

سيمنار علمي بعنوان

# Qualitative Data Analysis: Step by Step

تحليل البيانات النوعية خطوة بخطوة

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# Who am I?

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Findings

- 1-Choosing research methodology and methods.
- 2- Collecting data.
- 3- Analysing data.
- 4- Discussing the findings.

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# Research methodology and methods



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## Research aim and questions



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Employ an educational intervention related to the design and assessment of learning activities using SN website resources aimed at promoting students' CT skills.

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- 1- Do SN website-based learning activities promote students' CT skills which are reflected in their argumentative writing?
- 2- What are students' awareness of CT skills before and after these activities?
- 3- What are students' attitudes towards SN website-based learning activities?
- 4- Does merging SN websites' resources with the learning activities have an effect on promoting students' participation in the course activities?
- 5- What are the factors that affect students' participation in the learning activities?

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Design Based Research

Mixed Methods Approach

Convergent Parallel  
Approach

QUAN and  
analysis

QUAL and  
analysis

Compare  
or relate

Interpretation

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## Mixed methods approach

Qualitative tools

Quantitative tools

Students'  
reflections

Teacher's  
observations

Focus  
groups

Students'  
Questionnaire

CT  
Rubric

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**Any Question?**



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# Data Collection



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# What is the smart way to collect right data?



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<b>Semester weeks</b>	<b>Action</b>
During the semester weeks and while implementing the intervention (activities)	<ul style="list-style-type: none"><li>● CT rubric</li><li>● Observations</li><li>● Students reflections</li></ul>
End of the semester	<ul style="list-style-type: none"><li>● Student questionnaires</li><li>● Student focus groups</li></ul>



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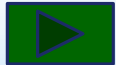

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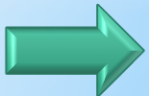
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## Data Collection (CT rubric)

- Every two weeks, after each activity.
- Students' essays were corrected by three raters.
- The average of the students marks were calculated.
- Students essays were collected and organized. 
- Collecting students' marks in a spreadsheet. 



**قوة الحميدي**

ما هي حجة كل من المؤيدين والمعارضين لإستخدام الوسائل التعليمية في التعليم، وما هو موقفك الشخصي من ذلك هل أنت مع أو ضد استخدامها؟

تختلف سميات الوسائل التعليمية من مستعمل لأخر، فأحياناً تسمى وسائل ابضاح ، لأنها تهدف إلى توضيح المعلومات ، وتسمى أحياناً أخرى الوسائل السمعية والبصري إن الوسائل التعليمية هي الأداة التي تعين الطالب على اكتساب الخبرات (التعلم) وتعمل على توضيحها وتبسيطها وإن الهدف من استخدامها : توضيح المعلومات وتبسيطها ونقلها بكل يسر وسهولة.

<http://www.drmosad.com/index99.htm>

وتنقل التربويون بأن لكل مؤيد ومعارض ، ويمكننا القول بأن حجة المعارضين تكمن في أن الوسائل التعليمية بأنواعها المختلفة لا تنفي عن المدرس ، أو تحل محله وإيضاً عدم وجود نواتر تدريبية لمعلم وفي مجال الوسائل التعليمية يضط استخدام الوسائل (المؤيرون) دويلة !!

وتلقون لها عبارة عن وسيلة معينة للمدرس تساعد على أداء مهمته التعليمية ، بل إنها كثيراً ما تزيد من أعباءه ، إذ لا بد له من اختيارها بحناية فائقة ، وتقديرها في الوقت التعليمي المناسب ، والعمل على وصل الخبرات التي يقدمها المعلم نفسه ، والتي تعالجها الوسيلة المختارة ، وبذلك تغو رسالته أكثر فاعلية ، وأصق تأثيراً ، ورغم الأسباب السابقة ، وغيرها لا يوجد مطلقاً عند المؤيرون ما يبرر عدم استخدامها ، والاستفادة منها ، التي التي

( واقع استخدام الوسائل التعليمية في تدريس ، د عصام ادريس )

رأبي مؤيدة جداً لإستخدام الوسائل لما تنتجها من فرص عظيمة لمواقف تربوية يستفيد منها الطلاب ، ويبقى أثرها معهم لسنوات طويلة . فهي جزء لا يتجزأ عن العملية التعليمية والتربوية ، لاسيما بعد أن غرقت قيمتها ، والمعاد التربوي منها بانها ضرورة من ضرورات التعلم ، وأدواته لا يمكن الاستغناء عنها . لهذا رصدت السلطات التعليمية لها ميزانيات ضخمة لشراؤها ، أو إنتاجها ، أو تعرضها وبيعها . ولكن يشترط اذلك بأن تكون وفق نسط محين وأمر يجب أن نأخذ بعبو الاعتبار .

لاشع ضاعه ؟

تربوية علوة ، ركزي أكثر في شرح الانكار داخل الوردية الجزاء منتقلة .

سعدا تربوي بالهاب الانكار ، اظني عليها انك قد الانح .

اسم الطلبة : .....  
الدرجة : .....

