

## Designing a Proposed Course to Develop the Educational Film Making Skills of High School Students

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### Abstract:

Looking at our educational institutions in the general education stages, we find that they do not include any courses for educational films, and it follows that we do not have the opportunity to provide our students with the skills of producing them at early stages of development in proportion to the characteristics of their physical, psychological and mental development. As educational films are one of the easiest ways to deliver information and knowledge to the seeker of knowledge and knowledge, and inform the effect on minds and souls from the written or audio word. The moving picture has a great impact on the student regardless of his culture, civilization, or upbringing. The educational film is characterized by many characteristics that have implications for the educational role, such as the flexibility to display the film at any time and anywhere, and the ability to display it more than once, whether on the same group of students, or others. Therefore, the current research sought to achieve the main objective of designing a proposed course to develop the skills of producing educational films for high school students in light of the main components of the curriculum from the point of view of specialists in the field of curricula, teaching methods, education techniques and computers, and to know the effectiveness of the proposed course in developing skills Production of educational films for high school students.

The results indicated that the proposed course has actively contributed to developing the skills of producing educational short films among high school students, and found great interest by students, and there were no differences attributed to the variables (gender, rate of use), and that there is an improvement in students 'performance. Acceptance of the course to develop the skills of producing educational short films.

**Keywords:** Curriculum, Short Educational Film Production Skills.

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## تصميم مقرر دراسي مقترح لتنمية مهارات إنتاج الأفلام التربوية لدى طلاب المرحلة الثانوية

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### المستخلص:

بالنظر إلى مؤسساتنا التعليمية في مراحل التعليم العام نجد أنها لا تتضمن أى مقررات دراسية خاصة بالأفلام التربوية، ويترتب على ذلك عدم إتاحة الفرصة أمامنا لإكساب طلابنا مهارات إنتاجها في مراحل مبكرة في النمو بما يتناسب وخصائص نموهم الجسمية والنفسية والعقلية. حيث تعد الأفلام التربوية من أسير الطرق لتوصيل المعلومات والمعارف إلى طالب العلم والمعرفة، وأبلغ تأثيراً على العقول والنفوس من الكلمة المسموعة أو المكتوبة. فالصورة المتحركة لها تأثير كبير على الطالب مهما كانت ثقافته، أو حضارته، أو نشأته. ويتميز الفيلم التربوي بعدد من الخصائص التي لها انعكاساتها على الدور التعليمي، مثل مرونة عرض الفيلم في أي وقت وفي أي مكان، وإمكانية عرضه أكثر من مرة، سواء على نفس المجموعة من الطلاب، أو على غيرهم. لذا سعى البحث الحالي إلى تحقيق الهدف الرئيس المتمثل في تصميم مقرر دراسي مقترح لتنمية مهارات إنتاج الأفلام التربوية لدى طلاب المرحلة الثانوية في ضوء المكونات الرئيسة للمقرر الدراسي من وجهة نظر المتخصصين في مجال المناهج وطرق التدريس وتقنيات التعليم والحاسب، وتعرف فاعلية المقرر الدراسي المقترح في تنمية مهارات إنتاج الأفلام التربوية لدى طلاب المرحلة الثانوية.

وأشارت النتائج إلى أن المقرر الدراسي المقترح ساهم بشكل فاعل في تنمية مهارات إنتاج الأفلام التربوية القصيرة لدى طلاب المرحلة الثانوية، وجد اهتماماً كبيراً من قبل الطلاب، ولم توجد أية فروق تعزى لمتغيرات (النوع الاجتماعي، ومعدل الاستخدام)، وأن هناك تحسن في أداء الطلبة، وقبول المقرر الدراسي لتنمية مهارات إنتاج الأفلام التربوية القصيرة.

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الكلمات المفتاحية: المقرر الدراسي، مهارات إنتاج الأفلام التربوية القصيرة.

