"HAIL UNIVERSITY STUDENTS' ATTITUDES TOWARDS THE USE OF ELECTRONIC COMMUNICATION TO ENRICH THE FIELD TRAINING PROGRAM AND SOLVING SOME OF ITS PROBLEMS"

Fayzeh Yousef Mahmoud Al-Qoblan

Assistant Professor, Curricula and Teaching Department, Faculty of Education – Hail University, Po Box: (2440) Hail, Saudi Arabia

ABSTRACT: *The study aimed to detect Hail University students' attitudes towards use electronic communication to enrich the field training program and solving some of its Problems, at second semester (2016/2017). The intentional sample consisted of (35) students. To achieve the goals, researcher developed a questionnaire consisted of (33) items. The reliability and stability has been verified. The results showed the effectiveness of electronic communication used in solving some of the problems of field training program, and showed positive trends among respondents about the use of electronic communication in the field training program. Finally, in light of these finding some recommendations were stated.*

KEYWORDS: Attitude, E-mail, Whatsapp, Field Training

INTRODUCTION

The preparation of the teacher is a proper preparation of the problems facing the educational process, so the preparation of sufficient qualified teachers who contribute to the generation and development of generations in a way that enables nations to achieve their goals. The quality of teachers depends on the programs they prepare for before they become involved in the education profession, so If these programs are good, education is effective, so teacher education programs in a country affect the quality of education in that country (Dandash, 2003). This era has witnessed a remarkable interest in the preparation of teachers through electronic training programs in line with the emphasis of educators that education skills can be improved using educational techniques. They found that they faced a real challenge to develop their expertise and skills. The electronic communication service was one of the most important tools for the success of this training, which led to the establishment of electronic training in teacher training programs (Rajashingham, 2005).

(Wong et al, 2006) highlighted the vital role of e-communication in teacher training programs. He explained that the field training supervisor must develop his personal, professional and technical abilities so that he can carry out his task in e-field training in a proper and correct manner.

One of the most important educational and training uses of e-communication is the sending of assignments, assignments and tests to the learners after they have been completed and corrected. This enhances the immediate feedback leading to a good learning, as well as the exchange of information between the learners themselves and between them and the faculty members (Zeitoun, 2005).

A number of researchers have conducted studies on the practical education program and the problems experienced by students during the field training period, so I will present the research

literature in two axes: the first is the studies that dealt with the problems of the students in the field training stage, & The second axis will deal with the studies that focused on activating various means of social communication To strengthen and enrich field training programs.

Previous Studies

A study was conducted by Al Masry (2010) to identify the obstacles faced by field training students in the sports department of Al-Aqsa University in Palestine. The study sample consisted of (80) male and female students. The researcher used a questionnaire on obstacles in field training .The results of the research revealed a list of constraints that included school management, available resources, and guidance.

The study of Khuraisha (2010) aimed at identifying the difficulties faced by students of practical education at the Islamic University and Al-Isra University in Jordan. The study sample consisted of (133) students. The researcher used a questionnaire to collect data, the results showed some difficulties such as overcrowding, student burdens, after school for student housing areas, as well as differences in favor of private universities.

Alimat (2008) conducted a study aimed at identifying the problems faced by the students of the practical education course in the Faculty of Educational Sciences from their point of view and in light of some variables in Jordan. The researcher used a questionnaire to collect the data. The sample of the study consisted of students of the third and fourth years and they numbered (92) students, the study revealed ten problems faced by students during the field training, the most prominent of these was that the field training program did not develop the student professionally because of some obstacles, the results also showed that the fourth year students exceeded the third year students in performance during the training period, There was no gender impact in field training performance.

The study of Tarawneh and Huimel (2007), aimed to identify the problems facing the student teacher in the period of field application for the elementary teacher grades in the University of Mu'tah and related to the supervisor and the manager and the teacher collaborator and practical education procedures in Jordan, the sample of the study consisted of (134) students. The researchers used a questionnaire to collect the data. The results of the study revealed that there are problems related to the educational method, the school and the cooperating teacher. Smith (2000) conducted a meta-analysis of 14 studies in the United States aimed at identifying the problems experienced by students during the field training period, and classified them according to the Fuller model to the problems of self-interest and student impact problems. The results reached five ideas for problems that were generated through the review of the educational literature: adjusting the classroom, personal and school adjustment, personal typography, methods and strategies of teaching, and working with students with special needs.