مهارات التفكير الناقد	وصفها	المستوى	الدرجة
1- التفسير	تأويل جدول متعلق بوجه من الشروح.	متوسطة وصف درجة لكل نقطة تكتب مقدمة منظمة أشرح فيها إلى موضوع الجدول القائم	1/4
2- التحليل	وصف موضوع الجدول باستعراض وجهات النظر المختلفة حول الموضوع، وتقييم آراء شائعة تدوم كل تجاه.	متقدمة تشرح عدد من وجهات النظر المختلفة، ولكن تنهجها معاً بطريقة مشتتة وغير منظمة	1/2
3- التقييم	تقيم وجهات النظر المختلفة حول موضوع الجدول والتعبير عن الرأي الشخصي فيها.	متقدمة لا تتكلم بوجه كلفة وجهات النظر باراء مؤيدة وناصية.	1/4
4- الاستدلال	تقديم أسباب واضحة وإشارة من الواقع إلى وجهات نظر.	متقدمة تشرح عدد من وجهات النظر المتشابهة، ولكن تنهجها معاً بطريقة مشتتة وغير منظمة	1/2
5- التشرح	توضيح الموقف التعليمي من موضوع الجدول، مع دعه بالأسباب والأشلة الواقعية.	متقدمة تشرح عدد من وجهات النظر المتشابهة، ولكن تنهجها معاً بطريقة مشتتة وغير منظمة	1/2
6- التظيم الذاتي	تقديم إحصاء على المصادر المختلفة والتنظيم بناء على ترتيب الأفكار، ومظهرها.	متقدمة تشرح عدد من وجهات النظر المتشابهة، ولكن تنهجها معاً بطريقة مشتتة وغير منظمة	1/4
معتبر	عن طريق العودية والايصال واسعة متبوعة	الالتزام بموعده التسليم	1/2
		التعليق على الإجابات الأخرى في العودية	1/4

General						Conditional Formatting	Format as Table	Cell Styles	Insert	Delete	Format	Σ	Sort & Filter	Find & Select
Number						Styles			Cells			Editing		
G	F	E	D	C	B	A								
	Average	First Activity				Name								
		RA.2	RA.1	Nada	Stu									
	3.4	2.5	3	4.75	stu1	مشاعل بنت سليمان بن عبدالله الدخيل								
	3.8	4	3.5	4	stu2	هلا بنت صالح بن محمد العجمي								
	3.1	3	3.25	3	stu3	نهى بنت عبدالرحمن بن محمد زيد								
	4.5	4.75	4.5	4.25	stu4	لمياء بنت الصيقي بن عبدالله العجمي								
	0.3	0.75	0.25	0	stu5	جوهره بنت عبيد بن عباد العتيبي								
	2.5	2.75	2.25	2.5	stu6	هاجر بنت علي بن حمد القعيد								
	0.8	1.25	0.25	1	stu7	فاطمه بنت سعد بن محمد القحطاني								
	5.5	5.5	5.5	5.5	stu8	منى بنت محمد بن يحيى القحطاني								
	1.4	1	1.5	1.75	stu9	مي بنت صقر بن عويص المطيري								
	m	m	m	m	stu10	عهود بنت باحل بن مقبل الشمري								
	5.7	5.75	5.5	5.75	stu11	نوره بنت محمد بن مانع القحطاني								
	4.3	4.25	4.25	4.5	stu12	رحاب بنت عبدالله بن محمد ال فريان								
	3.3	3.25	3.5	3.25	stu13	شهد بنت محمد بن علي المطلق								
	m	m	m	m	stu14	سمية بنت علي بن موسى الزهراني								
	2.9	2.75	2.75	3.25	stu15	نجد بنت فيحان بن فهد الخامسي								
	3.6	3.75	2.75	4.25	stu16	وجدان بنت سعد بن عبدالهادي القحطاني								
	3.8	3.75	4	3.5	stu17	الجوهرة بنت عبدالمحسن العثمان								
	1.0	1	0.75	1.25	stu18	امجاد بنت خليف بن تواب المطيري								
	3.6	3.75	3.75	3.25	stu19	خلود بنت علي بن محمد القحطاني								
	5.3	5.25	5.5	5.25	stu20	منيره بنت ابراهيم بن عبدالله العجلان								
	m	m	m	m	stu21	نوره بنت محمد بن عبدالله بن معمر								
	2.7	2.5	2.75	2.75	stu22	فlore بنت ابراهيم بن عبدالله الحميدي								
	4.8	4.5	4.75	5	stu23	يتائر بنت عبدالعزيز بن عبدالله المسعود								
	4.8	5	4.75	4.75	stu24	مي عبد الرحمن السراء								



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## Data Collection (Teacher observations)

- Every week, during the classroom (lecture).
- Recording the lectures.
- Observing the lectures by the researcher assistants.
- Transcribing the record and adding other observers notices immediately.
- Collecting teacher dairy and students questions.

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## Data Collection (Students' reflections)

- During semester weeks (anytime).
- Via electronic media such as email or face to face.
- Collecting and organizing the reflections in one file.
- Sending specific questions to the students.

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## Data Collection (Students focus groups)

- In the end of the semester, after all the lecturers finished.
- Setting different times and days for conducting the focus groups.
- Conducting the focus group by myself and it observed by the researcher assistant.
- Recording the focus group.
- Transcribing the focus group immediately after finishing and adding the observer's notices.



