reality of using of faculty members at the same university for mobile learning according to gender variable, it used the semi-experimental approach, and used the questionnaire as a tool

for study, on a random sample of (135) faculty members from Jerash University.

The most important results were: the use of mobile learning by faculty members at Jerash University to an average level, and there is no statistically significant differences the reality of using of faculty members at the same university for mobile learning according to gender variable.- **Studies about ‘Internet television’:**

1- Reham Sami Yusuf (2022) study about Recent trends in Internet TV research and studies

The study aimed to identify recent trends in the research field of Internet television. It used second-level analysis, "Secondary Data Analysis," and the sample consisted of previous Arabic and foreign studies from 2012 until 2021.

The most important results were The diversity trends in the research field of Internet television, which includes three main categories: studies about the audience of Internet television, studies analyzing the content of Internet television, and studies about Internet television strategies and the content industry .The study results show that audience studies ranked first in the number of studies, followed by Internet television content analysis studies. In contrast, studies of Internet television strategies and the content industry ranked last.

2- Zahra Askari et al. (2021) study titled: A Model of Internet TV Development in Iran using a Marketing Approach

The study aimed to introduce a model for developing Internet television in Iran using the marketing approach, objective analysis, and quantitative research method, and used the interview and questionnaire as tools for the study; the study sample consisted of 25 experts from university professors and specialists in the field of Internet television and included 384 users of Internet television.

The most important result was introducing a model for developing Internet television in Iran using a marketing approach, which contributes to the development and promotion of Internet television services.

3- Reham Sami Yusuf's (2020) study about Egyptian youth's binge-watching of Internet TV services: a qualitative study

The study aimed to identify Egyptian youth's binge-watching of Internet TV services, used the qualitative method, and used intensive interviews as a tool for the study; the study sample consisted of 20 viewers of television content via digital platforms, of those whose ages range from 18 to 41 years.

The most important results were that there are differences between young people in binge-watching Internet TV services; the study sample agreed that the "Netflix" platform is one of the most platforms for watching television content via the Internet because of its diverse and interesting content, and "emptiness" was the most important reasons for binge-watching among young people, as well as the desire to escape reality, self-entertainment, and curiosity.

4- Dzaa Imma Abdul Latiff et al. (2016) study titled: A Study of Usage Patterns and TV Shows Analysis on Internet TV

The study aimed to identify usage patterns of Internet television, which include time spent, favorite TV shows, and the availability of video on demand. It used quantitative analysis, and the sample consisted of students aged 19 to 25 from the Mara University of Technology in Malaysia.

The most important results were that there are different usage patterns of Internet television among youth compared to traditional television and multiple new usage patterns of Internet television among the study sample.

5- Hussein Jassim Jaber (2021) study about: Iraqi youth's Use of Internet TV channels "Shahid Plus" and the limits of achieved satisfaction

The study aimed to identify the uses of Iraqi youth for Internet television channels "Shahid Plus" and the limits of satisfaction achieved, it used the sample survey methodology, and used the questionnaire as a tool for the study, on a sample of (450) individual youth of the city of Baghdad.

The most important results were: (40.8%) of the study sample confirmed that they "always" use Internet TV channels (Shahid Plus), and ranked second "sometimes" by (34.4%), and (44.4%) of the study sample indicated that entertainment was the most satisfaction for Internet television channels (Shahid Plus), and spending leisure time came in second place by (22.8%) of the study sample, and (23.9%) of the study sample indicated that it helps them follow up on everything that is new and exclusive as the most satisfaction achieved.

6- Dina Mohamed Mohamed Abdel Azim's (2020) study about: Media discourse in Internet television channels and its relationship to spreading the culture of tolerance

The study aimed to identify the reflection of media discourse in Internet television channels and its relationship to spreading the culture of tolerance, it used the descriptive approach, and used discourse analysis as a tool for the study, and the study sample was represented in some Internet TV channels on YouTube such as (ARAM TV).

The most important results were: the list of frames of reference in the structure of media discourse topped Internet television channels, and the mental grooming used when presenting the culture of tolerance came in first place, while emotional grooming came in last place.

7- Reham Sami Hussein Yusuf (2020) study about: youth uses of Internet television services and their satisfaction with these services

The study aimed to identify the uses of young people for television broadcasting services via the Internet and their satisfaction with these services and the gratifications achieved from them, it used the descriptive approach, and used several measures as tools for the study, on a sample of (212) young people and adolescents born in 1995 and until 2008 from the viewers of Internet television broadcasting services.

