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2010/ 1431

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا
إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ﴾

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(32:)

إهداء

إلى من غابت ابتسامته وبقيت نسمات دعائه حاضرة في الوجدان ..

إلى من علمني النجاح والصبر ..

إلى من افتقده في مواجهة الصعاب .. (أبي الغالي)

وإلى من أبتغي رضاها بعد رضا الله عز وجل ..

التي لم تأل جهداً في تربيتي وتوجيهي ..

ألبسها الله لباس الصحة والعافية .. (أمي العزيزة)

إلى من أشرقت شمسها في سماء حياتي ..

التي وقفت بجانبني وقاسمتني عناء البحث طيلة مشواري العلمي والعملية ..

التي عندما تكسوني الهموم أسبح في بحر حنانها ليخفف آلامي .. (زوجتي الحبيبة)

إلى إخوتي وأسرتي جميعاً ..

أهدي بحثي هذا،،،

وإلى أصدقائي وزملائي في العمل

شكر وتقدير

(مَرَّبٌ أَوْزَرَ عُنِي أَنْ أَشْكُرَ نِعْمَتَكَ الَّتِي أَنْعَمْتَ عَلَيَّ وَعَلَى وَالِدَيَّ وَأَنْ أَعْمَلَ صَالِحًا تَرْضَاهُ وَأَدْخِلْنِي
بِرَحْمَتِكَ فِي عِبَادِكَ الصَّالِحِينَ) . (النمل: 19)

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International Society for Technology in Education

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73	-6
73	-7
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75	-1
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85	-6
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خلفية الدراسة

1- مشكلة الدراسة.

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3- أهداف الدراسة.

4- أهمية الدراسة.

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6- مصطلحات الدراسة.

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(2005 :2)

(2005 :46).

(1994 :25).

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Curriculum Integration

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(2003 Joanne Capper).

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Naturally intelligent System

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Machine Language

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O.S

High level Languages

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Time Sharing

Interactive

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CAD/CAM

Pattern Recognition

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Case Tools.

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Virtual

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Reality

Advanced

Microelectronics

Technology

optical

Biotech

Material Technology

Technology

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(www.maktoobblog.com) .

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Information Technology

Information Management "

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Von Neuman

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Analogue

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Micro Brain

Bill Gates

Cray on a tray

Cray

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Knowledge Base

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Coordination

Globalization

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	Bank automation	
	Electronic fund transfer	
	Economic modeling	
Risk analysis	Investment management	
Time Series	Stock exchange information system	
	Computer assisted design	

	Farms & green house management	
	Irrigation control system	
	Expert diagnostic system	
	Pharmaceutical information system	
	Intensive care monitoring	
	Central reservation system	
	Traffic management models	
	Digital central switches & networks	

	Material analysis & synthesis	
	Exploring of geology deposits	
	Rationalization of energy	
	Advanced air defense system	
	Rocket & bombs guidance	
	Simulation based training	
	Computer assisted instruction learning	
	Educated information system	

	Videotex systems	
	Desktop publishing	
	Electronic entertainment	
	Flood & earthquake prediction	
	Environment mental information system	

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1	13	14	13	
1	13	13	14	
2	13	15	13	
2	12	12	14	
1	16	16	17	
1	20	20	21	
8	87	90	92	

$$(178 : 1987) \frac{(\quad)^2}{\quad} = \quad :$$

$$0.956 = \frac{(87)^2}{(90+92)} = (0.956)$$

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**	.789	26		**	.637	1	
**	.734	27		*	.348	2	
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*	.398	29		**	.423	4	
**	.625	30		**	.439	5	
**	.652	31		**	.521	6	
**	.624	32		**	.467	7	
*	.434	33		**	.372	8	
**	.663	34		**	.599	9	
**	.604	35		**	.513	10	
**	.588	36		**	.489	11	
**	.612	37		**	.449	12	
*	.435	38		*	.389	13	
**	.596	39		**	.475	14	
**	.614	40		**	.655	15	
**	.577	41		*	.335	16	
**	.655	42		*	.365	17	
**	.704	43		**	.613	18	
**	.702	44		**	.470	19	
**	.633	45		**	.492	20	
*	.401	46		**	.423	21	
**	.518	47		**	.690	22	
**	.841	48		**	.521	23	
**	.780	49		**	.422	24	
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0,05 =* . 0 ,01 = **