Entonado and Diaz (2006) also conducted a study aimed at identifying effective methods and tools used in e-training for teachers at the University of Extremadura, Spain. The research consisted of (12) trainers and (342) students. The study used three tools to collect information, a questionnaire, an open-ended interview and a focus group. The results of the study found that e-mail was one of the most effective communication tools in teacher training electronically.

The study of Repman et al (2004), In Georgia, USA, which aimed to survey and analyzed studies of the use of electronic communication tools in teacher training, the results of the study identified electronic communication and its contribution to develop higher thinking skills for the trainee teacher.

We notice that most of the previous studies depended on the questionnaire to collect data except the study of (Entonado & Diaz, 2006) which also used the interview. The researcher also found that most of the studies aimed at detecting obstacles or problems facing field training students except the study (Entonado & Diaz, 2006), which aimed to identify effective methods and tools used in e-training for teachers, which dealt with   part of my studies, & the study of (Repman et.al, 2004), which conducted a meta-analysis of the studies conducted on the use of electronic communication tools in teacher training.

My study here is to use some electronic communication methods to overcome the problems of students in field training, and then determine their attitude on using these means to overcome their problems. Finally, the researcher found that most of the studies dealt with males and females as a sample for research such as (Al-Tarawneh and Huimel, 2007), (Alimat, 2008), (Al-Masry, 2010), (Khuraisha, 2010). However, my study only addressed the female sample.

In view of the importance of field training in the vocational and educational preparation of students, to develop their skills, and this preparation will not be complete unless practical training plays a key role in this preparation. In view of the problems experienced by students during the field training period and the traditional practices in the follow-up of female students during the training period, this study addressed some of the problems of female students during field training, and improved the field training program by employing a service using some social media.

Problem of the Study

Through the work of the researcher as an academic supervisor for field training students at the Faculty of Education in Hail University for several semesters, the researcher noted that field training students face many problems in need of immediate solutions during the training period. As the field training program requires female trainees to study four days a week, they do not have the opportunity to meet with their supervisors in order to ask for help. In addition, the nature of the field training program requires ongoing supervision and follow-up by the college, who is in charge of field training in full, it is necessary for field training programs to search for other means of communication with female trainees to solve the problems they face and responses to their inquiries, So this study came to answer the following questions:

1. What are the obstacles facing female students at Hail University during field training?

2. How effective is the use of some electronic means of communication to face the obstacles for female students at Hail University while applying field training?

3. What are the trends of female students in the field training program at Hail University towards the use of some means of electronic communication?

Objectives of the Research

The study aimed to uncover the obstacles faced by students of Hail University during the period of field training, and to identify the method of electronic communication as one of the methods to overcome these problems and then to reveal the attitudes of female students in the Faculty of Education of Hail University towards using some electronic means to enrich the field training program and face some of its obstacles.

The Importance of the Study

The theoretical importance: It is reflected through the results of this study of the field information on some methods that contribute to enrich the field training program and overcome its problems.

**The practical importance is reflected in the results of the study of the benefits in the field of education, which are as follows:

1. This study is expected to encourage the field training program to exit the program of the traditional type in Saudi Arabia, through the use of electronic communication service.

2. This study is expected to reveal the effectiveness of the electronic communication service in dealing with the obstacles of field training in an experimental manner and enrich it.

3. This study is expected to enable educational decision makers in Hail University to take the best ways to develop the field training program.

Procedural Definition Attitude: Self-readiness or a relatively static state of mind, derived from the environment, and evidenced by an individual's response to acceptance or rejection of a particular position (Wahid, 2001). **In this study mean**, the new orientation of female teachers at the result of their experience in using the e-mail service, and whatsapp in the field training program.

Field training: The process through which the field practice is carried out and where multiple bases are used to help the student to absorb the knowledge and provide him with the field expertise, and to modify his personality traits in order to lead the required professional growth through Commitment to training program applied in institutions and under professional supervision (Samia, Nayla, 2010). **It mean in this research,** the first bridge between academic and professional training. This is the practical application of what the female students learned at Hail University, the student is practicing in the real field in schools through the field training program.