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# Any Question?





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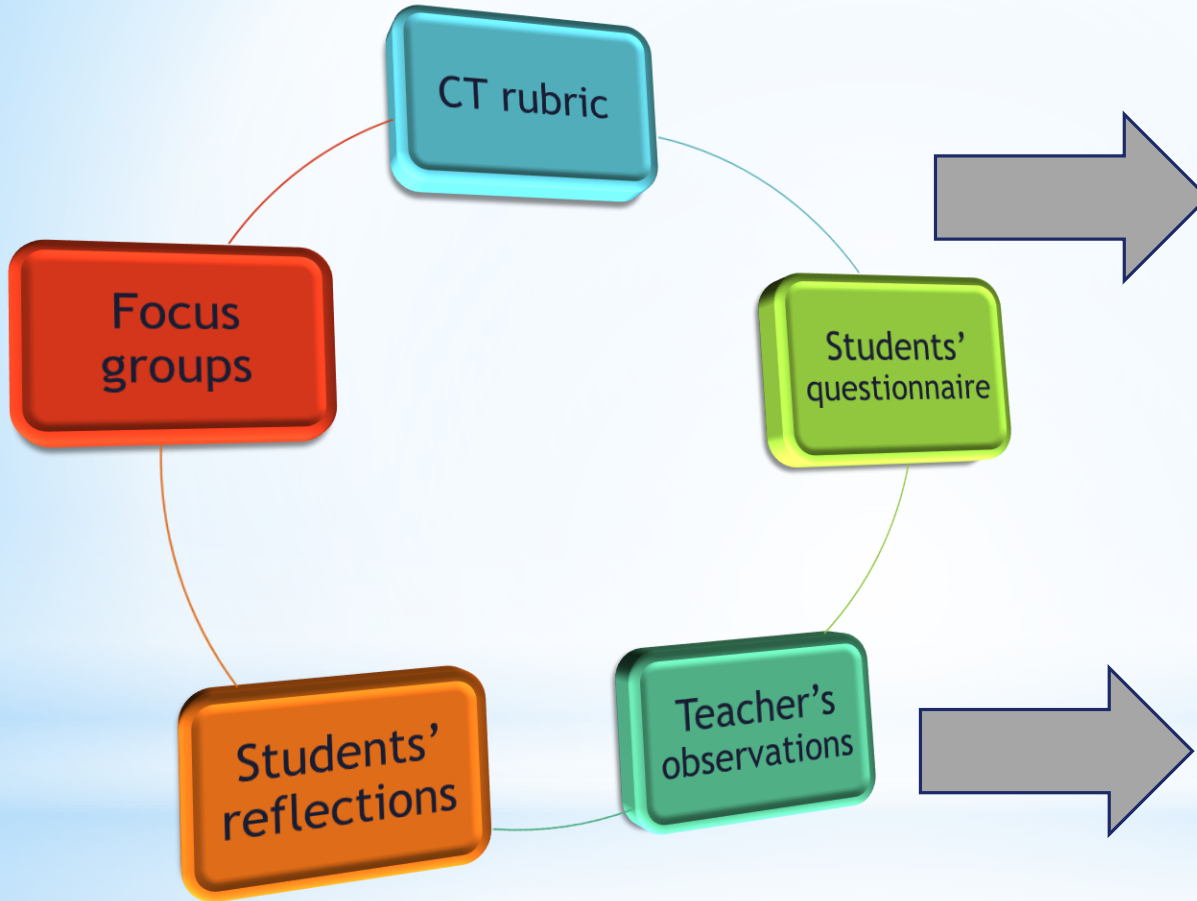
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**atlas.ti**  
QUALITATIVE  
DATA ANALYSIS

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## Quantitative data analysis

- I used SPSS software to analysis the data from the rubric and the questionnaire.
- I used One-Way repeated measures ANOVA and other post-hoc test to analysis the rubric results and investigate about the differences.
- I used descriptive tests like frequencies and means to analysis the questionnaires.



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## Qualitative data analysis

- I used Atlas software to analysis the data from the observations, focus groups and students' reflections.
- I used Thematic analysis to analysis all the transcripts.
- Based on the deductive approach, I started the analysis using initial themes based on my research questions and aims.

