The Effectiveness of using Web Quest Applications in Providing Some Practical Skills for Female Students at The Applied College in Mahayil Asir, King Khalid University

Hanan Ahmad Alsaydi[1], Laila Mohamed Elwakeel[2]

[1]Education College, King Khalid Universit, Saudi Arabia, halsoaydi@kku.edu.sa
[2]Applied College, King Khalid University, Saudi Arabia, lalwakel@kku.edu.sa

Abstract

The current study aimed to identify the basic skills necessary for students to study the fashion design course and measure the effectiveness of Web Quest applications in providing students of the Department of Home Economics at the sixth level Fashion design skills and measuring the effectiveness of Web Quest applications in providing students of the Department of Home Economics at the sixth level Skills of designing an aesthetic and functional costume model The study proved the validity of the following study hypotheses There is a statistically significant difference at the level of (0.05) between the average scores of students (study group) in The pre- and post-application of the skill test for fashion design in favor of the post-application There is a statistically significant difference at the level of (0.05) between the average scores of students (study group) in the pre- and post-applications of the observation cards for the implementation of fashion designs in favor of the post-application The current study has recommended attention to train students on the use of Web Quest applications and use it in various courses, especially the skill side of Courses to be able to go out to society in a preparation commensurate with the nature of the times and the need to develop the courses taught by home economics students in the stage of their preparation and include electronic courses and the need to hold training courses, seminars and workshops continuous to train faculty members on the new employment and use of technology applications in teaching various educational courses and design different websites that provide continuous training programs for teachers in various disciplines during the study as well as during the service and the need to care Those who teach home economics and practical subjects, especially at the university level, the need for an effective role for the learner in the educational process, especially in the current era of information and knowledge growth and take advantage of the e-learning resources available on the World Wide Web (Internet) to develop the trendsof the Applied College in Mahayel Asir towards the application of technology in teaching and learning.

Keywords: Web Quest, fashion design.

1. Introduction

The current era is characterized by tremendous progress in the fields of educational technology and communication technology, which imposed a number of challenges on the educational system in its various stages, which required many changes through the use of technological innovations and investing their capabilities in the service of the educational process , and the Web Quest or knowledge trips via the Internet are among the modern learning strategies aimed at changing the traditional approach to educational and educational act.And encourage the student to build his own learnings beyond the limits of the textbook to what modern technologies provide of means of interaction, participation and cooperation in academic achievement, contemporary changes and developments are represented in many challenges that in turn are reflected in the education system, most notably the following (Hassan Al-Bilawi, Salama Hussein, 2007, 59-60):

- The nature of the times requires new types of highly qualified faculty members and high academic, professional and ethical level.

- The educational methods used in the educational system, represented in the control of the subject teacher, relying on a sample book, and focusing on exams that measure memorization, remembering and others, no longer keep pace with global changes and their successive cognitive and technological revolution.

Arthur&suwat (2006) was concerned with providing content in e-learning to support the education of students at the secondary level, and the study found that students have accepted the employment of the use of e-learning programs in teaching and learning mathematics.

And I have found a lot of studies to the effectiveness of educational programs that are provided through the World Wide Web (World Wide Web (Internet)) of these studies study (Rizk Mohammed 2006) conducted by the students of the Computer Division of the Faculty of Specific Education, which reached the effectiveness of the educational site that he designed in providing students sample research basic skills for computer maintenance.

The study (Linda Joseph 2002) to the effectiveness of teaching an educational program via the World Wide Web (Internet) through a special website for teaching a course for the entomology unit for students of the Department of Science at Berkeley College at the University of Iowa has included the site on learning files (Portfolios) through which learners can evaluate their performance.

The study (Hori Melbourne 1999), which aimed to identify the effectiveness of the use of the World Wide Web (Internet) as a learning tool to enrich science education through a learning environment that allows fruitful and active interactions, and provide the classroom with research activities and enrich the personal experience of the learner, has reached the effectiveness of the use of the World Wide Web (World Wide Web (Internet)).

Many studies have confirmed the impact of using interactive knowledge journeys in science teaching in raising many educational outcomes, including (Al-Juhani, 2016; Al-Zu'bi, 2017; Al-Qaqa'a, 2018; Al-Juaid and Al-Juhani, 2018; Al-Shdeifat, 2018; Al-Qahtani, 2019), which indicated that interactive knowledge journeys are e-learning methods that help improve the

teaching and learning process, as they combine tight educational planning on the one hand and the use of computers and the Internet on the other.

From the above, it is clear that there is an increasing interest towards expanding the use of distance learning method in education through the use of the World Wide Web (Internet) and employing it for the benefit of the educational process and previous studies have proven the effectiveness of this method in education, and among the methods of education via the World Wide Web (World Wide Web (Internet)) interactive Web Quest applications, hence the idea of the current study, which aims to identify the effectiveness of the use of interactive Web Quest applications in acquiring practical skills for the material Fashion design for students of the Applied College in Muhayil Asir, King Khalid University.

Study problem: -

The problem of the current research is through:

1- One of the researchers taught the fashion design course at the Applied College in Mahayel Asir, which is characterized by the nature of the content of the material on the practical side, and the researcher found that the average success of students in the practical test of fashion design over three years of the year (1443-1445) continuous up to 70%, while the success rate in the theoretical side of other materials of a related nature, such as outerwear, reaches 80% of the total students, and by tracking the problem, the researcher found that students face a problem, which is that they need To know and watch the practical statement more than once for the different fashion design methods, and this is not available due to the large number of female students, as the number of students in one division (35 students) and the short time of the practical lecture, which is four hours per week for the division, which is not available to the professor of the subject to repeat the explanation of the design work more than once.

