

شريف محمد عطية حورية

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.(Khan, 2002)

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.(Bowe, 2000)

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Dong & Gibson (1998)

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.(Merrell et al, 2011)

(2D)

(Heng & Love, 1998)

Fowles (1991)

(Gemser et al., 2006; Idris, et al., 2011)

Portillo & .

Rey (1995)

(Ipsos, 2010)

(Borja De Mozota, 2003)

(Reich, 2005)

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(Reich, 2005; Horvath, 2010; Turton, 2012)

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.(ASID, 2000)

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.(Saari & Heikkilä, 2008)

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.(Elastal, 2008)

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Asojo & Pober, (2007)

.(Chute, 2003)

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$$\frac{A}{B} = \frac{A \cdot C}{B \cdot C}$$

$$\frac{A}{B} = \frac{A \cdot D}{B \cdot D}$$

$$\frac{A}{B} = \frac{A \cdot E}{B \cdot E}$$

$$\frac{A}{B} = \frac{A \cdot F}{B \cdot F}$$

$$\frac{A}{B} = \frac{A \cdot G}{B \cdot G}$$

$$\frac{A}{B} = \frac{A \cdot H}{B \cdot H}$$

$$\frac{A}{B} = \frac{A \cdot I}{B \cdot I}$$

$$\frac{A}{B} = \frac{A \cdot J}{B \cdot J}$$

$$\frac{A}{B} = \frac{A \cdot K}{B \cdot K}$$

$$\frac{A}{B} = \frac{A \cdot L}{B \cdot L}$$

$$\frac{A}{B} = \frac{A \cdot M}{B \cdot M}$$

$$\frac{A}{B} = \frac{A \cdot N}{B \cdot N}$$

$$\frac{A}{B} = \frac{A \cdot O}{B \cdot O}$$

$$\frac{A}{B} = \frac{A \cdot P}{B \cdot P}$$

$$\frac{A}{B} = \frac{A \cdot Q}{B \cdot Q}$$

$$\frac{A}{B} = \frac{A \cdot R}{B \cdot R}$$

$$\frac{A}{B} = \frac{A \cdot S}{B \cdot S}$$

$$\frac{A}{B} = \frac{A \cdot T}{B \cdot T}$$

$$\frac{A}{B} = \frac{A \cdot U}{B \cdot U}$$

$$\frac{A}{B} = \frac{A \cdot V}{B \cdot V}$$

$$\frac{A}{B} = \frac{A \cdot W}{B \cdot W}$$

$$\frac{A}{B} = \frac{A \cdot X}{B \cdot X}$$

$$\frac{A}{B} = \frac{A \cdot Y}{B \cdot Y}$$

$$\frac{A}{B} = \frac{A \cdot Z}{B \cdot Z}$$

Autonomous learning : :
 Self regulating learning :E- learning -
 Self planned learning

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:Instructional Program -

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:Self Instruction : -

Self study

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Cottrell (2008)
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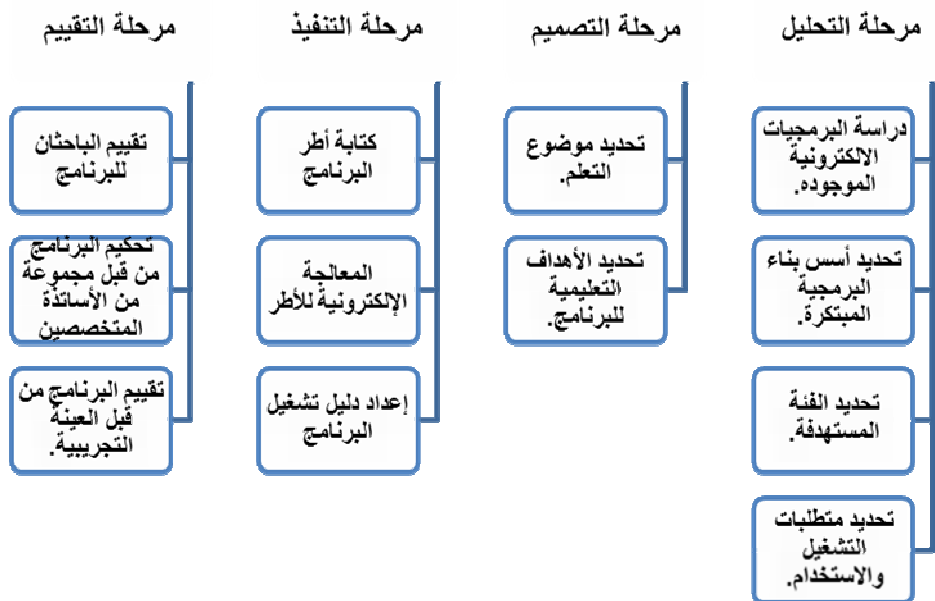
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Analysis stage

.Design stage

.Execution stage

.Evaluation stage



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Nippon (2001)

$$D = \frac{\sqrt{2\eta}}{\sqrt{1-2\eta}}$$

.Space Management Group(2006)

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Wilcoxon Signed Ranks Test

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Wilcoxon :

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(Merrell et al, 2011)

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Clemons & McCullough (1989)

(Portillo &

Rey,1995)

(Dix et al, 2006)

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(Bowe, Frank, 2000)

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Produce Interactive Educational Software to Develop The Performance Skill for University Students in Applied Course of House Furnishing

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ABSTRACT

Research mainly aims to examine and produce the effectiveness of educational software to develop performance skill of students in drawing, furnishing and designing interior spaces with several spaces and type of residential units. Research used descriptive analytical method and experimental method. The total of study sample 58 students, where selected in purposive way, who studying house furnishing at Home Economics Department of family science faculty at Taibah University divided into two groups: control group 29 students teach applied part of house furnishing using traditional way and experimental group 29 students teach applied part of house furnishing using educational software.

The research tools: demographic data form for students, interactive educational software, software evaluation form, the performance skill evaluation form of students (two groups control and experimental).

The results indicated to that there were statistically significant differences at the level of (0.001) between control and experimental groups in all variables of study, the total degrees of functional housing areas furnishing (bedroom- living- Services), The total degrees of several housing units furnishing (studio-apartment- villa), the quality degrees of designing interior spaces (drawing quality- furnishing quality colors and patterns- quality) in favour of experimental group, the program have a large volume impact on performance skill of student, as the value of ((D)) greater than (0.8) to all previous variables study.

The study found a set of recommendations; the most important recommendation was the application of software as an educational strategy in applied course of house furnishing and interior design.