Electronic means of communication: A means of exchanging messages, feedback, guidelines, advertisements, and online communication (Salama, 2008). **In this research** e-mail was used as a means of communication between the researcher and female teachers through the Internet. In order to use e-mail, both parties must have the e-mail program and e-mail address.

Student Trainee: Is a student of the college or institute that trains on the teaching and the functions carried out by the teacher under the supervision of the institution he is studying, he is a student because he did not complete his studies in the college, a teacher by teaching a number of shares in one of the cooperating schools (Abdullah, 2004**). In this study**, the student who is studying in the primary teaching department, and registered in the eighth level, and is committed to training in one of the cooperating schools close to the residence of the student, where the training lasts for a full semester.

Academic Supervisor: A member of the teaching staff who is responsible for the technical supervision of the field training groups in his field of specialization. He trains the students in the cooperating school and provides feedback to them in a way that ensures their progress (Abbadi, 2007). **In this study**, the researcher was the academic supervisor of female trainees, which is responsible for the follow-up of female students during the training process.

LIMITS AND LIMITATIONS OF THE RESEARCH

The generalization of the results of the research will be based on the response of the students of the primary grades at Hail University for the second semester of the academic year (2016/2017) on the study tool and on the psychometric characteristics of the tool designed by the researcher in terms of indications of reliability and stability, and limit the service of electronic communication on two services only (e-mail, whatsapp).

METHOD AND PROCEDURES

The study population and sample

The study population is composed of all female students of Hail University, Shamli branch and registrars for the field education course for the second semester (2017, 2016) of (94) female students. As for the sample of the study, the researcher chose an intentional sample that included all field training students in the second semester of 2016/2017, who have experience in using e-mail and have an account for this service.

Tools of the study

After reviewing the educational literature and reviewing the previous studies, a questionnaire was adopted and developed which aimed to revealing the attitudes of female students in the Faculty of Education of Hail University towards the use of some means of electronic communication to enrich the field training program and facing some of its obstacles through two main axes. Where the first axis is (obstacles to field training), and the second axis (trends of students towards the use of e-mail service and whatsapp), and has been formulated paragraphs of the questionnaire to reflect the two axes, and formed in the final version of (33) paragraphs, (15) paragraphs reflect the first axis, and (18) paragraph reflect the second axis.

Validity of tool

The Validity of the virtual tool has been verified by presenting its paragraphs to a number of arbitrators who have a PhD degree in curriculum, teaching, educational psychology, measurement and educational evaluation, who counted (10) arbitrators to give their opinions about the appropriation of the questionnaire's clauses to the desired target,. A questionnaire consisted of (42) paragraph (9) paragraphs were deleted, based on the opinions of the arbitrators, to be consisted of (33) paragraph in final form.

To verify the validity of the internal consistency of the questionnaire, the Pearson correlation coefficient was used to measure the relationship between each paragraph and the total degree of the axis to which it belonged. The results were as follows:

Table (1)   The correlation coefficients of the vertebrates to the total degree of the axis belonging to it

N	Paragraph	correlation	Statistical significance
1	Prepare daily lessons	0.836**	0.000
2	Recruiting of teaching techniques	0.836**	0.000
3	Recruiting and use classroom management strategies	0.791**	0.000
4	The configuration to give the lesson	0.789**	0.000
5	Dealing with school teachers	0.735**	0.000
6	Dealing with the cooperating teacher supervising the program	0.540**	0.001
7	Dealing with management	0.739**	0.000
8	Preparation of tests	0.935**	0.000
9	Implementation of the final assessment	0.927**	0.000
10	Organization of the study schedule	0.656**	0.000
11	Methods of supervision	0.700**	0.000
12	Directed Observation	0.835**	0.000
13	Use different teaching strategies	0.743**	0.000
14	The large numbers of trainees in the school	0.725**	0.000
15	The points of evaluation of field training are not clear from the academic supervisor	0.947**	0.000
16	I found solutions to some field training problems using e-mail, whatsapp	0.850**	0.000
17	Using e-mail service, whatsapp has made the field training program more enjoyable	0.606**	0.000
18	My motivation for field training increased with e-mail, whatsapp	0.802**	0.000
19	I was bored when reading messages sent to me through e-mail, whatsapp	0.911**	0.000
20	E-mail, whatsapp helped me keep messages sent to me	0.546**	0.001
21	I see that e-mail, whatsapp has contributed to the development of the practical education program	0.746**	0.000
22	I feel that e-mail service, whatsapp in field training is a waste of time for trainees	0.821**	0.000
23	I see that subscription to e-mail, whatsapp is an urgent need for all field training students	0.673**	0.000
24	I feel safe putting my problem through e-mail, whatsapp	0.723**	0.000
25	I feel no need for e-mail service, whatsapp during the field training period	0.802**	0.000
26	The e-mail service, whatsapp, makes continuous contact with the university and its academic supervisor during the field training period	0.763**	0.000
27	Using e-mail service, whatsapp while field training saves time, effort and money	0.662**	0.000
28	E-mail, whatsapp helps me reduce the difficulty of going to university to solve problems during field training	0.969**	0.000