2- The participation of the two researchers in the courses of artificial intelligence and the Web Quest and encouraging the university to disseminate e-learning methods and artificial intelligence and use it widely in teaching courses.

3- Low grades of female students in practical subjects and fashion design is considered one of the specialized academic scientific subjects

4- Review the results of research conducted in this aspect in the Kingdom of Saudi Arabia.

This is what prompted the researchers to think about using the Web Quest to train these students on fashion design skills so that the student can study it according to her own circumstances and provide content and videos of the steps of each design separately where the student can watch it at any time and an unspecified number of times.

Study Questions:

In light of the above, the problem of the current research is determined in the following questions.

What is the effectiveness of using Web Quest applications in providing fashion design skills among students of the Applied College in Mahayil Asir, King Khalid University? The following sub-questions arise from the previous question:

1- What are the basic skills of the fashion design course necessary for students of the Applied College in Mahayil Asir, Department of Home Economics?

2- What is the effectiveness of Web Quest applications in teaching the fashion design course in providing students with some fashion design skills?

3- What is the effectiveness of Web Quest applications in teaching the fashion design course in providing students with the skills of implementing fashion design aesthetically and functionally?

Aims of study:

This study aims to:

1- Identify the basic skills needed for students to study the fashion design course.

2- Measuring the effectiveness of Web Quest applications in providing students of the Department of Home Economics at the sixth level with fashion design skills.

3- Measuring the effectiveness of Web Quest applications in providing students of the Department of Home Economics, level six, with the skills of designing a model of aesthetic and functional uniforms.

Study assignments: -

The current study seeks to verify the validity of the following assignments:

1- There is a statistically significant difference at the level of (0.05) between the average scores of female students (study group) in the pre- and post-applications of the skill test for fashion design in favor of the post-application.

2- There is a statistically significant difference at the level of (0.05) between the average scores of students (study group) in the pre- and post-applications of observation cards for the implementation of fashion designs in favor of the post-application.

The importance of the study:

1- Helping students to be able to acquire some practical skills such as fashion design skills using interactive web quest applications.

2- Developing positive attitudes among students towards fashion design.

3- Identify the appropriate way to teach and learn students practical skills and fashion design skills in particular.

4- Raising the efficiency of the student's performance in practical skills with regard to fashion design skills.

4- It is an objective response to the calls of modern education trends of the need to integrate technology into teaching and learning processes to meet future challenges.

Study limits:

The current Study is limited to:

1- Human limits of the third year students, the sixth level, at the Applied College in Mahayil Asir, Department of Home Economics, and their number is 30 students , spatial boundaries of the Department of Home Economics, Applied College in Mahayil Asir, King Khalid University .

2- Time limits of the second semester due to the fact that fashion design is taught in the second semester of (1445)

2. Study Methodology:

The current research relied on two approaches:

1- Descriptive approach: to describe and analyze literature, research and previous studies.

2- The experimental approach (one experimental group) to measure the impact of independent variables (Web Quest applications) and its impact on the acquisition of practical skills for the fashion design course (dependent variable).

Study Sample:

The research sample was identified and their number is 35 students, 5 students were excluded due to their special circumstances, from the students of the Department of Home Economics, the sixth level at the Applied College in Mahayil Asir.

Statistical methods:

1- One-way variance analysis method to calculate the homogeneity of groups before conducting research.

2- The statistical method (T- Test) to process the data obtained from the application of research tools before and after on the research group for both practical skill test, and observation cards.

Study Tools:

1- Designing the educational content of the fashion design course using web quest applications

2- A list of basic fashion design skills included in the course.

3- Pre-test and post-skill test to measure the skill performance of students for the practical skills included in the fashion design course.

4- Two estimation scales, which are the tool for correcting the two skill tests.

5- Two (2) observation cards with a note card for each test to note the work steps related to skills.

Study terms:

- Interactive Web Quest on achievement:

Al-Tanawy (2016) defined interactive knowledge journeys as: "a set of activities based on network inquiry, which provides the opportunity for the learner to work in groups and collaborative environments, which helps in deducing and learning information and skills related to learning topics through research, investigation and cognitive navigation through the web, in order to deepen understanding, expand thinking and develop skills in the learner."

Al-Juaid and Al-Juhani (2018) defined it as: "One of the teaching methods used by the teacher, through which students perform activities based on research and inquiry by organizing the knowledge they obtain from the Internet and through interaction with others they can think about the topic under research critically, which leads to the growth of their mental skills."

Web Quest or knowledge journeys on the Web are defined as educational activities (assignments) that rely primarily on Internet searches with the aim of correct and direct access to the information in question with the least possible effort.At the same time, Web Quest aims to develop different mental abilities (comprehension, analysis, synthesis, etc.) in learners.

From another perspective, WebQuest is a new educational medium that aims to introduce a new learning system to students by integrating the Web into the educational process. It is a flexible educational method that can be used at all academic levels and in all subjects and disciplines.

Al-Qahtani (2018) defined it as: "technological activities based on investigation, and students carry out these activities through groups or collaborative environments to access information that is related to the units of the lesson, and contribute to their learning, as technology is used to complete the desired scientific task."

Procedurally interactive cognitive journeys are defined as: one of the modern strategies that rely on the Internet in searching and investigating information, carried out by students of the sixth level, according to learning activities prepared for the content of the fashion design course through interaction with others or cooperative environments to access information and skills that are related to the topics of the course by research, investigation and navigation of knowledge through the web, in order to deepen understanding, expand thinking and develop their practical skills.

Wikipedia defines fashion design : as that innovative and renewable entity in its lines, color spaces and various materials, with which the fashion designer tries to translate the elements of composition into a new design and living with the conditions of reality in a beautiful plastic way. It is an additional process, the purpose of which is to create a new work that performs several functions, including physical and aesthetic, that is, the design process is an innovative work that achieves its purpose by adding something new.