## Introduction:

Preparing and selecting study materials is one of the most difficult matters facing those responsible for educational programs, because either process needs a set of standards, controls, conditions and specifications without which both become an unscientific process. Not everyone is able to prepare materials with this capacity, but only those who specialize in applied linguistics and practice in this field enter into this field.

Technological progress has imposed great and accelerating challenges for educational systems and their academic curricula, as the latter are required to keep pace with that progress, in order to achieve the higher educational goals, the most prominent of which is the development of technological enlightenment of students, including the knowledge, skills, patterns of thinking, values and trends related to different technological fields, especially one. Information technology because it is closely related to the reality of individuals' lives and their future at all levels and levels. (Academy of the Arabic Language, 1972, p. : 962).

The researchers believe that educational films are one of the linkages that represent a message from the student to his peers, teachers and family, in which he uses the means available to him from the means of technology to express his views, ideas, issues and topics of interest to him and the children of his generation.

The importance of educational films is evident at the present time, due to the direct influence of the media in the emerging ones in terms of forming their culture, determining their behavioral patterns, and imparting them to concepts, values, habits and trends. Educational films are among the most important means of mass communication that reach large numbers of viewers. You see it in small numbers as well, and likewise it can be used for individual education when a single student watches and studies the film. Perhaps one of the most important features of films is its ability to display the element of movement. (Abdel-Radi Hamdy El-Belboushi, 2006, p. 104)

Educational films are one of the most popular sources of learning. Films were available in every subject and at all levels. The specialist should know the properties of this method and its importance in education, and be familiar with some of the methods that are followed in photography and lead to achieving the goal of using it. (Suad Muhammad, 2011, p.85)

Educational media inside schools uses media activities through students under the supervision of media specialists to present media messages with educational goals that build students' knowledge, sentiments and skills, in the way that it has become necessary to have an educational film course to develop the skills of mobile cinema among students of educational media.

### **Problem of Research:**

The sense of the research problem came from field observation, as educational media activities are no less important than any other educational activities in the various educational stages, through which students practice arts, media skills, and train on them, as well as express their feelings, ideas, and opinions towards everything surrounding The educational media inside schools is the process of using media activities in schools by students under the supervision of a media specialist in providing media messages with educational goals that prepare students cognitive, emotional and skillful through the content of these media messages while providing all the necessary capabilities on the basis of prior planning For the types of media activities used in each educational stage.

Looking at our educational institutions in the stages of general education, we find that they do not include any educational film courses, and it follows that we do not have the opportunity to provide our students with the skills of producing educational films in early stages of development in proportion to the physical, psychological and mental characteristics of their growth.

### **Questions of Research:**

The study problem is crystallized in the following main question:

**What is the proposed course for developing the skills of producing educational films for high school students?**

The main question emanated the following sub-questions:

1. What are the main components of the academic curriculum for developing the skills of producing educational films for high school students from the specialists' point of view?
2. What is the proposed course for developing the skills of producing educational films for high school students in light of these main components?
3. What is the effectiveness of the proposed course for developing the

skills of producing educational films for high school students?

### **Aims of Research:**

The current research sought to achieve the main goal of designing a proposed course to develop the educational film skills of high school students through:

1. Designing a proposed course to develop the skills of producing educational films for high school students in light of the main components of the course from the point of view of specialists in the field of curricula, teaching methods, teaching techniques, and computers.
2. Recognizing the effectiveness of the proposed course in developing the skills of producing educational films for high school students.

### **The Importance of Research:**

The importance of the current study lies in the following:

#### **First - Theoretical Importance:**

- This study may help those in charge of preparing curricula in designing curricula in the field of educational films.
- This study may help students to develop the skills of producing educational films and employ them in educational purposes and how to benefit from them.
- This study is in line with recent trends to integrate technology into education to improve, upgrade and develop the educational process.
- This research is an extension of the studies that dealt with media activities, which emphasize the importance of these activities within schools.