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## Mixed methods approach

Qualitative tools

Quantitative tools

Students'  
reflections

Teacher's  
observations

Focus  
groups

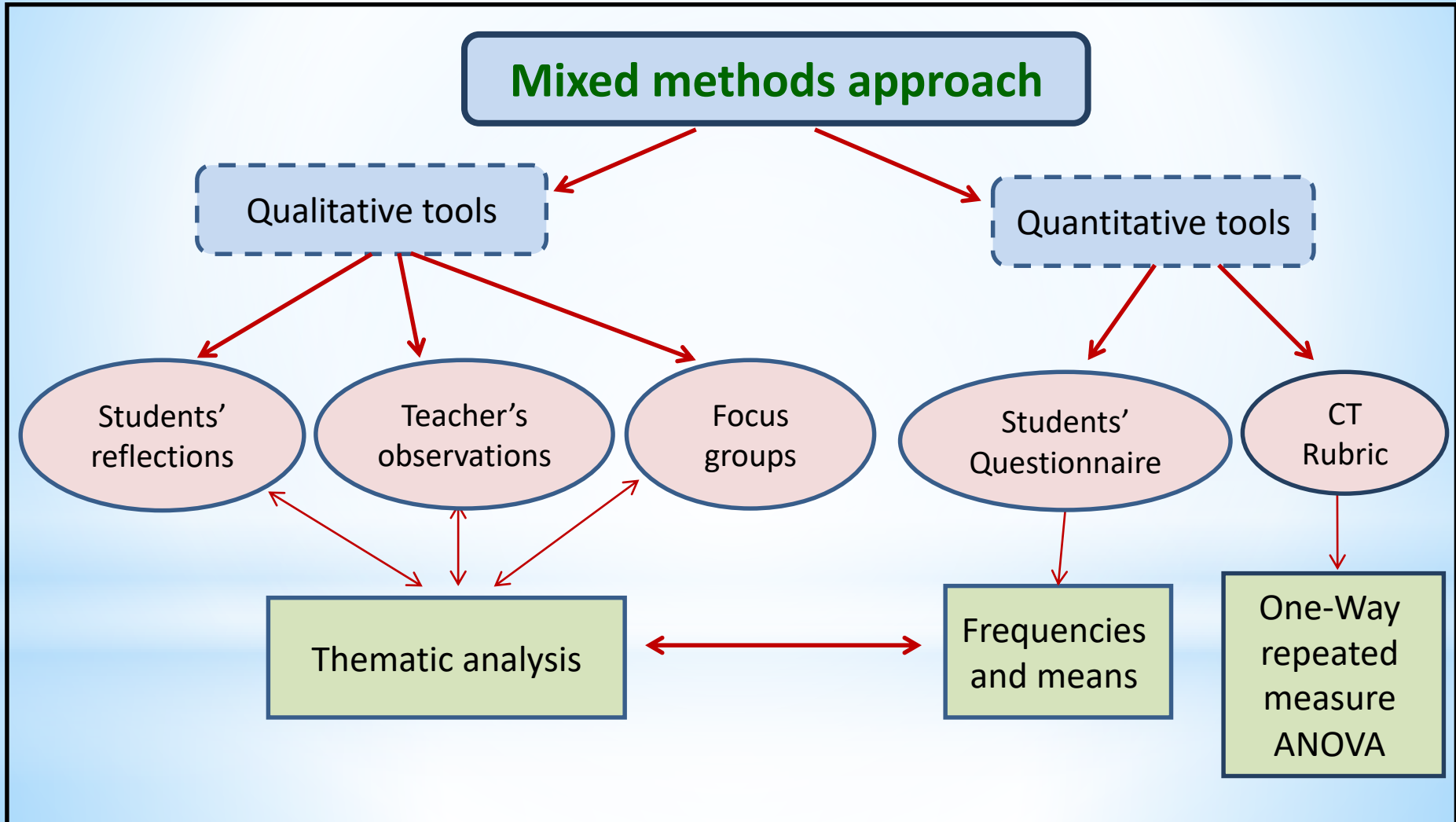
Students'  
Questionnaire

CT  
Rubric

Thematic analysis

Frequencies  
and means

One-Way  
repeated  
measure  
ANOVA



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The screenshot displays the ATLAS.ti 7.5.7 software interface. The window title is "New Hermeneutic Unit - ATLAS.ti". The menu bar includes "Project", "Edit", "Documents", "Quotations", "Codes", "Memos", "Networks", "Analysis", "Tools", "Views", "Windows", and "Help". The toolbar contains various icons for file operations, editing, and analysis. The main workspace shows a splash screen with the ATLAS.ti logo and the text "atlas.ti7". Below the logo, the following information is displayed: "Version: 7.5.7", "Student Single User License", "Expiration date: 05/04/2017", and "© 1993-2015 by ATLAS.ti GmbH, Berlin All rights reserved". The status bar at the bottom left shows "© 1993-2015 by ATLAS.ti GmbH, Berlin" and the status bar at the bottom right shows "Default".