Study procedures :-

First: A comprehensive analytical study of research and literature related to the subject and variables of the current research.

Second: - Preparing a special list of basic skills for fashion design.

An initial picture of the list has been developed that includes basic skills for fashion design that have been identified in the research, and then the list of skills is presented to specialists to determine the coefficients of agreement and disagreement on the items of this list. • Modifying the list of skills in the light of the opinions of the arbitrators and finalizing them (Appendix No. 2)

Third: - Design and build the content of the fashion design material by reviewing the literature related to the subject.

Fourth: Design and build the proposed educational unit using interactive web quest applications.

Fifth: Presenting the proposed educational unit "built using interactive web quest applications" to specialists to take opinions on its validity to provide students with specific skills. Then amend the program in the light of the opinions of the arbitrators (Appendix 1).

Sixth: Modifying the proposed educational unit "using interactive web quest applications in light of the opinions of the arbitrators.

Seventh : - Building research tools (practical tests and notes for fashion design and estimation scales)

Eighth: - Conducting the exploratory experiment of the proposed educational unit on an exploratory sample of female students to ensure the stability of the research tools.

Ninth: - Application of research tools (practical test pre-special skills of fashion design) on the experimental group before studying the proposed educational unit.

. Tenth: - The application of the proposed educational unit "using interactive web quest applications on sixth-level students in the third year of the Applied College in Mahayil Asir .

Eleventh: Application of research tools (practical test dimension of fashion design) on the experimental group after studying the proposed educational unit.

Twelve: - Draw conclusions to ensure the effectiveness of the proposed educational unit.

Thirteen: Formulation of recommendations and proposals.

3. Theoretical framework and previous studies of the study:

First: E-Learning:

With the end of the nineties of the last century, the first wave began in the so-called e-learning E-Learning, and this wave was focused on introducing advanced technology in educational work, and converting traditional classrooms into virtual classrooms by using local or global networks. Many terms for e-learning have begun to spread, such as: Online Learning and Online Learning Web Based Learning, Digitally Learning, Video Conferences and other names, even the teacher has become an electronic teacher who presents his educational lesson via the World Wide Web (Hassan Salama, 2006, 53).

Entering the modern technology portal must be based on specific goals that must be achieved by achieving the greatest benefit and to achieve this, it is one of the goals that must be achieved from the following e-learning (Mai Abdullah Al-Dahesh, 2007, 37):

- Providing a rich and multi-resource educational environment that serves the educational process in all its axes.

- Reformulate the roles in the way the teaching and learning process is carried out in line with the developments of educational thought.

Bushra Awad (2005, 530-531) points to the most important factors for the success of e-learning in educational institutions are as follows:

1- Producing courses that are subject to international standards academically and electronically.

2- Providing the infrastructure for modern technology required for e-learning.

3- Students should be motivated to learn, able to participate in dialogue and simulation, and familiar with the use of modern technology.

4- The teacher should be familiar with the use of modern technology, able to simplify the concepts of scientific material and manage dialogue and discussion, and synchronous and asynchronous with students through virtual classrooms, discussion rooms, e-mail and others

Nahed Jadaa (2003, 293) argues that e-learning may be called technological education as it has been classified as a partial branch of distance education, and includes e-learning, direct education and computer-based education, as shown in the following figure:

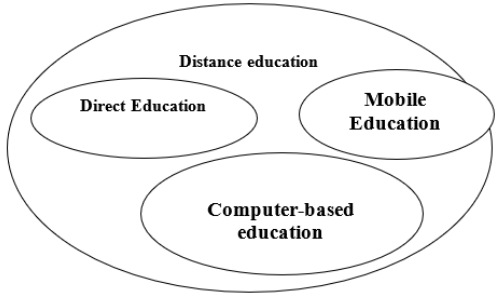

Figure (2) includes e-learning, direct education and instruction using the senseof B

-Direct Education (onlineLearning)

Direct education depends on only one aspect of e-learning or what has been called technological education, in which education is carried out only through the global information network (the World Wide Web (Internet)), and two types of direct education have been relied upon, the first type is direct education that takes place at one time, which is called synchronous direct education, and the second type is direct education that does not take place at the same time and is called asynchronous direct education.

A- Synchronous Learning

It is also called interactive education because it depends on simultaneous education, where all participants in the class communicate on one date, the teacher interacts with students directly, and all students can interact with each other directly and with the teacher at the same time.This type of education includes interactive live audio and video conferences, shared electronic communication screens, live electronic boards, and information can be stored for other uses in the future.

B- Asynchronous Learning

It describes education in which students do not rely on connections at a single timetable, as this type of education relies on the web, email, and remote access to a remote database.

The information is provided on the web, and this information may be received by a single person, an entire class or any person who has an interest in the information provided and has a connection to the World Wide Web (Internet), and may respond to the information provided at a later time that suits him in the future.

Bader Al-Khan (2005, 30-31) provided an e-learning framework that helps designers organize their thinking while designing a learning program.

Othman Al-Sawai and Ayman Khashan (2005, 27-46) presented some of the educational aspects that technology contributed to enriching, and these aspects are as follows:

1- Developing communication skills:

Through the Internet, learners can go beyond the boundaries of the classroom and engage in a global dialogue, so that they can exchange ideas with other learners.

2- Developing problem-solving skills:

Problem solving is a basic skill that learners must constantly develop, and learners can develop it through the use of e-learning software.

- Developing real educational experiences:

Different education programs can be used to get learners engaged in real learning experiences through communication and information.

4- Development of multiple intelligences:

E-learning programs can contribute to the development of mathematical, logical, linguistic, spatial and visual intelligence through the use of employing the interactive features of e-learning software and attracting different senses to learners.