The most important results were: the Internet television broadcasting services satisfy the needs of the new generations of young people and adolescents in terms of entertainment motives and motives of social interaction, and the results indicated the satisfaction of young people and adolescents with these services, and their satisfaction with these services was associated with their ability to control the content provided.

Comment on previous studies:

Mobile Learning:

Aims:

Previous studies aimed to identify the effectiveness of a mobile learning environment based on motivational design model "ARSC" on developing some computer skills, effectiveness of using mobile learning in teaching the counseling psychology course on developing perceived self-efficacy, effectiveness of using augmented reality based on mobile learning (ARBML) on developing the concepts of linear movement (LMC) and self-directed learning (SDL), effectiveness of developing a mobile learning environment on developing the skills of producing electronic educational content, and analyze the advantages of mobile learning and the factors affecting the use of mobile devices in higher education.

Also, previous studies aimed to design an educational environment based on mobile learning to develop hologram design and production skills, design a mobile learning environment based on the two types of educational support (augmented reality / virtual reality), and measure its effectiveness in developing some skills for producing digital learning elements and engaging in learning, and identify the reality of using mobile learning by faculty members at Jerash University in their teaching practices.

Methodology:

Previous studies used both quasi-experimental and descriptive approaches, and analytical method.

Tools:

Previous studies used achievement tests, observation cards, perceived self-efficacy scale, test of linear motion concepts, the scale of readiness for self-directed learning, test of the cognitive aspect, product evaluation cards, and observation cards.

Samples:

Previous studies were on samples consisted of students from primary school students in the State of Kuwait, students of the third year of psychology major at faculty of education- Assiut university, students from the first grade of secondary school in Behera Governorate, postgraduate educational technology students, studies published between 2006 and 2018 about mobile learning, students of Educational Technology Department, and faculty members from Jerash University.

Results:

The most important results were: The effectiveness of the mobile learning environment based on motivational design model "ARSC" on developing some computer skills, effectiveness of

using mobile learning in teaching the counseling psychology course, The effectiveness of using augmented reality based on mobile learning (ARBML) on developing the concepts of linear motion (LMC) and self-directed learning (SDL), the effectiveness of the proposed mobile learning environment on developing the skills of producing electronic educational content, and emphasizing the necessity of using mobile devices as educational tools for tasks such as submitting homework and sharing ideas, and the use of mobile learning by faculty members at Jerash University to an average level.

Internet Television

Aims:

Previous studies aimed to identify recent trends in the research field of Internet television, introduce a model for developing Internet television, identify Egyptian youth's binge-watching of Internet TV services, identify usage patterns of Internet television, the uses of Iraqi youth for Internet television channels "Shahid Plus" and the limits of satisfaction achieved, the reflection of media discourse in Internet television channels and its relationship to spreading the culture of tolerance, identify the uses of young people for television broadcasting services via the Internet.

Methodology and tools:

Previous studies used second-level analysis "Secondary Data Analysis", objective and quantitative analysis method, and the descriptive approach, interviews and questionnaires.

Samples:

Previous studies were on samples consisted of previous Arabic and foreign studies from 2012 until 2021 about Internet television, users of Internet television, viewers of television content via digital platforms, youth of the city of Baghdad, young

people and adolescents born in 1995 and until 2008 from the viewers of Internet television broadcasting services.

Results:

The most important results were: the diversity trends in the research field of Internet television, introducing a model for developing Internet television in Iran, there are difference of young people in binge-watching of Internet TV services, there are different usage patterns of youth of Internet television compared to traditional television, entertainment was the most satisfaction for Internet television channels (Shahid Plus), and that Internet television broadcasting services satisfy the needs of the new generations of young people and adolescents.

Benefits of previous studies:

The researcher benefited from previous studies in:

- Identifying the problem of research.
- Formulation of objectives, questions and hypotheses of current research.
- Determining the appropriate sample for research.
- Determining research tools.

Comparing the current research results with previous studies results.**Significance of Research:**

- Developing cognitive aspects of editing and publishing Internet television content among university youth through the proposed program based on mobile learning, which the researcher prepares.
- Current research calls attention to the need for faculty members in various media departments of Egyptian universities to employ modern learning methods, such as mobile learning, in teaching media skills.

