



Research Article

Assessment of online learning-based module "caring of the gifted child" as perceived by female students at King Khaled University¹

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Abstract

This study seeks to identify the assessment degree of online-based module of "Caring for the Gifted Child" as perceived by female students at King Khaled University. Participants were (250) female students attending Preschool Child Education Department/Faculty of Education. The sample (n=250) was selected using the simple randomization method. The analytical descriptive statistics approach was used, and data collection was conducted by a questionnaire developed by the researcher. Results indicated that: The online-based module of "Caring for the Gifted Child" was assessed at a high degree by the female students. There were no statistically significant differences at ($\alpha \leq .05$) level attributed to effect of academic achievement on all domains and the overall degree excluding domains of the "teaching process" and "instruction strategies planning", where differences were favoring high-achievers. No statistically significant differences were found at ($\alpha \leq .05$) level attributed to effect of the year of study on all domains and the overall degree.

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Introduction

For decades ago, the university education has been attracting much of the interest of researchers and educators. Obviously, an enriched instruction process has been considered a key factor in accomplishing higher levels of development and progress. The outcomes of this process that runs in line with the recent breakthroughs in IT and Communication technologies will help learners acquire skills and cognitions they need for achievement and creativity.

To keep improving the academic modules, they need to be assessed regularly, particularly in light of the pervasive dependence on the online and hybrid education systems. The assessment of academic modules should comply with the quality criteria and academic accreditation standards.

In this context, the higher education institutions (HEI's) play a significant role in the university education worldwide. They exercise a driving force for the educational development process that builds up students' knowledge, professional, cultural, and social aspects through focusing on the autonomous learning and supporting the creative and critical thinking skills (Scott et al. 2017; Lesjak, 2018).

To maintain a competitive edge, higher education institutions HEI's have to pay greater attention to quality of the educational services they offer. The graduates with employable skills they acquired will reflect good reputation of the institution and will own fine skills they need as future teachers (Alkan, 2017; Akleh et al. 2020).

Al-Shadhly (2017) argued that development of education is the backbone for a community's sustainable development and bringing about change. By developing the educational system elements including instruction

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strategies and methods teachers will be able to direct the teaching-learning process, creative positive learners, and renovate the value of learning through discussion and participation.

Generally, assessment process has been the focal point of interest for higher education institutions considering it as the cornerstone of the educational process. That is so because the outcomes of the assessment process will reveal the strengths and weaknesses in the different academic programs and their component elements including the curriculum, resources, instructors, and learners. In fact, a diversified instruction that employs various teaching strategies plays a significant role in developing a balanced character in students from the psychosomatic, social and mental aspects (al-Holly & al-Rashede 2016).

Abdelmalik (2019) discussed that coursework would include not only a set of practical and theoretical lectures but also form a roadmap for building up learners' identity. On the other hand, students' satisfaction regarding such curricula would be necessary as it reflects certain positive outcomes that require reinforcement or passive outcomes that require improvement. Al-Tal (2011) argued that curriculum planning entails focusing on student needs, interests, capabilities, and talents so as to build their characters. Regular assessment of the curriculum in light of certain criteria in terms of goals, content and prerequisites, relevancy, professional and practical value, raising questions and thinking, teaching methods, and modalities of assessment. The assessment process aims at replacing some instructional elements in a module when student expectations indicate little or no satisfaction.

In addition, studies report that student ratings form a significant source of data that can be used to improve student performance on coursework and to evaluate both student achievement and teacher's performance (Guo, Xu, 2020).

In the context of education quality, assessment is paramount in the teaching-learning process as the outcomes of the assessment process reflect the interaction taking place inside the classroom and during exercising the various teaching activities (Bedregal-Alpaca et al. 2019). In addition, assessment of the teaching is an effective tool to measure learning quality and improve the instruction. With the assessment of instruction, school district administrators can learn about the teaching delivered by teachers and measure the instruction they use. Similarly, assessment assists teachers to identify their strengths and weaknesses, so that they can take corrective action on time to facilitate instruction (Gao and Junli, 2019); and also, to take notes about their strengths and weaknesses, make necessary changes in the teaching methods they use, and assess training courses, if necessary (Siddique & Butt, 2019). In online learning, prompt comments and ratings by students help teachers improve their instructional practices during the term (Byrne & Donlan, 2020).

Say (2018) argued that delivering proficient teaching entails that teacher preparation programs provide them with the cognition and skills in their fields and to apply effective teaching practices in the classroom. The teaching-learning process is highly intricate and mostly individualized with many variables involved (Canedo et al. 2018). So, the teaching processes applied with students need to be revisited through developing in teachers the research skills (Woolf, 2014).