Second: Electronic Courses and Learning Process:

E-Course: In response to the call to introduce educational courses on the World Wide Web (Internet), study through the network, and go to self-learning, and the orientation towards interest in continuing education, began some time ago efforts by the Ministry of Education in the Kingdom of Saudi Arabia, in addition to many other efforts sought toage to benefit from the

services provided by the World Wide Web (Internet), especially electronic courses, There are many definitions of the e-course, including the following definitions:

Oregon State University (2007) defines it as: an educational or training course that is published in the form of web pages and educational sites on the World Wide Web (Internet), easily accessible using a course management system.

Clarke (2004: 120) defines it as: educational materials that are an essential part of the e-learning environment, and include various methods used to explain lessons and information that can be called from the network with the support of elements of multiple interactive means.

Types of e-courses: Based on the previous definitions of e-courses, the types of e-courses can be determined as follows:

A - Electronic courses based on the World Wide Web (Internet): They are courses that are designed and published on the World Wide Web (Internet), and depends in their composition on the components of multiple means of different forms of: texts for the course, animations, simulations, audio and visual groups, internal and external links, in addition to the materials learned, provided that the content provided is compatible with the philosophical, psychological and technological foundations that allow students to enter these sites to study the material Educated. (Ibrahim Al-Far, Souad Shaheen, 2001).

B - Electronic courses are not based on the World Wide Web (Internet): It is the most common type and is provided on disks

Compact in which educational lessons are presented to the student directly, and can be designed according to the tendencies and ability of the target student, and the interaction between the student and the educational software occurs, and the student learns according to the learning style that you provide in it, and the student relies on it in learning, and you only need a little computer skill from the teacher.(Ibrahim Al-Far and Souad Shaheen, 2001),

Among the studies that dealt with the use of electronic courses in learning, the study of Shane and Emily (Chen & Emily, 2005): which indicated the effectiveness of an electronic course published on the World Wide Web (Internet) in mastering English as a second language among university students, and their attitudes towards asynchronous education compared to the traditional method.

The study of Hammond (Hammond 2005) concluded the effectiveness of the educational unit through simultaneous discussions of the World Wide Web (Internet) in increasing the achievement of university students, and the study (Jamal Mustafa 2004) concluded the effectiveness of studying the educational technology course for students of the College of Education using a technological educational environment developed in academic achievement, and the development of skills and attitudes of students.

The study (Hanan Khalil, 2008) also confirmed the effectiveness of publishing an electronic course in educational technology in light of the quality standards of e-learning in developing the cognitive and performance aspects of students of the College of Education.

Third: E-Learning Management Systems:

The educational content management systems (LCMS Learning Content Management System) is the developed generation of learning management systems (LMS), but it increases it in that it allows teachers to participate in the creation, storage, use, and reuse of educational content units, and this system can control the academic content, and most content management systems include thefollowing elements:

- Content: means digital or non-digital educational units used for education and training and seeking to achieve a distinctive educational goal.

- Registration: means the inclusion and management of learners' data.

- Scheduling : means scheduling a course and making a plan for education.

- Delivery: means making content available to learners.

- Testing: means conducting tests for learners and evaluating them.

Communication: means communication between learners through e-mail, blogs , forums, or other means of communication.

- Tracking: means following up on the learner's performance and issuing reports thereon. (Akram Mustafa, 2006)

Types of course management systems:

- Blackboard system: produced by Blackboard Foundation for Online Educational Services in Washington, a system that provides more than a hundred styles of templates with support for Word file formats and PDF files for electronic publishing and provides an effective system for saving and retrieving students' grades, in addition to providing test models designed by the teacher (Abdullah Al-Mousa and Ahmed Al-Mubarak, 2005),

The study (Rima Al-Jarf, 2006) concluded that the use of the Blackboard program alongside the textbook in university education contributed to raising the level of performance of weak students in writing in English, and a study (2003, Tracy) confirmed that the use of WebCT, which is one of the closed e-learning software (commercial) in university education has helped learners to form a variety of educational experiences they have, especially with regard to communication skills among them.

A study (Saeed Ahmed, 2006) recommends the need to train students in higher education institutions on the software for the e-learning system because of its importance in the teaching and learning process.

The Web Quest is one of the methods of e-learning: -

The idea for the Web Quest was conceived by Bernie Dodge, a research professor at the University of San Diego, California. This idea, i.e. Web Quest, crystallizes in building a targeted event that examines a particular topic or issue, and the solution depends on information sources, most of which are previously selected web sites. You can also use traditional sources such as: books, encyclopedias, magazines, CDs, or people related to the research topic.

Features and benefits of WebQuest:

Web Quest is a constructivist pedagogical style par excellence centered around the nomadic learner and explorer model.

It encourages teamwork, and the exchange of opinions and ideas among students, which does not prevent individual work, of course.

Enhancing the means of dealing with information sources efficiently and with high quality.

It aims to develop the student's thinking abilities and build a student researcher who can evaluate himself, in addition to that the teacher gives students the opportunity to explore the information on their own and not only provide them with it.

Exploiting modern technologies, including the Internet, for educational purposes, thus placing all the potential of the Internet as a strong backdrop for this educational medium.

Web Quest gives students the ability to search specific points in a deep and thoughtful way, but through limits chosen by the teacher.

This helps a lot to prevent the students from being distracted and intensify their efforts in the direction required for the activity they are doing. This makes Web Quest effective and ideal for classes with levels with sharp variation in students' thinking level.

One of the important advantages in using WebQuest as an educational tool is the safe use of the Internet or the so-called "comfort level" during educational activities and the process of searching for information.