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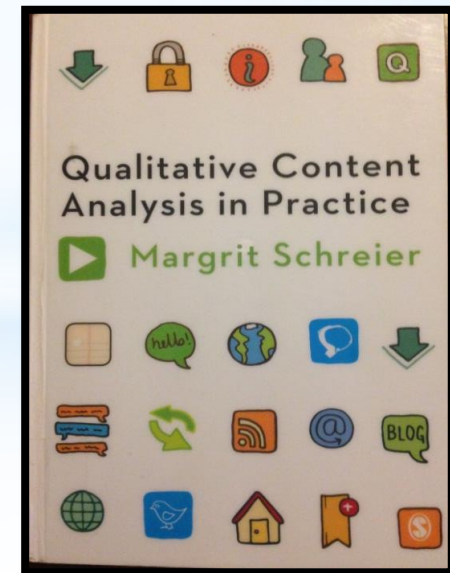
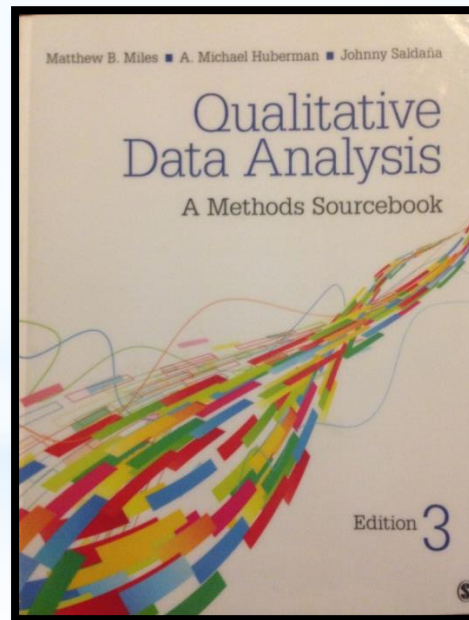
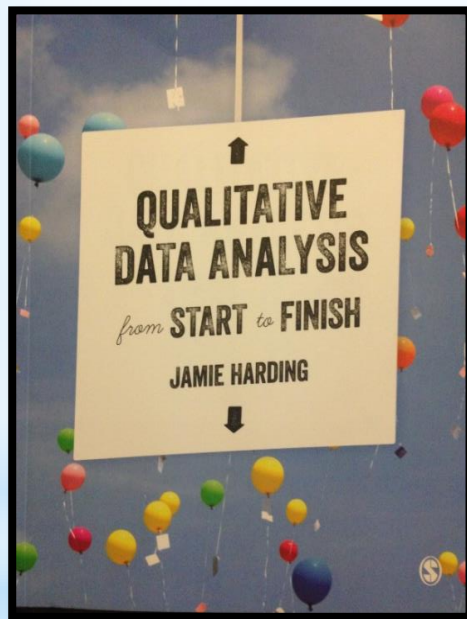
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## Before starting the qualitative data analysis:

1- Read some books about data analysis.





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## **Before starting the qualitative data analysis:**

2- Attended several online lessons in Atlas software.

3- Downloaded the software on my computer.

4- I had some workshop in the qualitative data analysis and Atlas software.

5- Uploaded my data on the software.



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## Doing qualitative data analysis:

1- Read the transcripts several times.

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2- Identify initial categories based on your reading and your research questions.

Categorize

CT skills

CT awareness

Factors

SN using

Attitudes

Writing skills

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### 3- Define the categorizes.

Categorize

Defining the  
categorizes

CT skills

CT awareness

Factors

SN using

Attitudes

Writing skills

Students' feeling about any changes in their abilities of CT skills

Students' positions toward these activities, and the reasons behind them.

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## 4- Determine the codes alongside the transcripts.

Categorize

Codes

CT skills

CT awareness

Factors

SN using

Attitudes

Writing skills

The screenshot shows the ATLAS.ti interface with a transcript titled "P 1: second focus group-2.docx". The transcript contains a conversation between a Teacher and several students (Al-Jawhara, Ahood, Mai). A line of text is highlighted in blue: "Mai: a critic establishes an argument with everything they read. The people argue themselves after they read anything, whether supporting or opposing the idea". On the right side, a list of codes is visible, including "Using SN in the activities~", "CT skills awareness~", "Students' writing attitudes and skills~", and "Attitude toward~".

Teacher: what is it?

Al-Jawhara: the way you used with us, to provide us with websites and let us do the search. I think this way is better

Teacher: but you still have to mention the references.... Ahood: yeah! (hahaha) teacher: I give you the references in order to save you time but should you take anything from them, you are to refer to such sites... Al-Jawhara interrupted: yes! (hahaha) of course it is necessary to mention the references.

Teacher: I would like to ask you a question which I asked in our first lecture, what is critical thinking? How do you define that?

Ahood: it means that everyone expresses their own opinions... Al-Jawhara interrupted: and consider others'... Ahood agreed: yeah, and consider others' opinions to see who's with and who's against his.

Mai: a critic establishes an argument with everything they read. The people argue themselves after they read anything, whether supporting or opposing the idea

Al-Jawhara: a critic should compare a subject to themselves before judging it or people's opinions. They first observe the reality of the idea within themselves and then consider many other opinions before uttering theirs.

Teacher: ok, then can you now distinguish between a descriptive and an argumentative writing?

Ahood: hmmm, an argumentative one is the subject about which can be many opinions. A descriptive one is no place for arguments.

Al-Jawhara: a descriptive one, for example, poses a subject describing it.

Teacher: what do you think Mai?

Mai: a descriptive writing may include a simple definition that take no opinions or proofs.

Teacher: good! Then you can now distinguish between the two?

Students all agreed and said: searching for different opinions

Teacher: I want to ask another question, do your teachers at the university ask you to think or write in a critical way?

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5- Alert to an unexpected categorizes arising from data.

Feedback system

Traditional homework

6- Review the codes and the categorizes.

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## 7- Create sub-categorized and themes.