#### **Second - Practical Importance:**

- The research is concerned with a relatively new field imposed by technological developments, which is "electronic curricula", and the effectiveness of their use in developing skills from all sides, and simplifying them for students of educational media, with their multiple capabilities and characteristics.
- Society has a responsibility to fulfill students' needs. Because it is one of the educational institutions and the most important of them at all.

## Research Methodology:

The quasi-experimental approach: Identify the effectiveness of the course in each of the educational filmmaking skills of the sample students in the semi-experimental curriculum, which is choosing a class of high school students (first - second - third).

## Research Tools:

In light of the research objectives and hypotheses, the following tools were designed:

1. Applying a questionnaire form to know the effectiveness of the course in developing educational film production skills.
2. The division of the course into a number of educational units, so that each educational unit includes:
  - Procedural goals
  - Educational content
  - Appropriate teaching methods and methods
  - Appropriate evaluation methods and methods

## Research Limits:

The research limits are divided into:

1. **Time limits:** The proposed course will be applied to develop the skills of producing educational films for high school students.
2. **Spatial boundaries:** application to a sample of secondary school students in Minya
3. **Content limits:** the proposed course to develop the skills of producing educational films for high school students.
4. **Human limits:** The current research was applied to a sample of (150) male and female students in secondary schools in Minya governorate. The researcher's choice of secondary students is due to several reasons, the most important of which are:
  - The lack of studies conducted in Minya governorate on high school students.
  - The richness and diversity of the social environment for students of this stage, as well as the increase in their need for knowledge and their pursuit of information and skills acquisition.
  - The ease of dealing with individuals of the sample at this stage to fill in the form and participate effectively in the experiment.

### Research variables:

**Independent variable:** the proposed course.

**Dependent variable:**

1. Developing the skills of producing educational short films, the research sample.
2. Student satisfaction with the form and style of presenting the proposed course to develop the skills of producing educational films in the proposed course.

### Research hypotheses:

1. There are statistically significant differences between the mean scores of students in the pre- and post-cognitive performance of educational filmmaking skills.
2. There are statistically significant differences between the mean scores of the students in the pre and post behavioral performance of the proposed course.
3. There are statistically significant differences between the averages of students 'scores in the pre- and post-emotional performance of the proposed course for developing educational film production skills.

### Search terms:

#### 1) The course:

It is a written plan that uses a set of two academic titles, which depend on the references and curricula adopted during one semester, and from the course definitions: It is the content that helps in achieving the interaction between the teacher and students and the content of the course material, whether it is based on textbooks, or electronic references from Through the computer, or field visits.

The course aims to achieve the best results based on the students 'role in understanding the academic material with the help of the teacher, so the course contributes to the implementation of an appropriate educational system within the classroom, and it is distributed over a group of academic units, and each unit has a specific goal that students must achieve, and its own educational resources It helps in implementing the course teaching in an easy and appropriate manner with students.

It is defined procedurally as an educational system consisting of a number of educational units in the field of educational films and includes the goals and scientific content, methods and methods of teaching,

educational aids and methods of evaluation, and is studied within the general study plan for secondary education students.

## 2) Course design:

Procedurally, it is intended as the process of developing a general framework for the course to organize its main elements and components (objectives, content, methods and methods of teaching, teaching aids, tools and methods of evaluation).

## 3) Educational films:

Operatively, he means films in which students put their ideas, act, film, and direct them themselves to confront negative behaviors in their society and reduce them

## Previous studies:

- Mona Ahmed's study (2016) entitled "A proposal for an Arabic language curriculum at the technical secondary stage in light of modern standards for curriculum design." The study aimed to develop a proposed conception of the Arabic language curriculum at the technical secondary stage in Sudan, in light of modern standards for curriculum design. The researcher followed the descriptive and analytical approach; Two tools were used: Analyzing the content of the Arabic language course at the secondary level, which is now taught in Sudanese secondary schools. And the interview with experts in curricula and experts in the Arabic language. The study reached several conclusions, the most important of which are: The researcher presented a proposed concept for the Arabic language curriculum at the technical secondary stage, which includes modern standards for curriculum design.
- Shahinaz Othman Abdulrahman's study (2016) Title of the effectiveness of a proposed visualization of an electronic course in educational techniques on academic achievement and the direction towards the course. The research aims to identify the effectiveness of an electronic course in educational techniques and communication with the College of Education in Afif on students' academic achievement and the direction towards the course, as the two researchers designed a course Electronic in teaching and communication techniques for seventh-level students, the study