Web Quest gives students the skill of searching on the Internet creatively and productively (creative researchers) and this goes beyond just being a surfer of the Internet

There are many peculiarities that characterize this pedagogical activity. Dodge offers three of them:

1. Web research is often group activities.

2. The infrastructure of the Web Quest can be surrounded by motivational elements by giving the learner a role to play (e.g. scientist, detective, journalist...).

3. Web Quest can be monodisciplinary or multidisciplinary

What are the success factors of the Web Quest?

The first and most important factor in the success of any Web Quest is its ability to put the content of the research in the general framework of the design (putting content in context), and this makes students learn about the idea they are required to search for or analyze through the general framework of the Web Quest. And in some cases . Web Quest allows students to "discover" the research idea or research topic as part of a tight unit of order.

A well-designed Web Quest is one that relies on materials suitable for the age and abilities of the pupils to whom this activity is directed.

WebQuest should be easy to use, so we can navigate from page to page without complexity or repeated mouse pressing.

In addition to all that, the distinctive design Web Quest is capable of attracting great attention, with its locations, images, maps, animations, sounds and all the other capabilities that the Internet has to offer. All of this makes the student attracted, attentive and naturally entertained all the time.

The majority of Web Quest is based on the principle of "Hook" which can be considered a factor in the students' attraction to Web Quest and the educational activity they do. This "hook" may be a "treasure hunt", a "certain game", or some miscellaneous activity related to the idea in question. One of the simplest types of "hook " is the formation of a set of facts and information derived from web pages and multiple and diverse Internet sites.

Students are divided into teams and groups and each team has to collect the largest amount of information by following the strategy of the game presented, of course the winning team is the one who collects the largest amount of information.

It is possible to expand further in the use of the "hook" since it is an important factor in raising motivation among students and trying to attract them greatly to the Web Quest and thus to the subject of research, so the web quest designer must be creative and with a wide imagination that helps him in employing different types of "Hook" to serve students and make Web Quest design successful.

Web Quest Types:-

1- Short Term Web Quest:

They have a time span of one to four sessions, and the pedagogical goal is often to access, understand and retrieve sources of information. This Web Quest is usually limited to one article. Web Quest results may be presented in a simple form: for example, in the form of a list of URLs.

(Example: Get the addresses of ten German-language websites).

This type of Web Quest is often used by beginners who are not familiar with search engine technologies. It may also be used as an initial stage to prepare for long-term Web Quest.

2- Long-term Web Quest:

Unlike short-term Web Quest, WebQuest long-term lifespan ranges from a week to a whole month, and it revolves around questions that require advanced mental processes such as analysis, synthesis, evaluation, etc.

WebQuest Harvest offers long-term presentations in the form of oral presentations or in the form of research, worksheet, .. for viewing on the network. In addition to answering the central questions of the task, these presentations may require control of advanced computer tools such as presentation software such as PowerPoint, image processing software, HTML markup language, or multimedia application development software.

These activities, in my view, give the Web Quest its importance in the theoretical and cognitive part: it is the answer to the central questions around which the research revolves, as well as in the technological part, which requires students to develop their skills in the use of presentation programs, image and audio processing programs, and online publishing programs such as

FrontPage. and other web page processing programs. This is a rich and effective enrichment for students on the one hand andfor learning resources on the other.

Steps to build a web quest:-

There are two main steps that precede the web quest building stage as the final stage in web quest web design.

Step One: Find the possibilities, discover new horizons:

This step includes several substeps:

1- Choosing a topic: Take into account the student's previous experiences, tendencies and goals as a teacher and designer for the Web Quest when choosing the topic, as well as it is important to identify learning gaps such as weaknesses that may face the chosen topic or that he may face upon implementation.

An important point when choosing a topic is to measure the importance of the information acquired to students, what final harvest the subject will add to students and how the acquired information will correspond to the curriculum or study plan as a whole.

2- Collecting sources: There are some criteria that the Web Quest designer must take into account when choosing information sources, such as that the source is interesting to students and contains an exploration of the topic from different points that encourages students to understand the meaning, as well as sites that give new horizons in which different roles, problems and facts overlap.

3- It is preferable to coordinate the sources into groups, so look for issues related to each other between your sources or even contradictions that help you in the process of ranking and classification. It's also important to ask yourself as a teacher, is there a type you think the majority of learners start from the same starting point? If so, from my point of view, this type should be in the foreground and visible to everyone in a striking and good way.

Researchers are of the opinion that carefully designed Web Quest provides important pedagogical advantages. Unlike many traditional pedagogical activities, it contains a lot of elements that motivate learning. There is a clear difference between the quality of the questions around which traditional pedagogical activities revolve, which are often artificial and bright, and which are often also answered in advance of the teacher's knowledge, and the type of questions around which the Web Quest is centered. Because they are journeys in search of answers to real, non-artificial questions in a rich world of knowledge. With government and commercial documents, economic reports, and data banks, photographs, and recordings, and because this documentary richness may embody the opinions of people who may be contradictory, these journeys rely on tasks close to reality.

Therefore, unlike many traditional pedagogical activities that remain trapped in the artificial context of the classroom, in which the teacher and textbook may be the only sources of information, Web Quest is linked to real issues and relies on real sources distributed over the network.

Another pedagogical value of knowledge journeys on the web is that it allows learners to work with original documents. Therefore, it allows the student to build his knowledge from his personal interaction with these documents and not through secondary sources such as the textbook, for example.

Another pedagogical value of this pedagogical activity is that it opens up a wide audience for the learner. The Web Quest, which pushes the learner to present the results of his journey on the web for the benefit of others or for them to do, takes the educational activity out of the circle of evaluation limited to the teacher himself and increases the learner's motivation to master his work, research and writing.

