

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Dedication

This would 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.

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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 filled 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 الي تقويم 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 الى أى مدى حققت الحزمة التعليمية الأهداف التعليمية إضافة الى ذلك قياس فعالية استخدام الحزمة التعليمية في المدارس السودانية.

قام الباحث بإختار عينة مكونة من (٥٠ طالبة) من طالبات مدرسة نسبية الأساسية بنات ببرى بولاية الخرطوم.

استخدم الطلاب (عينة الدراسة) الحزمة التعليمية داخل معمل الحاسوب بجامعة السودان للعلوم و التكنولوجيا لمدة ٥٤ دقيقة ثم قام الطلاب بملء الاستبيان.

النواحي التقييمية الأربعة للعالمان (Hannafin and Peck) [الناحية الجمالية ، الناحية التقنية ، الناحية التعليمية ، و الناحية المنهجية] و نظرية السلوكيون تعتبر من أساسيات مناقشة تقويم فعالية الحزمة التعليمية .

ناقش الباحث عدة وسائل لجمع المعلومات في هذا البحث و التي أفادت كثيراً في جمع معلومات حول تقويم الحزمة التعليمية من النواحي التقييمية الأربعة الآتية: [الناحية الجمالية ، الناحية التقنية ، الناحية التعليمية ، و الناحية المنهجية].

ومن أهم النتائج التي توصل إليها الباحث ما يلي:

- ❖ الحزمة التعليمية ممتعة.
- ❖ الحزمة التعليمية جيدة في عرض و تقديم المعلومات.
- ❖ مساعدة الدارسين (الطلاب) على التعرف علي أزرار التنقل من قسم الى آخر ومن شريحة الى اخرى في الحزمة التعليمية بدون صعوبة.
- ❖ عرض المعلومات فعال ، مبسط ، واضح ، و سهل الفهم.
- ❖ البرنامج سهل الإستعمال.

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