29	I see that the e-mail service, whatsapp is an important communication tool in the field training program	0.738**	0.000
30	I was surprised by the trainees who did not use e-mail, whatsapp during the field training period	0.727**	0.000
31	Participating in e-mail, whatsapp invests a good investment time student trainee	0.795**	0.000
32	Through the continuous guidance of trainees through the of enrichment texts, e-mail, whatsapp contributed to raise the level of trainees	0.746**	0.000
33	E-mail, whatsapp provides the trainee with sufficient information related to field training	0.738**	0.000

In light of the correlation coefficients values ranging from (0.546 - 0.969), which means that the questionnaire has a high degree of validity for its application.

The stability of the questionnaire

To verify the stability of the questionnaire, the coefficients of the Chronbach Alpha stability were found for each axis. The results were as in Table (2):

Table (2)   Stability coefficients for the questionnaire and questionnaire axes as a whole

Axis	Cronbach Alpha coefficient
Obstacles of field training	0.953
Trends of female students towards the use of some means of electronic communication	0.954
A questionnaire as a whole	0.908

Table (2) shows the values of the Cronbach alpha coefficients for the whole questionnaire and questionnaire axes, which are high values, which is reassuring that the questionnaire has a high degree of stability.

Implementation procedures

The researcher followed the following procedures:

- Identify the search community and its sample.

- Request to send e-mail and phone number to whatsapp for all members of the sample.

- Send generalizations and assignments to students through e-mail and respond to students' messages, and answer questions of students and communicate with them an hour a day through whatsapp.

- Design the search tool and ensure the procedures of reliability and stability.

- Distribution of the final search tool on the field training students at the end of the second semester through e-mail to assess the degree of their interaction with the behaviors that activate the electronic communication service according to a three-step: much is given the mark (3), medium degree and given the mark (2) The mark is given (1).

- And then unloading the responses of student's trainees in special models and analyzed statistically using the program of statistical packages spss.

Designation and statistical treatment

To achieve the objectives of the study, the Statistical Package for Social Sciences (SPSS) was used to analyze the data and obtain the results as follows:

- The arithmetical averages and the standard deviations to identify the responses of the sample members on each of the questionnaires.

- Pearson Correlation coefficient to verify the veracity of the internal consistency of the questionnaire.

- Cronbach's Alpha coefficient to verify the stability of the questionnaire.

RESULTS AND DISCUSSION

Following are the results produced by the researcher and their discussion pursuant to the relevant

previous literature.

First: Results related to the first question: "What are the obstacles facing female students in Hail University during field training?

In order to answer this question, the literature related to field training and its problems was reviewed and the opinions of experts in field education about the problems faced by the students during the training were examined. Several interviews were conducted with female graduates who completed the field training course for the first semester to identify the problems encountered during the period Training, in addition to the experience of the personal researcher as a supervisor for several years on the field training students at the Arab Open University and Hail University. Accordingly, a list of the obstacles faced by female students during the field training period was constructed with a final form of (15) obstacles, as in Table (3).