sample consisted of (50) students of the seventh level, and the researchers also used the descriptive approach to analyze students' needs and the course and prepare a list of e-course design skills. The researchers prepared a number of tools, which are a list of e-course design skills - An electronic course in educational and communication technologies - an achievement test - a measure of orientation towards a course in education and communication technologies, and it was found that the variance is due to a large extent to the electronic course used.

- Ahmed Gamal Adel's study (2014) entitled: A proposed course for diving specialization students according to the new regulations of the Faculty of Physical Education for Boys, Helwan University "The aim of this research is to propose a course for diving for specialization students. It is the proposed course in which a large group of experts and teachers have contributed and this is the first course in light of the overall quality that takes into account the potential of new students in the sport of diving and also according to the standards of the International and Local Federation of Diving. The conclusions also stated that the medical and periodic examination under the supervision of doctors in depth medicine, as well as the importance of physical measurements, bearing in mind that the faculty members had an important role in selecting phrases with complete accuracy and the researcher recommends taking this new course.
- Sameh Saleh Fawzy's study (2013) entitled "The Impact of a Computer-Based Mathematical Course on the Health Culture of Kindergarten" The study aims to identify the effect of a computer-based course on the development of a kindergarten health culture. To achieve this, the researchers used the experimental method using an intentional sample From the kindergarten stage, dividing them into two groups, and applying the course to one of them, and the other applied the study program directed by the school, and the researchers used the electronic culture scale to know and measure progress, and among the most important findings of the researchers was the sports activities taught for this stage are insufficient to develop a healthy culture They have and that the use of the proposed program by the

researchers had an effect in acquiring healthy behavioral values and habits that were better than their peers.

- Omaima Al-Mu'tasim Khader's study (2013) entitled "Designing a course for library education in secondary schools in the countries of the Islamic world by applying to the Sudanese experience." The study aimed at designing a course for library education in secondary schools in Sudan. Designing a course for library education in the secondary school stages, what are the reasons for including the library education course in the secondary school curriculum, what are the procedures for preparing the office education course at the secondary stage. A questionnaire was used to know the reality of library education at the secondary level.
- The study of Manifold and Zimmerman (2011, Manifold & Zimmerman) aimed at developing positive attitudes in leadership towards art education curriculum decisions. The study was conducted on a sample of university students in five locations in the United States. The researchers also adopted observations, interviews, and dialogues in order to collect data, and among the most important results of this study: Art methods and training courses must be introduced into the curricula as quickly as possible, in addition to artistic practices and experiences that gain students positive trends in teaching art education.

### Search procedures:

The study steps are summarized in:

1. Access to some previous studies in the field of academic curricula.
2. Designing a proposed course prepared by the researcher to develop the skills of educational films for students of educational media.
3. Building the achievement test, presenting it to the arbitrators, and making amendments until it becomes applicable.
4. Applying the program to the study sample.
5. Re-applying the two evaluation tools to the study sample as a post application.
6. Using statistical treatment to obtain data and results for current research.
7. Analyzing and interpreting results, recommendations and proposed

research in the current field of research.

### research results:

1. There is a difference of statistically significant differences between the mean scores of students in the pre- and post-cognitive performance of educational film production skills in favor of post application in good proportions.
2. There is a statistically significant difference between the averages of students 'scores in the pre- and post-behavioral performance of the proposed course in favor of the post application.
3. There is a statistically significant difference between the averages of students 'scores in the pre- and post-emotional performance of the proposed course for developing educational film production skills in favor of post application.

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