Dedication

This work is dedicated to:

- To my Parents
- To my Brothers and Sisters
- To my Friends
ACKNOWLEDGEMENT

I would like to express my gratitude and hearty to my supervisor Professor: Izzeldin Mohamed Osman, the supervisor for his continuous guidance and encouragement to complete this study. My thanks to him not only express for his thoughtful insights about flow, clarity and coherence, but also for his standards and valuable comments. His sincere advices and friendship, and father feeling during any bit of this research, give me confidence in my self and my work. I will remain grateful indeed to him for all that.

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I gratefully acknowledge my thanks and deep indebtedness to all of these.
ABSTRACT

This research investigates the effectiveness of a learning package on Mathematics Instruction for Grade 5 in Sudanese Schools. The learning package is a mathematics lesson on fractions. During this research the researcher will determine the extent to which the learning objectives were met, as well as to assess the usefulness of the learning package for Sudanese schools.

The learning Package was tested on 50 students, from Nosiaba Basic School in Khartoum. The students worked through the learning package for 45 minutes after that they filed in the questionnaires. Hannafin and Peck adequacies of evaluation (Pedagogical adequacy, Cosmetic adequacy, Technical adequacy, and Curriculum adequacy) and the theories of Behaviorism are the basis of discussion on evaluation of the effectiveness of the learning package programme. Various evaluation instruments are discussed, as they relate to the four adequacies of evaluation. [Multiple instruments should be used in any evaluation. Each instrument has inherent strengths and weaknesses. Multiple instruments also provide more credibility and may produce different results that could be missed with a single evaluation instrument].

The most important findings in this research are: All the students found that, the programme was very informative and well presented. It helps the learners to identify each navigation buttons and move from link to link, slide to slide without any difficulty. The presentation is motivational, simple, clear and understandable. It is an interactive and informative programme for learners. It is easy to use.
الخلاصة

هدفت هذه الدراسة إلى تقييم و دراسة فعالية الحزمة التعليمية في تدريس الرياضيات للمرحلة الأساسية المستوى الخامس.

الحزمة التعليمية هي عبارة عن مادة تعليمية في الرياضيات (الكسور) مقدمة بواسطة الحاسوب. ومن خلال هذا البحث يقوم الباحث بتحديد مدى حقيقة التوجيهات التعليمية الأهداف التعليمية إضافة إلى ذلك قياس فعالية استخدام الحزمة التعليمية في المدارس السودانية.

قام الباحث بإختيار عينة مكونة من (05 طالبة) من طلاب مدرسة نسبية الأساسية ببنات بيرى ولاية الخرطوم.

استخدم الطلاب (عينة الدراسة) الحزمة التعليمية داخل معمل الحاسوب بجامعة السودان للعلوم والتكنولوجيا مدة دقيقتين قام الطلاب بحل الاستبيان.

الناجح في التنفيذية الأربعة للعالمان (Hannafin and Peck) [الناحية الجمالية، الناحية التقنية، الناحية التعليمية، و الناحية المنهجية] و نظرية السلوكيون تعتبر من أساسيات مناقشة تقوم فعالية الحزمة التعليمية.

ناقش الباحث عدة وسائل لمجموعة المعلومات في هذا البحث و التي أفادت كثيرا في جمع معلومات حول تقييم الحزمة التعليمية من النواحي التنفيذية الأربعة الآتية: [الناحية الجمالية، الناحية التنفيذية، الناحية التعليمية، و الناحية المنهجية].

ومن أهم النتائج التي توصل إليها الباحث ما يلي:

- الحزمة التعليمية متميزة.
- الحزمة التعليمية جيدة في عرض و تقديم المعلومات.
- مساعدة الدارسين (الطلاب) على التعرف على أزرار التنقل من قسم إلى آخر ومن شريحة إلى أخرى في الحزمة التعليمية بدون صعوبة.
- عرض المعلومات فعال، مبسط، واضح، و سهل الفهم.
- البرنامج سهل الاستعمال.
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