Themes

Sub-themes

Sub-sub-themes

CT skills

Attitudes

CT awareness

Factors

SN using

Writing skills

Positive attitudes

Negative attitudes

Toward the activities

Toward themselves

Toward the course

Toward the teacher

## 8- Transfer them to a spreadsheet.

Positive attitudes	Attitude toward students themselves	1	Happy because I became faster in doing the activities	FG1 (Wejdan, May.M); FG2 (Ahoud, Aljoughra, May.S); FG4 (Rehab)		Hla, Nourah.Q, Sumaiah	
		2	Happy to learn new things that I did not know it before (watching myself improving)	FG1 (May.M, Nourah.M, Wejdan); FG3 (Folwa)		Mona.Q, Nourah.M, Wejdan	
		3	When I read my writing I feel proud of myself	FG1 (Nourah.M, Wejdan); FG3 (Folwa); FG4 (Kholud, Rehab)		Wejdan	
		4	Satisfied of our marks	FG1(MAY.M, Mona.Q, Wejdan); FG2(Ahoud, Aljoughra)	Obs5 (Wejdan, Mona.Q), obs6(Bashayer)	Rehab, Noha, Aljoughra, Sumaiah, Wejdan,	حتى الان جميع الطالبات راضيات عن درجاتهن على عكس ما لوحظ في اخر محاضرة
	Attitude toward the activities	9	There are no negative sides in the activities specially after the fourth one	FG1 (May.M)			مي: ايش رايك ايش الايجابيات و السلبيات؟؟ ( لاحظ سكوت كبير و عدم توفر نقاط عديدة لدى الطالبات)
		12	In general it was beautiful experience	FG3(Folwa); FG2 (Aljoughra)		Hla	
		13	Now I understood the activities and the images became clear	FG3(Folwa)	Obs10(May.M)		
		19	scientific value, stress then excitement	FG1(Nourah.M), FG4 (Kholud)			
	Attitudes toward the teacher and the course	22	I am happy to take the course with you and hope to take another courses as well	FG1(May.M, Mona); FG2 (Ahoud); FG3 (Bashayer)		Mona, unknown student	
		23	You are the best, all the professor's assessment criteria fits on you	FG2 (Ahoud, Aljoughra)		Mona, unknown student,	
		24	You are perfect and your performances was great (you made the lectures interesting)	FG2 (Ahoud, May.S)		Mona, unknown student, Rehab, unknown student	
		25	I benefited from the course	FG3 (Folwa)			
		26	I loved to come to the	FG3 (Bashayer)			

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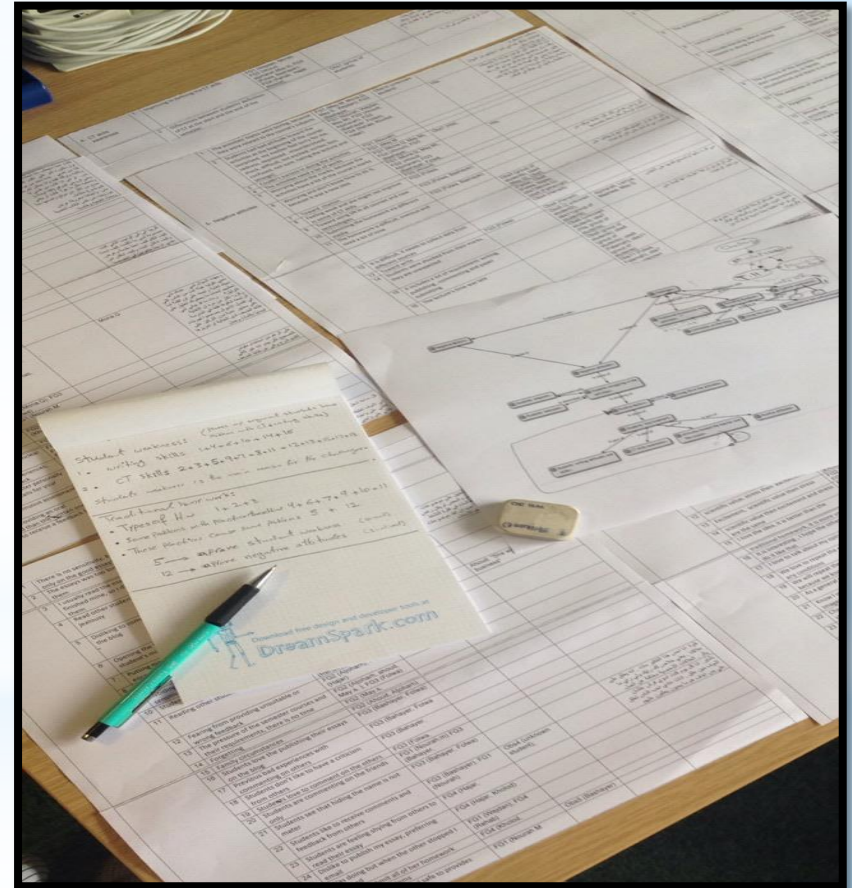
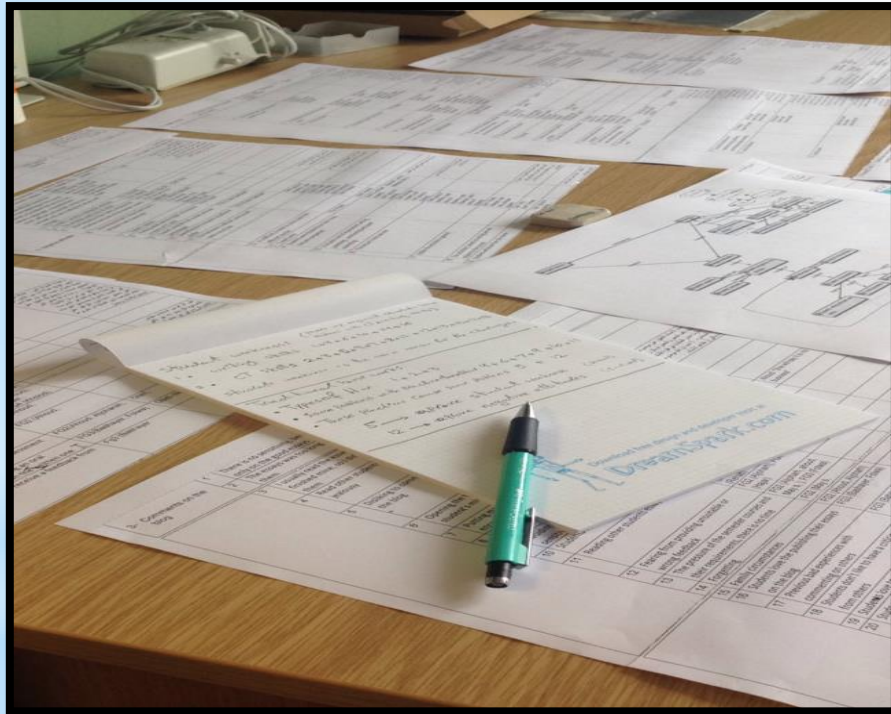
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9- Review the themes, sub-themes and the codes and their related to each sub-categorize.