Research Aim:

Current research aims to achieve the following main objective: (Identify the effectiveness of the proposed program based on mobile learning on developing cognitive aspects of editing and publishing Internet television content among university youth).

Research Terms:

- **Mobile learning:** Mobile learning refers to using mobile devices in the learning process and the use of technologies provided by wireless communication devices outside the classroom, thus appropriate to the changes in the learning process that have been affected by the technological revolution (Abdel Azim, 2016, p. 151).
- **Internet Television:** Internet television is the high-speed streaming of videos, including movies, television broadcasts, and concerts, that enables followers with the right receiver to watch events on television without caching (Held, 2006, p. 178).

Research Question:

Current research seeks to answer the following main question: (What is the effectiveness of the proposed program based on mobile learning on developing cognitive aspects of editing and publishing Internet television content among university youth?).

Research Hypothesis:

Current research seeks to test the following two hypotheses:

- There is a statistically significant difference at the $\leq (0.05)$ level between the mean of students' scores in the pre- and post-measurements of the achievement test of the cognitive aspects of editing and publishing Internet television content.
- There is no statistically significant difference at the level of $\leq (0.05)$ between the mean of students' scores in post-measurement of the achievement test of the cognitive

aspects of editing and publishing Internet television content attributed to the gender variable (male / female).

- **Methodological Procedures:**

- **Methodology:**

The researcher used the quasi-experimental approach to detect the effectiveness of the independent variable (the proposed program based on mobile learning) on the dependent variable (cognitive aspects of editing and publishing Internet television content).

- **Research variables:**

- **Independent variable:** The proposed program is based on mobile learning.
- **Dependent variable:** The cognitive aspects of editing and publishing Internet television content.

- **Research Design :**

Current research used a semi-experimental approach with one group to identify the effectiveness of mobile learning in developing the cognitive aspects of editing and publishing Internet television content among university youth.

- **Research Community:**

The research community consisted of all university youth in all Egyptian universities.

- **Research sample:**

The research sample consisted of (30) Department of Educational Media students at the Faculty of Specific Education, Minia University (2023/2024), as one experimental research group.

- **Research tools:**

- The experimental treatment tool represented in the proposed program is based on mobile learning (prepared by the researcher).

- An achievement test of cognitive aspects of editing and publishing Internet television content (prepared by the researcher).
- **Research Procedures:**
 - Designing the proposed program based on mobile learning (prepared by the researcher), including general objectives, educational content, educational objectives, educational activities, and learning resources, presenting it to the arbitrators to indicate its validity for application, and making appropriate adjustments.
 - Preparing an achievement test of the cognitive aspects of editing and publishing Internet television content (prepared by the researcher).
 - Create a group on the Google Classroom app and add students.
 - Pre-measurement of the achievement test of the cognitive aspects of editing and publishing Internet television content.
 - Apply the proposed program based on mobile learning.
 - Post-measurement of the achievement test of the cognitive aspects of editing and publishing Internet television content.
 - Analyzing data, and discussing results.

Research Problem:

The researcher noticed, while working as a teaching assistant at the educational media department at the Faculty of Specific Education—Minia University, that traditional teaching methods bore students, making them passive recipients. This causes low levels of achievement among many students of the educational media department.

The researcher also noticed students' attraction to mobile learning, which can be used to teach the various cognitive aspects of media courses and take advantage of students' attraction to modern teaching methods.

This makes mobile learning necessary in teaching the cognitive aspects of editing and publishing Internet television content for educational media students, as the vast majority of them prefer to watch television content via the Internet, which prompted the researcher to design a proposed program based on mobile learning to develop the cognitive aspects of editing and publishing Internet television content among students of the educational media department. Therefore, the research problem can be formulated in the following main question: (What is the effectiveness of the proposed program based on mobile learning in developing the cognitive aspects of editing and publishing Internet television content among university youth?).

Research Limitations:

- **Objective limits:** cognitive aspects of editing and publishing Internet television content.
- **Human Limitations:** students of the educational media department at the faculty of specific education, Minia University.
- **Time limits:** research was applied in the second semester of the academic year (2023/2024). **Results:**
- **Testing the validity of the first hypothesis:** " There is a statistically significant difference at the level of $\leq (0.05)$ between the mean of students' scores in the pre-and post-measurements of the achievement test of the cognitive aspects of editing and publishing Internet television content."