It is the art that searches for the application of natural beauty and design on clothes and pursuing them, affected by social and cultural situations and varies depending on place and time, through which fashion designers work in several ways to design clothes and accessories such as necklaces and bracelets and publish designs in the markets, and it is also necessary to research the fashion trend and anticipate the taste of the consumer to achieve the required changes to the design and satisfy consumers, a wide range of tools, colors, patterns and materials are used to design hidden clothes that meet in vogue and keep pace with fashion and achieve the desired goal, Various types of clothes are designed and designers usually innovate in designing evening dresses, occasions and wedding dresses, there is another type of design, which is haute couture or custom sewing, where special clothes are designed for a specific person, fashion design began in the nineteenth century, specifically in Paris, where the first fashion house was established and work on haute couture design, then fashion houses spread and the art of designing them spread around the world.

Principles and foundations of fashion design Fashion designers learn a set of basic principles and foundations in the world of design, starting from the human body to fashion, the principles are a guide to the rules and ideas that must be taken into account when designing, and the following are the most prominent principles and foundations that must be known by designers:

Balance All clothing costumes have equal visual weight; whether the element is sleeve, buttons, or anything related to the design, it is the basis for achieving symmetrical balance, which means that both sides are parallel and equal and contain the same elements and in the same places such as pockets or folds, it is also possible that the balance is asymmetrical in some clothes, which constitutes excitement and attractiveness, but in this case an element must be used as a line or color to enhance the cohesion of the design.

Measurement or ratio refers to the extent of the measure of the quality of the size of the design parts together, most clothes are often manufactured and designed to satisfy a specific person, so the proportions vary for the person's body type, it is necessary to understand the designer how he can make clothes good even if there are many body shapes, and the design must be suitable for the person and make him feel satisfied and suitable for his body shape.

Emphasis is one of the ways to arouse interest in design, that is, it refers to how the designer can make elements prominent and attractive by adding different colors or texture, accessories, embroidery or folds to the design that make it more attractive, the principle of tightening creates

a focal point to attract the eyes, emphasis can be placed on adding one element or by adding a group of elements.

Fashion Design Classifications Fashion design is a set of processes that depend on research, inspiration, planning and organization to achieve the desired design, and on the other hand, it is the final product of the design process, fashion design is classified into several sections, namely: Structural design: It specializes in construction and planning and takes into account the type of fabric used and the external model of the design. Decorative design: It is a development of structural design that aims to add aesthetics that change the external structure of the design, such as adding threads, buttons, patterns or embroidery.

Study procedures: The study procedures included the following:

To answer the first question of the research questions and the basic skills of fashion design necessary for students of the sixth level in the Department of Home Economics at the Applied College in Mahayel Asir, the researchers did the following:

1- Prepare a list of basic fashion design skills.

2- Preparing a questionnaire with the basic skills of the fashion design course in its final form and presenting it to the arbitrators specialized in clothing, textile, curricula and teaching methods, and asking the arbitrators to express their opinion on the questionnaire in terms of linguistic formulation - scientific accuracy - clarity and identification of phrases and the degree of importance of each skill and its validity for training through interactive web quest applications.

This step resulted in the reformulation of some phrases and the deletion and addition of some skills based on the opinions of the arbitrators and the researcher made the necessary amendments to it and took its final form. (Appendix 1)

3- Preparing the educational content of the fashion design course at the sixth level in the Department of Home Economics at the Applied College in Mahayel Asir The content has been prepared in the light of the description of the practical fashion design course and the experience of one of the researchers in teaching the course and reviewing the various learning sources that dealt with the fashion design course addressed by the program.

4- In light of the above, the proposed educational unit was built using Web Quest applications and downloading the educational content of the fashion design course through a link on the university's Blackboard website for female students, and the researchers followed the following steps:

Second: Steps to design and build the proposed educational unit:

The process of designing and building an educational unit using Web Quest applications went through the following steps:

A- Planning : After determining the objectives of the site of the hand embroidery course: It was taken into account that it is related to the program, as it includes what is related to the study of the knowledge side of the fashion design course and the skill side that relates to the basic skills of the fashion design course (Appendix No. 1)

B- Content Writing

The content included the topics included in the fashion design course for students of the Department of Home Economics, sixth level.

The content organization took into account the integration in the presentation of information and the simplicity of the method and its formulation in a way that is suitable for teaching through web quest applications, as well as coordinating and arranging the content of the activities in a sequential and logical manner, in order to allow the trainee students to understand and absorb the information provided for the steps of implementing each skill of fashion design skills, so it was important to make a plan for the content provided by arranging the activities during their preparation, Also, a special calendar was made for each part of the program and the relationships and links between the elements on the site were identified in a way that facilitates navigation and use after the completion of the organization of activities.

C- Preparing the content in the form of sequential educational units (graded electronic classes):

The content has been prepared in the form of graded electronic classes, so that each lecture includes two skills, taking into account simplicity and clarity in accordance with the principles of Web Quest.

D- Content Pages Design:

At this stage, the rules for web quest design reached by previous theoretical studies were taken into account, as the design was carried out according to the following steps:

E - Planning the interface of the proposed educational unit: in which the initial image of the proposed educational unit was designed to include:

- Planning the interface of the proposed educational unit: in which the initial image of the site is designed to include the home page, which contains a link (Link) to move to the main pages when browsing.

- Objectives of the proposed educational unit: A link to go to a page that displays the objectives of the proposed general educational unit.

- General introduction to the importance of using WebQuest in education.

- Links of interest: They are sites that give additional information for more.

- Pictures of the methods of implementing the designs: A link that gives different pictures of the fashion designs included in the program.