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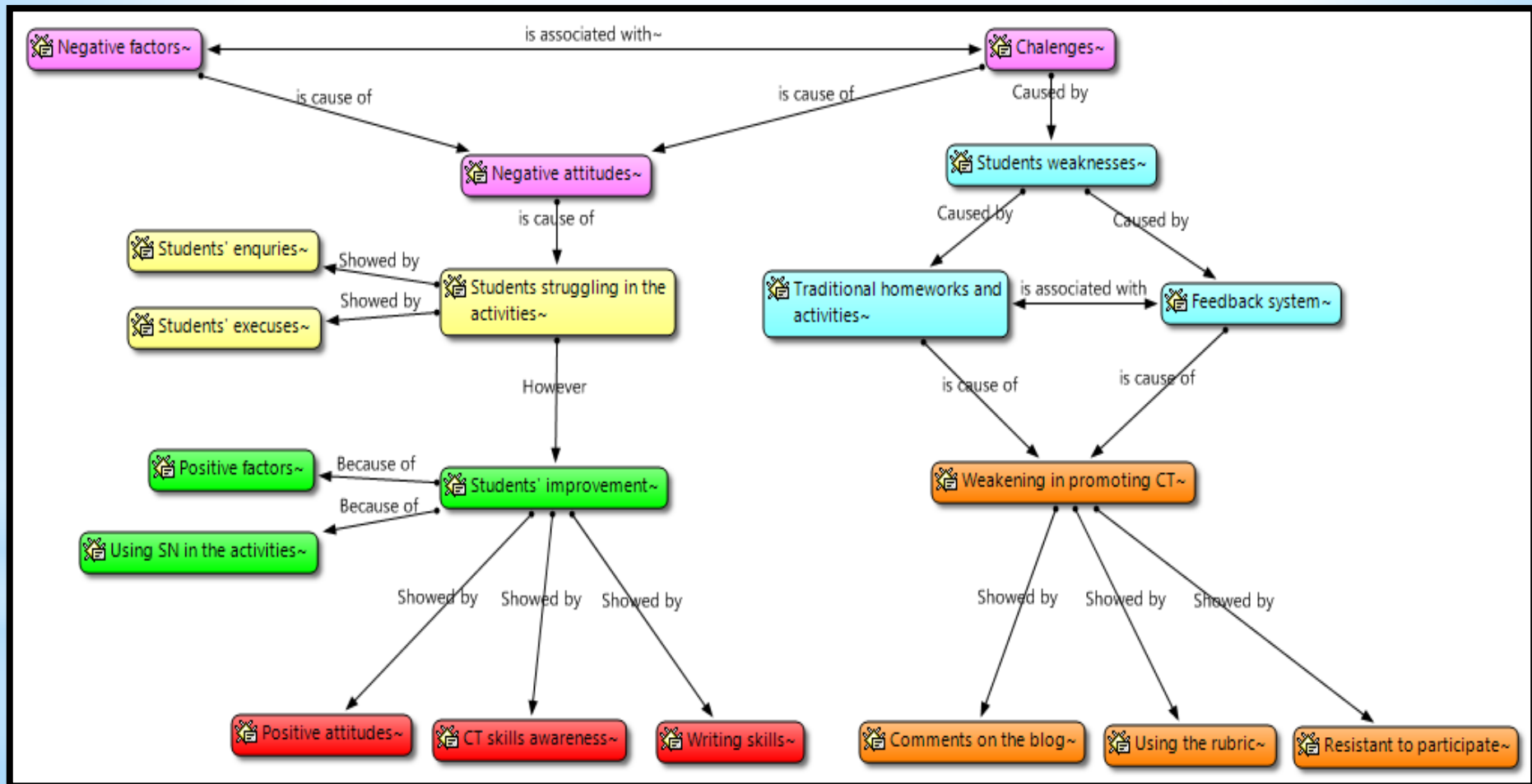
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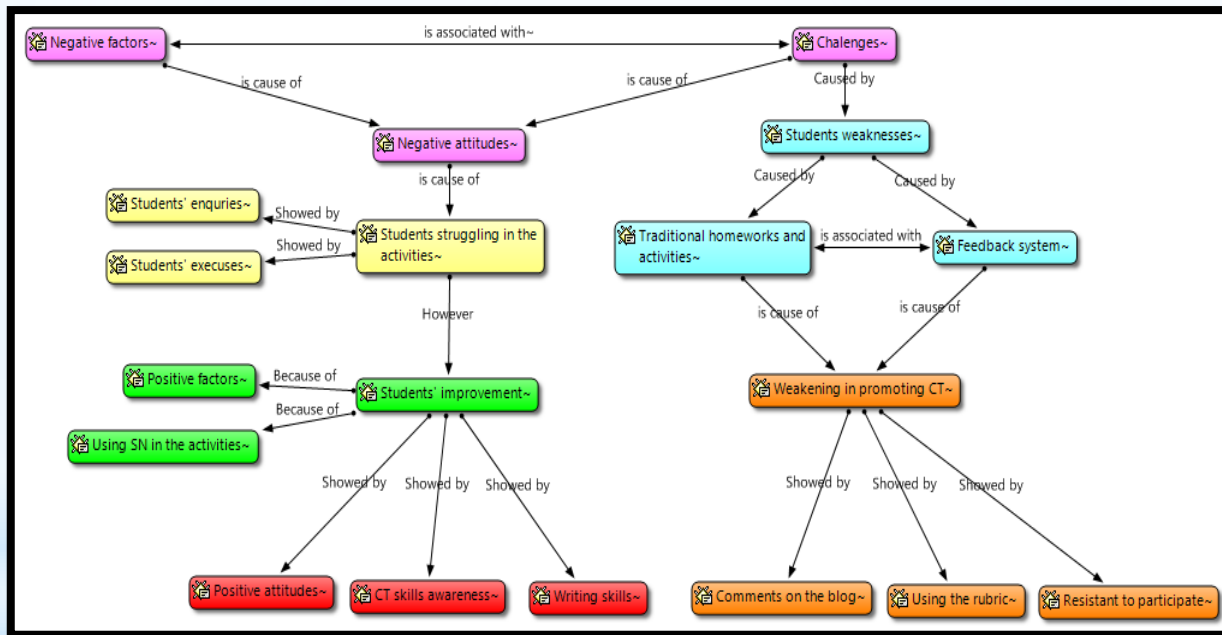
10- Find the relations between the themes.