To verify the validity of the hypothesis, the value of "T" was calculated for the difference between the mean of students' scores of the pre-and post-measurements of the achievement test of the cognitive aspects of editing and publishing Internet television content , **and the results were:**

Table (1): the significance of "T" for the difference between the mean of students' scores in the pre- and post-measurements of the achievement test of the cognitive aspects of editing and publishing Internet television content

Measurement	Mean	Standard Deviation	"T" Value	Significance	Blake Modified Gain Ratio
Pre	10.73	2.449	39.072	0.0001	1.3570
post	26.60	2.078			

It is clear from the previous table that the value of P.Value (significance level) = (0.0001), which is less than the value of (0.05), in the final sum of the achievement test of the cognitive aspects of editing and publishing Internet television content, and this indicates that there is a statistically significant difference at the level of \leq (0.05) between the mean of students' scores in the pre- and post-measurements of the achievement test of the cognitive aspects of editing and publishing Internet television content.

To calculate the effectiveness of the proposed program based on mobile learning on developing the cognitive aspects of editing and publishing Internet television content, the Blake Modified Gain Ratio was calculated, and the result was:

Table (2): the significance of Blake Modified Gain Ratio

Measurement	Mean	Standard Deviation	Blake Modified Gain Ratio
Pre	10.73	2.449	1.3570
post	26.60	2.078	

It is clear from the previous table that the value of Blake Modified Gain Ratio was (1.3570), which is greater than 1.2 and therefore is a function value indicating the effectiveness of the proposed program based on mobile learning on developing the cognitive aspects of editing and publishing Internet television content among research sample, so we accept the first hypothesis of the research "There is a statistically

significant difference at the level of $\leq (0.05)$ between the mean of students' scores of the pre- and post-measurements of the achievement test of the cognitive aspects of editing and publishing Internet television content”

This is similar to the results of the studies of Mahmoud Sayed Mahmoud Sayed Abu Naji (2024), Hussein Awad Hussein Mohamed (2023), Abdel Hamid Fathi Abdel Hamid Draz (2023), Reda Shaaban Rajab Al-Hamrawi (2022), Walid Al-Saeed Mohamed Abdel Latif (2022), Wafaa Jamal Ali Mohamed Al-Ashmawi (2022), and Saadia Mounir Abdel Fattah Saadoun (2018).

- **Testing the validity of the second hypothesis:** " There is no statistically significant difference at the level of $\leq (0.05)$ between the mean of students' scores in post-measurement of the achievement test of the cognitive aspects of editing and publishing Internet television content attributed to the gender variable (male / female)”

To verify the validity of the hypothesis, the value of "T" was calculated for the difference between the mean of students' scores in post-measurement of the achievement test of the cognitive aspects of editing and publishing Internet television content attributed to the gender variable (male / female), and the results were:

Table (3): Shows the significance of "T" for the difference between the mean of scores of males and females students in the post- measurement of the achievement test of the cognitive aspects of editing and publishing Internet television content

Group	Mean	Standard Deviation	"T" Value	Significance
male	26.80	1.740	0.521	0.607
female	26.40	2.414		

It is clear from the previous table that the value of P.Value (significance level) = (0.607), which is greater than the value of

(0.05), in the post-measurement of the achievement test of the cognitive aspects of editing and publishing Internet television content, and this indicates that there is no statistically significant difference at the level of $\leq (0.05)$ between the mean of students' scores in post-measurement of the achievement test of the cognitive aspects of editing and publishing Internet television content attributed to the gender variable (male / female).

So, the second hypothesis of the research is accepted " There is no statistically significant difference at the level of $\leq (0.05)$ between the mean of students' scores in post-measurement of the achievement test of the cognitive aspects of editing and publishing Internet television content attributed to the gender variable (male / female)".

Conclusion:

All previous studies proved the effectiveness of mobile learning in teaching multiple types of skills, and the current research proved the effectiveness of mobile learning in developing the cognitive aspects of editing and publishing the contents of Internet television among educational media students, which confirms that mobile learning can be used effectively in teaching various courses in various higher education institutions, which is in line with modern methods and strategies in teaching, and it is also considered an actual benefit from the addiction of university students to use Mobile phones, instead of wasting their time in vain, this can be used to provide them with knowledge and skills related to their field of specialization.

Research Recommendations:

- Using mobile learning to develop the cognitive aspects among all media students.
- Using mobile learning to overcome the problems of traditional education.

Research Suggestions:

- Further studies about using mobile learning to develop skills of media students in media departments.

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