In addition, teachers need to acquire some important qualities like consciousness, the ability to enrich the learning environment, classroom management skills, diversified instructional methods that provide individualized learning, assessment skills to evaluate the teaching and the courses (Alter & Coggshall, 2015).

Dogan (2020) found that university students disparately rated the awareness and knowledge regarding the academic courses due to unequal opportunities they had during previous learning experiences. However, this gap can be filled up by developing their teaching skills.

The literature reviewed supported that students' assessment of the academic programs forms an important source of data for developing the teaching process and improving education quality (Archibon & Nja, 2011; Assaf, 2016). In addition, assessment of coursework enhances learning and sharpens skills (Sansone et al. 2020), develops integrated learning skills (Jogan, 2019), and enhances online learning skills among learners (Al-Shehri, 2016). Studies also indicated that assessment of modules and teacher preparation programs by student teachers improves their pre-service teaching skills basically at the faculties of education (Bulunuz, 2015).

In general, the literature reviewed imply that unidirectional teaching is a prescribe of fail for students in different courses. The assessment of the educational system and its academic programs is paramount because learners are the final outcome who will give momentum to the comprehensive development process in the community.

Similarly, there is a need to develop the content and teaching methods of gifted child education courses in response to academic advancements in the field and related research results. Assessment of the academic programs is very important. For the higher education institutions HEIs, assessment of the academic programs ensures quality of the programs offered and maintains compliance with the accreditation criteria. For learners, assessment of the academic programs helps identify strengths and weaknesses of the programs offered, improve quality of the education outcomes, and selection of the teaching methods most appropriate to learners and to use the feedback to assess the

quality of such courses delivered by the faculty, which will assist identify if there is a need to make changes, measure their contribution to learner's knowledge, and improving the targeted outcomes of the teaching process in light of the established criteria of the academic practices and education quality

Problem of Study

Therefore, this topic has attracted much of research interest. The current study aims at exploring female student's ratings of online Learning-based Module for "Caring of the Gifted Child" Child" as Perceived by Female Students studying the module at King Khaled University, through answering the following two questions:

- What is the assessment degree of the "Caring of the Gifted Child" module based on online learning as perceived by female students at King Khaled University?
- Are there differences in the assessment degree of the "Caring of the Gifted Child" module based on online learning as perceived by female students at King Khaled University by such variables as academic achievement and year of study?

Method

Research Model

The current study adopts the analytical descriptive methodology.

Study Group

The randomly selected sample consisted of female student teachers (n=250) attending the Faculty of Education, Department of Preschool Children Education, King Khaled University.

Data Collection Tools

The current study employed a 32-item questionnaire developed by the researchers as data collection tool and covered four domains measuring the assessment of module "caring of the gifted child": teaching process, learner's roles, instruction strategies planning, rating, and instruction content. The instrument was designed based on 5-item Likert scale [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree].

Validation

First: Content Validity:

The content validity was secured by sending the instrument to a group of expert specialists in curricula and teaching methods, measurement and assessment, psychology and giftedness, and creativity to elicit their opinions. The scale items were accepted by all judges.

Second: Construct Validity

To compute construct validity coefficients of the instrument, correlation coefficients of the scale items with the overall degree were drawn out for a pilot study sample consisting of (30) female students. The scale items were tabulated, and the correlation coefficient for each item was computed. The correlations of the items with the overall instrument ranged between (.21-.56) and with individual domains (.38-.87). Noteworthy, all correlations were acceptable and statistically significant at ($\alpha=.05$ and $\alpha=.01$).

Reliability

The reliability coefficient was computed using Cronbach alpha, where the coefficients for the subscales ranged between (.76-.87), and the reliability coefficient for the overall scale was (.89). However, the reliability coefficients on the retest ranged between (.85-.88) and for the overall scale (.92).

Statistical Criterion:

The likert 5-item scale was applied as a statistical criterion, where each item was assigned one degree (Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5). Data analysis was conducted with the following scale where the ranges from (1.0-2.33), (2.34-3.67), and (3.68-5.00) represent low, moderate, and high degree respectively.

Data Analysis

Means, standard deviations, and t-tests were employed to find out study results and explanations.

Results

Assessment of the "Caring of the Gifted Child" Online Module

To answer this question, means and standard deviations were computed for student ratings of the (Caring of the Gifted Child) module. The table below shows the results.