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**	.639		1
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**	.724		3
*	.654		4
**	.626		5
**	.532		6

0,05 =* . 0 ,01 = **

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**	.588		1
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**	.756		3
**	.730		4
**	.701		5
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0,05 =* . 0 ,01 = **

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$$\frac{r^2}{1+r} =$$

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**	.740	**	.588		1
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**	0.861	**	.756		3
**	0.844	**	.730		4
**	0.824	**	.701		5
**	0.909	**	.834		6
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**	.80		1
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**	0.76		3
**	0.74		4
**	0.72		5
**	0.81		6
**	0.85		

0,05

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64.29	41	53.57	31	64.29	21	53.57	11	57.14	1
50.00	42	60.71	32	60.71	22	78.57	12	75.00	2
67.86	43	53.57	33	75.00	23	50.00	13	75.00	3
50.00	44	53.57	34	53.57	24	67.86	14	53.57	4
67.86	45	50.00	35	60.71	25	67.86	15	50.00	5
57.14	46	50.00	36	53.57	26	57.14	16	50.00	6
53.57	47	57.14	37	57.14	27	53.57	17	64.29	7
50.00	48	57.14	38	57.14	28	64.29	18	57.14	8
53.57	49	50.00	39	50.00	29	50.00	19	64.29	9
53.57	50	50.00	40	64.29	30	57.14	20	60.71	10

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42.86	41	64.29	31	28.57	21	21.43	11	57.14	1
28.57	42	50.00	32	21.43	22	28.57	12	50.00	2
35.71	43	64.29	33	35.71	23	28.57	13	50.00	3
28.57	44	21.43	34	21.43	24	35.71	14	35.71	4
21.43	45	28.57	35	35.71	25	50.00	15	28.57	5
28.57	46	71.43	36	35.71	26	42.86	16	50.00	6
64.29	47	42.86	37	42.86	27	35.71	17	42.86	7
28.57	48	71.43	38	42.86	28	57.14	18	28.57	8
50.00	49	42.86	39	28.57	29	28.57	19	42.86	9
35.71	50	71.43	40	42.86	30	28.57	20	35.71	10

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85	51	
85	51	
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%57.89	11	%37.5	3	%72.72	8	
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%26.31	5	% 12.5	1	%36.36	4	
%55.26	42	%40.6	13	%65.9	29	
%52.63	10	% 50	4	%54.54	6	
%36.84	7	%37.5	3	%36.36	4	
%21.05	4	% 25	2	%18.18	2	
%47.36	9	% 62.5	5	%36.36	4	
%39.47	30	%43.75	14	%36.3	16	

	(19)	(8)		(11)		
%21.05	4	%37.5	3	% 9	1	
%15.78	3	% 12.5	1	%18.18	2	
%57.89	11	% 50	4	% 63.6	7	
%63.15	12	% 62.5	5	% 63.6	7	
%39.47	30	%40.6	13	%38.6	17	
%42.10	8	% 50	4	%36.36	4	
%63.15	12	% 62.5	5	% 63.6	7	
%26.31	5	% 25	2	% 27.2	3	
%31.57	6	%37.5	3	% 27.2	3	
%40.78	31	%43.75	14	%38.6	17	

	(19)	(8)		(11)		
%47.36	9	%37.5	3	%54.54	6	
%73.68	14	% 62.5	5	%81.81	9	
%57.89	11	% 62.5	5	%54.54	6	
%57.89	11	% 50	4	% 63.6	7	
%59.21	45	%53.1	17	%63.6	28	
						:
%68.42	13	% 62.5	5	%72.72	8	
%68.42	13	% 62.5	5	%72.72	8	
%68.42	13	% 62.5	5	%72.72	8	
%78.94	15	% 75	6	%81.81	9	
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%61	4.9	8		3
%54.3	4.9	9		4
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**	4.030	1.624	5.92	2.49	5.15		2
**	3.46	1.617	5.22	1.829	4.61		3
	0.554	1.699	4.94	1.713	4.85		4
	0.539	1.365	3.46	1.685	3.38		5
	0.331	1.383	3.48	1.620	3.43		6
**	4.656	5.148	29.06	7.447	26.06		7

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**	4.997	1.975	5.12	1.627	6.05		2
**	5.735	1.713	4.48	1.663	5.48		3
**	5.348	1.625	4.52	1.678	5.44		4
**	7.338	1.401	2.97	1.519	4.09		5
	0.652	1.532	3.41	1.496	3.52		6
**	7.469	6.362	25.48	6.095	30.31		7

