

## **The Effect of E-learning Scaffolding (Direct vs. Indirect) in a flipped classroom on developing audio programs design and production skills and learning involvement among Specific Education College students**

**Ahlam Eldesoky**

Faculty of Education, Assiut University

E-mail: [ahlam.ibrahim@edu.aun.edu.eg](mailto:ahlam.ibrahim@edu.aun.edu.eg)

### **ABSTRACT.**

This study aimed at measuring the effect of E-learning scaffolding (Direct Vs. Indirect) within a flipped classroom on developing audio-digital software production and design skills as well as learning involvement among students of the College of Specific Education in Assiut University, The pre-posttest one-group research design was adopted. The participants included 60 first year students in the Technology of Education Department in Assiut University. They were divided into two experimental groups; 1st experimental group (N=30) studying through E-learning direct scaffolding technique and the 2nd experimental group (N=30) studying through E-learning indirect scaffolding technique. The study included four variables: achievement, skill performance, quality of design and production of audio-digital software and learning involvement. Results revealed that there were statistically significant differences on level  $\leq 0.05$  among the post applications mean scores of the 1<sup>st</sup> experimental group students and those of the 2<sup>nd</sup> experimental one favoring those of the 1<sup>st</sup> experimental group.

**Keywords.** Flipped Classroom; E-learning Direct; Indirect Scaffolding; Achievement; Skill Performance; Learning Involvement

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