Table (3)   **Obstacles facing female students during field training**

N	Obstacles
1	Prepare daily lessons
2	Recruiting of teaching techniques
3	Recruiting and use classroom management strategies
4	The configuration to give the lesson
5	Dealing with school teachers
6	Dealing with the cooperating teacher supervising the program
7	Dealing with management
8	Preparation of tests
9	Implementation of the final assessment
10	Organization of the study schedule
11	Methods of supervision
12	Directed Observation
13	Use different teaching strategies
14	The large numbers of trainees in the school
15	The points of evaluation of field training are not clear from the academic supervisor

There is no doubt that the emergence of this type of impediments in the field training indicates a deficit in the strategies of preparation in the university, or the lack of the program on the rehabilitation of students in the appropriate manner, may be attributed to the researcher to assign the teaching of undergraduate courses to a faculty member is not specialized in curricula and methods Teaching. As for the obstacles related to communication skills (dealing with the school's teachers, dealing with the cooperating teacher supervising the program, dealing with the administration), the researcher attributed this to the poor communication skills of the students because of the lack of college programs to develop the skills necessary to practice the profession of education. As for the number of female field training colleagues in the school, the researcher attributes this to the distance of schools from the students' housing, which forces the student to enroll in the nearest school for difficulty in transportation in the area, which affects the female trainees and does not give her enough training opportunities for Trainees. This is consistent with Khuraisha (2010), Al Masry (2010), Al-Tarawneh and Hwaimel (2007) and Smith (2000).

Second: Results on the second question: "What is the effectiveness of using e-mail and whatsapp in the face of obstacles for female students at Hail University while applying field training"?

To answer this question, the statistical averages and standard deviations were calculated for the effectiveness of e-mail usage and whatsapp in the face of obstacles for female students in Hail University during field training application. The results were as follows:

Table (4)   shows the arithmetic averages and the standard deviations of the responses of sample members to the paragraphs concerning the effectiveness of e-mail and whatsapp in the face of obstacles

N	paragraph	Arithmetic	Standard deviation	Degree of effectiveness	Rank
9	Implementation of the final assessment	2.86	0.494	High	1
8	Preparation of tests	2.83	0.514	High	2
15	The points of evaluation of field training are not clear from the academic supervisor	2.80	0.531	High	3
6	Dealing with the cooperating teacher supervising the program	2.77	0.490	High	4
7	Dealing with management	2.77	0.490	High	5
2	Recruiting of teaching techniques	2.74	0.561	High	6
4	The configuration to give the lesson	2.71	0.572	High	7
1	Prepare daily lessons	2.69	0.583	High	8
3	Recruiting and use classroom management strategies	2.69	0.583	High	9
12	Directed Observation	2.69	0.631	High	10
5	Dealing with school teachers	2.66	0.591	High	11
13	Use different teaching strategies	2.66	0.639	High	12
11	Methods of supervision	2.57	0.655	High	13
14	The large numbers of trainees in the school	2.57	0.608	High	14
10	Organization of the study schedule	2.11	0.583	Medium	15
	General average	2.67	0.444	High	

Table (4) shows that the mean averages for the effectiveness of e-mail usage and whatsapp in the face of obstacles for female students at Hail University during field training ranged from (2.11 to 2.86), Paragraph (9) (implementation of the final evaluation) obtained the highest mean (2.86). This result can be explained by the fact that the electronic communication service has been effective in solving this problem related to field training. While paragraph (10) (organization of the study table) obtained the lowest average (2.11), and the degree of effectiveness was medium, and comes last, indicating that the electronic communication service is limited in solving this problem, This may be due to the nature of this practical problem and written or phonetic correspondence cannot be solved due this process. The table also shows that the total number of paragraphs has a mean score of 2.67 and a high degree of effectiveness. This indicates that the effectiveness of e-mail and whatsapp in the face of obstacles for female students at Hail University during field training was very high. This is consistent with the study by Repman et al. (2004) and Entonado & Diaz (2006). The following staging was used to indicate the mean responses of the sample members on the degree of effectiveness as shown in Table (5):

Table (5) Staging the average responses of sample members on the degree of effectiveness

Arithmetic	Degree of effectiveness
2.34 and above	High
From 1.67 to less than 2.34	Medium
Less than 1.67	low

Third: Results related to the third question: "What are the trends of female students in the field training program at Hail University towards the use of e-mail service, and whatsapp"?