Table 1

Means and Standard Deviations of Student Ratings of the Module "Caring for the Gifted Child" in Descending Order by Means

Rank	No.	Domain	M	SD	Level
1	1	Teaching process	4.36	.866	High
2	4	Instructional Content	4.14	.368	High
3	2	Teaching Strategies Planning	4.10	.594	High
4	5	Learner's Roles	4.10	.532	High
5	3	Assessment	3.99	.624	High
-	-	Overall Degree	4.14	.423	High

Table 1 shows that means scores ranged between (3.99-4.36) with the "teaching process" domain was ranked top (M=4.36), and the "assessment" domain was placed in the last place (M=3.99). The overall mean score for the instrument was rated at (M=4.17).

The reason why the teaching process domain was ranked top is that virtual course content delivered during study the module "Caring of the Gifted Child" stimulates learner's attention and curiosity and to interact with the targeted goals. In addition, the effective teaching method applied in the online learning commensurate with the content delivered so encourage female students to get engaged with the online discussions and demonstrate self-motivation for keep tracking with the online learning. In addition, this result can be attributed to the teaching process itself that characterizes with accuracy and adaptability with different learning situations, and determines specific content, strategies, mediums and methods and assist achieving the instructional outcomes of the module and contribute to development of the learning programs.

The reason why the mean scores of student ratings of the module "Caring for the Gifted Child" were high from viewpoints of the female students would be the course prerequisites were so difficult from female student's viewpoints, particularly that the content is delivered virtually, and the course was designed considering education quality criteria for online learning, which contributed to accomplishment of the module learning outcomes. In addition, there has been a perceived development of the module "Caring for Gifted Child" in light of specific criteria reflecting education quality requirements. Further, the varied teaching methods employed to accomplish the learning outcomes including virtual lectures and synchronous activities ensure student interaction and stimulate understanding of the content and provide female students with tasks and activities that associate with daily life of students.

The online learning has become characterized with flexibility and accessibility because it employs the IT & Communication technologies in the electronic learning process such as electronic assessments and tests so that the ratings by female students studying Preschool Childhood were estimated at high for the module "Caring for the Gifted Child", basically in aspects related to assessment of the teaching-learning process and measuring the teaching performance of teachers. Prior studies reported that students' assessment of the academic programs forms a significant source of data for educational development process and education quality (Archibon & Nja, 2011).

This result is consistent with Assaf (2016) that reported high assessment degree by student teachers in Classroom Teacher and Child Education specialties of the effectiveness of the Practical Education Course on all domains; and consistent with Al Shehri (2016) that reported high-level ability of the faculties in managing online courses as perceived by students. Further respondents reported that they acquired the e-learning skills at a high level, and that the course content and activities were activated at high degree. Results also were consistent with Hinnawi (2017) that reported a high degree of the online learning-based module "Learn How to Learn as perceived by students, where the ratings ranged between high and very high degrees. This result is consistent with results from Thiabat (2018) that demonstrated a positive effect of studying the course "Physical Education Teaching Methods" on improving the teaching skills of preservice teachers; and agrees with Abdel Malik (2019) that found higher than average satisfaction level among students regarding "Critical Thinking" course.

However, results from this study disagrees with Al Quran & Ali AL Ghazo (2017) that found the assessment degree of the academic program quality by undergraduate students in the third and fourth year at the Yarmouk University was moderate; but agrees with Ibrahim Al Sayed (2015) that students' assessment of the instructional outcomes was moderate.

Differences of the Assessment of the "Caring of the Gifted Child" Online Module According to Variables

To answer this question, means and standard deviations of student assessment of the module of "Caring of the Gifted Child) were computed by variables of achievement and year of study. To demonstrate statistical differences among mean scores, t-test was applied, and results are shown by the table below.

Academic Achievement

Table 2

Means, Standard Deviations and T-test Results of the Effect of Achievement on Students' Assessment of the Module for "Caring of Gifted Child"

		N	M	SD	T-Value	df	p
Teaching Process	Average	34	4.03	.525	-2.562	131	.012
	High-Achiever	99	4.47	.932			
Teaching Strategies Planning	Average	34	3.93	.540	-1.986		
	High-Achievers	99	4.16	.603			
Assessment	Average	34	3.98	.594	-1.30	131	.896
	High-Achiever	99	4.00	.673			
Instructional Content	Average	34	4.11	.389	-.483	131	.630
	High-Achiever	99	4.15	.362			
Learner's Roles	Average	34	4.06	.491	-.494	131	.622
	High-Achiever	99	4.12	.547			
Overall Degree	average	34	4.02	.432	-1.845	131	.067
	High-Achiever	99	4.18	.414			

Table 2 shows no statistically significant differences at ($\alpha=0.05$) attributed to effect of achievement on all domains and the overall degree, excluding domain of the "teaching process", and "planning instruction strategies", where differences were in favor of the gifted.