- Steps to make fashion designs included in the program: A link that displays the fashion designs specified in the program by clicking on the design image, a screen opens explaining the steps, its use and how to employ it in a utilitarian product, then followed by a diagnostic evaluation to enable the student to know the extent of her mastery of this design so that she can determine whether to move to another design or return to study the same design again.

F- Educational materials necessary for the design of the proposed educational unit:

1- Pictures and illustrations: Where the researcher used a set of interactive images to illustrate the fashion designs that dealt with the content and the sources of these images were from the photography of the design to be clarified, as well as some specialized sites on the World Wide Web (Internet) and these images were edited and processed interactively and were combined between quality and small size for easy download.

2 - Programs used in the proposed educational unit: The researcher used interactive electronic programs (motion graphics) to edit and process images and videos, and that has been taken into account the use of verbal and non-verbal language when formulating the content, and that the contents of the page of information appropriate without shortening disruptive or excessive length, as well as taking into account the diversity of exciting to get a quick response from the learner as well as the presence of feedback represented in the immediate reinforcement through immediate messages to the learner shows the extent of progress in Content study.

3- Implementation of the production of the proposed educational unit:

At this stage, the pages, vocabulary, videos and images were linked to each other by popular links in order to connect the parts of the course, and the access links to the proposed educational unit using Web Quest applications were added to the university's website through e-learning and important external sites on the World Wide Web (Internet) in order to increase the effectiveness of the course and the diversity of sources, and the files were uploaded to a server so that it is easier for learners to communicate.

G- Evaluation of the proposed educational unit after design:

After the completion of the implementation of the course, its suitability for use was tested by presenting it to the arbitrators to poll their opinions on the educational efficiency of the course, and the arbitrators expressed their observations and suggestions about the course and the proposed amendments were made so that the decision became in its final form valid for application.

H- Exploratory Experiment Proposed Educational Unit:

The exploratory experiment of the site was conducted by applying it to a group of regular students in the third year of the Applied College and who are studying the fashion design course consisting of fifteen students at the beginning of the second semester in the period between 11/3/1445 to 21/4/1445 in order to collect notes about the course and each student worked alone with their knowledge of the instructions for the course and its address to enter the site to know Ali required of them before, during and after the completion of the program, and each student was given the e-mail address of the researcher as well as the e-mail of the rest of the students participating in the experimental application for easy communication with the researcher and with each other.

Building the necessary calendar tools:

Calendar tools include:

First: Two pre-post practical tests

Second: Interim tests for each of the skills contained in the proposed educational unit.

Third: Estimation scale, which is a tool for correcting the skill test.

Fourth: Note cards to evaluate the performance of students in fashion design skills.

First: the sincerity and stability of the skill test :

Fifth: Test adjustment: The test adjustment process includes the following steps:

Ensure the truthfulness of the test by presenting it to the arbitrators. B- Calculation of test stability

A- Ensure the truthfulness of the test : To ensure the truthfulness of the test, it was presented after designing and building it on a group of arbitrators to benefit from their opinions on the clarity of the phrases, the accuracy of the wording, the integrity of the method and its freedom from scientific and linguistic errors and ambiguous words.

After making the amendments referred to by the arbitrators, it became applicable (Appendix No. 3) B- Ensure the stability of the test: What is meant by the stability of the test is to give the same results if the test is reapplied to the same individuals and in the same conditions, and the test was applied to a sample of 30 female students from the third year regular students in the Department of History for the academic year 1444-1445 and after fifteen days the same The test for the second time on the same group and the stability of the test was calculated using the Pearson equation

$$t = \frac{(mg\ x\ y) - (mg\ s\ mg\ y)}{] N mg\ Q2 - (mg\ o)2\ [\ ]\ N\ mg\ p\ 2 - (MG\ R)2\ [}$$

Applying the previous equation, the stability coefficient was 0.91, which is high and acceptable and expresses the stability of the test.

E- Test Time :

The time period taken by each individual sample was calculated and the test time was calculated by the following equation: the answer time of the first student + the answer time of the last student2

The time taken by the first student was 35 minutes and the last student was 65 minutes, and by calculating the average, 50 minutes was the test time.

Second, the validity and consistency of note cards:

- To evaluate the performance aspect of the steps of implementing skills

The researchers followed in the construction of observation cards method of work analysis, which is based on the fragmentation of work into the tasks constituent of it, which needs to be performed in a certain sequence so that the final goal of the work can be achieved, has been identified steps that must be followed when acquiring each skill of skills and arranged according

to the sequence of performance, has been arranged work steps followed in the acquisition of each skill in a special card has been put steps in the form of a card to evaluate performance so that it corresponds to the phrase that Describes performance on a graded scale of three levels (2 - 1 - zero) (2) means performed the skill at the required level without hesitation from the first attempt, (1) means performed the skill after hesitation or several attempts, (zero) means that the student did not perform the skill.

Authenticity and stability of note cards:

In order for the card to be valid for the final experiment, it had to be adjusted, and these cards were set through:

A- Presenting them to the arbitrators to calculate their truthfulness. B- Exploratory experiment to calculate stability.

- A- Presentation of the card to the arbitrators:

After designing the note cards and printing their phrases, they were presented to the arbitrators and the amendments they recommended were made and the cards became applicable.(Appendix 5)

- B- Exploratory experiment to calculate the stability of the card:

This experiment aimed to calculate the stability of the cards, where the performance of 20 students was evaluated by the researcher and then evaluated by one of the specialists in clothing and textile who teach the fashion design course, and the stability was calculated through the Cooper equation :

$$\text{Agreement Percentage} = \frac{\text{Number of Agreements}}{\text{Number of times of agreement + number of times of disagreement}} \times 100$$

The percentage of agreement among the observers was as follows:

With regard to the observation card for the pre-skill test, the agreement rate was 86%, which indicates the stability of the card.