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	238	6		120	4	خالد الحسن الثانوية للبنين	3
	305	8		109	3	هارون الرشيد الثانوية (أ) للبنين	4
	37	1				جرار القدوة الأولى الثانوية للبنين	5
	244	7				عبدالقادر الثانوية للبنين	6
	99	3				بني سهيلا الثانوية للبنين	7
	241	6		60	2	المتنبي الثانوية (أ) للبنين	8
	76	2		23	1	شهداء خزاعة الثانوية للبنين	9
	67	2				عمار بن ياسر الثانوية للبنين	10
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73		2	25		1	شهداء خزاعة الثانوية للبنات	18

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Islamic University-Gaza
High study Deanery
Education Faculty
Curriculum & Teaching Methods Department



**Role of technology book for the 12th grade in gaining
Students some international standards**

Prepared by
Hamed Ahmed Al-Hennawi

Supervised By
Dr. Mohamed Sleman Abu Shkair

**This study for Acquiring Master Degree In
education – Curriculum & Teaching Methods
Department**

1431/2010

Abstract

This study aimed to highlight the role of technology book for the 12th grade in gaining some international standards.

The problem of the study was restricted in these main questions:-

What's the role of technology book for the 12th grade in giving the students some international standards for information technology?

And from that question, these secondary questions were generated:

1. What are the international standards for information technology that should be implemented in the technology book for the 12th grade?
2. To which extent the international standards are implemented in the technology book for the 12th grade?
3. which level of enriching students with the international standards for information technology takes place?
4. Are there any counting sense differences in ($\alpha \leq 0.05$) in students acquirement for international technology standards that relate to the sex (males & females)
5. Are there any counting sense differences in ($\alpha \leq 0.05$) in students acquirement for international technology standards that relate to the Specialization (scientific & human science)

- For attaining the objectives of the study, the researcher has used the descriptive analytic method by following the steps below:

The researcher made a translation and organized a list for the international standards (ISTE 2007). This was done by the "International Society for Technology in Education".

This stated list was finally formed from (24) standards distributed on (6) perspectives, (4) standards for each perspective.

The information technology syllabus was analyzed according to the international standards for the information technology that should be taken into consideration. It was found that the syllabus has mentioned 24 standard which contributes %100.

The researcher has designed a collective test for the international standards for information technology which seemed veridical by the internal organizing, honesty of judges and ensuring its constancy. This has been done by calculating the constancy factor with the partition way. So, it was found that the value of the constancy factor equals to (0.941). And by the Alfa kronpakh method the constancy factor equals to (0.85) which means the test showed a very constant average.

The researcher depended on the target sample method when choosing the society. From each school contained the scientific and the literary route, two classes were chosen. This way was implemented on 8 schools; 4 schools for boys and 4 for girls.

The total number of the sample reached (480) individuals belonging to the society according to the entries of society volume.

A number of 30 questionnaires were distributed for each class. This equals to 9.4% from the actual society volume.

The study came out with the following results:

- It showed a non-balance in the percentages for the information technology perspectives; (innovation and modernism, communication and cooperation, researching and information ease , critical thinking, solving problems and making decisions, digital citizenship, and the technological terms and processes).
- The study explained that the average of students degrees (%54.9) was weak. And this shows in weak role of the information technology in enriching students with the international standards for information technology.

- The study proved that there are differences of a statistical indication in the level of gaining students the international standards for information technology due to the gender factor (males, females) in favor of girls.
- The study showed that there are differences of a statistical indication in the level of gaining students the international standards for information technology due to the specialization factor (scientific, human sciences) in favor of the scientific branch, which indicated that the students of the scientific branch are more aware of the international standards than the students of the literary branch.
- According to the results that the study has come out with, the researcher proposed a set of recommendations for those in the educational programs which help the students gain some international standards for information technology:
 - Revising the standards related to forming educational syllabuses and supporting them to keep up with the rapid development that we live in.
 - The necessity of gathering the standards within the units in a wide concept of which they could be more scientific and the ration between representation and comprehension becomes equal.
 - The necessity of providing proves for the teachers so that we could join between the standards we want to gain and the scientific subject that they teach.
 - The necessity of providing materialistic potentials such as computer laboratories and the process of fully preparing them and connecting them to the internet.