To answer this question, arithmetical averages and standard deviations were calculated. The criteria for the approval of female students in the field training program at Hail University towards the use of e-mail service and whatsapp. The results were as follows:

Table (6)   shows the arithmetical averages and standard deviations of the degree of approval of female students in the field training program towards using e-mail service and whatsapp.

N	paragraph	Arithmetic	Standard deviation	Degree of approval	Rank
28	E-mail and whatsapp help me reduce the difficulty of going to university to solve problems during field training	2.90	0.514	High	1
19	was bored when reading messages sent to me through e-mail, and whatsapp *	2.77	0.547	High	2
16	I found solutions to some field training problems using e-mail and whatsapp.	2.74	0.561	High	3
18	My motivation for field training increased with e-mail, whatsapp.	2.71	0.572	High	4
22	I feel that whatsapp, e-mail, in field training is a waste of time for trainees *	2.71	0.572	High	5
31	Sharing e-mail, and whatsapp invests a good investment time	2.71	0.572	High	6
26	E-mail, and whatsapp make the apprentice in constant contact with the university and its academic supervisor during the field training period	2.69	0.583	High	7
29	I see that the e-mail service, and whatsapp is an important communication tool in the field training program	2.69	0.583	High	8
33	E-mail, whatsapp provides the trainee with sufficient information related to field training	2.69	0.583	High	9
21	I see that the e-mail service and whatsapp, contributed to the development of the practical education program	2.66	0.591	High	10
25	I feel no need for e-mail service, whatsapp during field training period *	2.66	0.591	High	11

27	Using an e-mail service, and whatsapp while field training saves time, effort and money	2.66	0.684	High	12
32	The e-mail service, whatsapp, has contributed to raising the level of trainees through the continuous guidance of female trainees through transcripts	2.66	0.591	High	13
23	I see that subscription to e-mail, whatsapp is an urgent need for all field training students	2.63	0.646	High	14
24	I feel safe putting my problem through e-mail, whatsapp.	2.63	0.646	High	15
17	Service using e-mail and whatsapp has made the field training program more enjoyable	2.60	0.651	High	16
30	I was surprised by the trainees who did not use e-mail, and whatsapp during the field training period	2.57	0.608	High	17
20	E-mail, and whatsapp, helped me keep messages sent to me	2.52	0.658	High	18
	General average	2.68	0.448	High	

* Negative paragraph

Table (6) shows that the mean averages of the approval of female students in the field training program at Hail University towards the use of the e-mail service and whatsapp ranged from(2.52 to 2.90),& Paragraph (28- e-mail, whatsapp helps me reduce the difficulty of going to university to solve problems during field training)   got higher average of (2.90), while paragraph (20 - e-mail, whatsapp, by keeping the messages sent to me) got the lowest average account value (2.52).

The table also shows that the total number of paragraphs in the field training program at Hail University towards the use of e-mail service and whatsapp was very positive. This result is explained by the fact that the trainee student benefited from the electronic communication system and was therefore very willing to use it, thus encouraging the dissemination of this service in field training programs. This is consistent with the study by Repman et al. (2004) and Entonado & Diaz (2006).

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The results identified a number of obstacles faced by female trainees during the field training program (preparing daily lessons, Recruiting teaching techniques, Recruiting and using classroom management strategies, preparing to give the lesson, dealing with school teachers, dealing with the cooperating teacher supervising the program, dealing with the administration, preparation of tests, implementation of the final assessment, organization of the schedule, supervision methods, targeted observation, use of various teaching strategies, number of field training colleagues in the school, The points of evaluation of field training are not clear from the academic supervisor.   The results also showed the effectiveness of the electronic communication methods used to solve some of the field training problems, and the positive attitudes of the sample members towards the use of electronic means in the field training program.

In light of the results of the study and its discussion, the following recommendations were made: **

Activate the e-mail service (e-mail, whatsapp) in the field training programs for all colleges,& Conduct studies on adding technologies other than e-mail such as voice conversations, forums and panel discussions. **Involve all the stakeholders involved in the field training program by activating the electronic communication service (e-mail, whatsapp), the school administration and the college, the supervision department, the cooperating teachers and the female teachers, to facilitate cooperation among all to face the obstacles of the program.

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