With regard to the observation card for the post-skill test, the agreement rate was 89.9%, which indicates the stability of the card.

Application of the basic experience of the program:

The researcher carried out the basic experiment of the current study as follows:

1- Pre-application of measuring tools

- Application of the pre-skill test on the study group in order to calculate their tribal scores and the correction was made using the scale of estimation and monitoring in special lists in preparation for processing them statistically

- Applying a note card for the pre-skill test during the application of the test before studying the program on the students of the study group and their grades were monitored in special lists in preparation for processing them statistically.

2- Application Procedure

The fashion design course was taught through a proposed educational unit using Web Quest applications, and their number is 30 students from the Department of Home Economics at the fourth level.

3- Application of measurement tools dimensionally:

- Application of the post-skill test on the study group in order to calculate their dimensional scores and the correction was made using the scale of estimation and monitoring in special lists in preparation for processing them statistically

- Application of the second note card for the post-skill test during the application of the test after studying the program on the students of the study group and their grades were monitored in special lists in preparation for processing them statistically.

Interpret and discuss research results

To answer the research questions and test the validity of hypotheses, the researcher used the SPSS program to analyze the data statistically.

To verify the first hypothesis of the study , which states:

" There are statistically significant differences between the average scores of the students of the study group, in the skill test before and after the application of the proposed educational unit in favor of the post-application ."

The T-test was used to calculate the significance of the differences between the average scores of female students in the pre- and post-skill test of the study sample that studies the proposed educational unit as shown in the following table:

Table (4) to calculate the significance of the differences between the average scores of female students in the pre- and post-skill test for the study sample that was studied through Web Quest applications (the proposed educational unit)

Significance level	Value (t)	degrees of freedom	Standard deviation	Average	number	Sample
function at 0,01	27,78	29	3,27	9,40	30	Pre- study sample
			3,09	22,50		Study sample after

It is clear from the previous table that:

- The average scores of the students of the study sample in the post-application of the skill test (22.50) increased from the average scores of female students in the pre-application (9.40) with an increase of

(13.1) It is a high increase in the students' acquisition of the practical aspects of the skills of the fashion design course.

- The existence of statistically significant differences between the average scores of the students of the study group in the post-skill test and the average scores of the students of the study group in the pre-application of the pre-skill test at the level of significance (0.01) in favor of the post-application of the skill test, thus achieving the first hypothesis of the research hypotheses.

To verify the second hypothesis of the study, which states:

" There are statistically significant differences between the average scores of the study group students, in the observation card before and after the application of the proposed educational unit in favor of the post-application ."

The T-test was used to calculate the significance of the differences between the average scores of the study group students before and after the application of the proposed educational unit.

In the skill side of the steps of performing the basic fashion design skills specified in the research through the results of the pre- and post-application of observation cards as shown in the following table:

Table (5) to calculate the significance of the differences between the average scores of female students in the observation cards of the study group that studied through the proposed educational unit

Significance level	Value (t)	degrees of freedom	Standard deviation	Average	number	skills in fashion design work steps
Function at0,01	42,93	29	3,54	4,50	30	The mannequin was drawn correctly by the study .group before me
			1,80	21,10		Study group after me
function at0,01	34,18	29	3,47	4,30	30	I determined the shape of the model on the mannequin in a healthy way . The study group before me
			2,26	19,80		Study group after me
function at0,01	35,09	29	2,60	4,50	30	correctly determined the design of the neck and sleeve openings on the mannequin. The study group .before me
			2,24	20,90		Study group after me
function at0,01	33,68	29	2,74	5,60	30	I colored the design correctly. The study group before .me
			2,35	20,10		Study group after me
function at0,01	34,38	29	3,37	4,20	30	Choosing harmonious colors that give the shape of .the fabric used in the design. Study group before me
			3,51	29,70		Study group after me
function at0,01	34,11	29	3,37	4,30	30	Choose the type of material Suitable for design study group before me
			2.26	20,80		Study group after me
function at0,01	35,19	29	2,60	4,40	30	Choosing the appropriate design for the functional aspect of the study group before me
			2,14	20,90		Study group after me
function at0,01	33,78	29	2,84	5,70	30	I diversified the use of materials in the designs in an innovative way. The study group before me
			2,35	20,10		Study group after me
function at0,01	34,38	29	3,57	4,40	30	The designs were implemented functionally by the .pre- study group

			3,71	29,90		Study group after me
function at 0,01	33,28	29	3,67	4,40	30	The design was implemented in a correct aesthetic .manner by the study group before
			2,26	20,80		Study group after me

It is clear from the previous table that:

- The high averages of the scores of the students of the study group in the dimensional application of the sub-skills of the observation card than the averages of the scores of the students of the study group in the pre-application in the steps of implementing the work in a correct manner, which proves the validity of the hypothesis.

Recommendations: In light of the results of the study after the interactive web quest applications achieved a positive significance for students of the Department of Home Economics, the research recommends doing the following:

1- Attention trains students to use Web Quest applications and use it in various courses, especially the skill side of the courses to be able to go out to the community in a preparation commensurate with the nature of the times.

2- The need to develop the courses taught by students of home economics in the stage of their preparation and include electronic courses.

3- The need to hold continuous training courses, seminars and workshops to train faculty members on the new employment and use of technology applications in teaching various educational courses.

4- Various web design offers continuous training programs for teachers in various disciplines during the study as well as during the service.

5- The need for those in charge of teaching home economics and practical subjects, especially at the university level, to pay attention to the need for an effective role for the learner in the educational process, especially in the current era of information and knowledge increasing.

6- Taking advantage of the e-learning resources available on the World Wide Web (Internet) to develop the trendsof the Applied College in Mahayel Asir towards the application of technology in teaching and learning.

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