To explain the result that there were no statistically significant differences in the overall degree between high achievers and average students, we can attribute the result to nature of the module "Caring of the Gifted Student", where the course content was delivered using teaching strategies that concentrate on higher thinking skills (analysis, synthesis, and organization) within a positive learning environment that reinforces in female students the motivation to achievement through focusing on a set of discussion-based activities.

On another hand, the nature and characteristics of the sample played a significant role in the differences attributed to achievement, especially the juxtaposition of cumulative averages between high-achieve and normal female students. Consequently, the individual differences among students were insignificant. However, incentives offered to female students creates a learning environment fostering creativity through employing such strategies as braining storming and problem solving, taking into account that the module uses such strategies to foster creativity in gifted children.

To explain the statistically significant differences between the female high-achievers and average students within the education environment, planning and teaching strategies domains we can argue that female high-achievers have greater motivation to achieve compared with average students regarding academic achievement. In addition, they possess greater insightfulness regarding the academic programs, make inferences, self-learning skills and the ability to apply such skills problem solving and high order thinking. Female high achievers' possess such personal qualities as higher self-confidence and self-esteem so they take the responsibility of their learning that reflects on mastery of the academic skills and reinforces motivation for learning, evaluate the educational situation with its different elements which finally reflects on the positive continual development of female high achieving students. In this context, [Jogan \(2019\)](#) found that learners acquire knowledge through the course content delivered and training depending on which they sharpen their academic skills with the educational situations and modify the cognition and skills accordingly combined with effective performance.

This result is consistent with [Al-Tal \(2011\)](#) and [Ibrahim & Al Sayed \(2015\)](#) that found not statistically significant differences in course assessment attributed to grade point average GPA and [Al Manae \(2005\)](#) that reported no statistically significant differences attributed to grade point average.

Second: Year of Study

Table 3

Means, Standard deviations and T-test to Measure Effect of Year of Study on Student's Assessment of "Caring of the Gifted Child" Module

		N	M	SD	T Value	df	p
Teaching Process	Third Year	51	4.19	.503	-1.726	131	.087
	Fourth Year	82	4.46	1.019			
Teaching Strategies Planning	Third Year	51	4.01	.599	-1.448	131	.150
	Fourth Year	82	4.16	.587			
Assessment	Third Year	51	3.94	.667	-.794	131	.428
	Fourth Year	82	4.03	.597			
Instructional Content	Third Year	51	4.11	.387	-.691	131	.491
	Fourth Year	82	4.16	.357			
Learner's Roles	Third Year	51	4.08	.524	-.359	131	.720
	Fourth Year	82	4.12	.540			
Overall	Third Year	51	4.07	.434	-1.562	131	.121
	Fourth	82	4.18	.412			

Table 3 shows no statistically significant differences at ($\alpha=.05$) attributed to the effect of the year of study on all study domains and the overall degree.

To explain this result, the course instructors don't diversify their teaching or individualize learning; instead, they would deliver content irrespective of the academic level of learners or activities related to the content. Further, female students from Preschool Childhood Department at King Khaled University have been recruited from somewhat homogenous socio-economic backgrounds that they would respond with flexibility and consciousness to online academic courses given their academic majors they pursue. On the other hand, the female students experience a healthy environment free from stressors that may foster their study skills of the coursework regardless of the student's year of study.

In addition, this result can be accounted for by the fact that regardless year of study, female students at the Preschool Childhood Department were from similar socio-economic backgrounds, so they have had proximate experiences during their studying life and supposedly to have acquired similar cognitions and such characteristics may not have affected by the differences in year of study variable because the online module content was delivered equally to female learners.

This study is consistent with [Al Wesi, Al Okour and Alloubani \(2020\)](#) and [Thiabat \(2018\)](#) that found no statistically significant differences in the assessment degree of Physical Education Teaching Strategies course attributed to the year of study. Similarly, this study agrees with [al-Tal \(2011\)](#) that found similarity in the assessment degree of the academic course reported by third- and fourth-year students.

In light of the findings from the current study, the author recommends that:

- A comprehensive revision is necessary for goals and content of female students' roles as well as for the module "Caring of the Gifted Child" at the Faculty of Education, King Khaled University.
- The need to develop the methods and activities exercised with the module "Caring for the Gifted Child" so that to reflect the advancements happening in the teaching-learning process.
- The need to apply multiple teaching and assessment strategies in order to develop female students' capabilities and attitudes and to conduct similar studies on other modules covering other aspects and measuring such variables as sex and the university.

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