# 11- Draw the relations between the themes.



## 12- Finally, write immediately about your findings.



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**Any Question?**



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# Discussing the findings



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## Discussing the findings:

- Based on the research methods (tools).
- Based on the research questions.

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**RQ 1: Do SN website-based learning activities promote students' CT skills which are reflected in their argumentative writing?**

<b>Data collection tools</b>	<b>Main research findings</b>
<ul style="list-style-type: none"><li>• CT Rubric</li><li>• Focus groups</li><li>• Questionnaire</li><li>• Observation</li></ul>	<ul style="list-style-type: none"><li>• Running one-way repeated measure ANOVA returns that <math>F=22</math>, a P value of <math>&lt; 0.001</math>, which indicates that overall there is a linear significant differences between students' scores for the four activities.</li><li>• Students' understanding about CT and argumentative writing concept have improved.</li><li>• Students' opinions about SN websites contents have changed.</li></ul>

## RQ 1: Do SN website-based learning activities promote students' CT skills which are reflected in their argumentative writing?

### بمقبول الأنظمة:

- هو اني اشرف اوبرا يعين فاقدة، كأن اقول صح أو لا، يعني ما اكون متأكد من المعلومه (الطالبة 9, حلقة النقاش الثانية).
- نقد الكلام الموجه.
- ما اكون متمسكة برأي واحد اقول الآراء السلبية والإيجابية وأعبر عن رأيي بحيادية (الطالبة 16, حلقة النقاش الثالثة). تصحيح بعض الأخطاء بناء على أسس علمية ونظرية وقواعد وطرق معينة (أجمع عدد من
- يكون للطلاب اختيار هذه النقطة حيث تركزت وجهات النظر له بعد ذلك أستعرض رأيي الشخصي, مهمها اختلفت أو تشابهت الآراء يجب أن لا اكتب وجهة نظري فقط يجب ان أعطي مساحة للقارئ لمعرفة وجهات النظر المختلفة حول الموضوع قبل عرض رأيي (الطالبة 22, حلقة النقاش الثالثة).



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**RQ 2: What are students' awareness of CT skills before and after these activities?**

<b>Data collection tools</b>	<b>Main research findings</b>
<ul style="list-style-type: none"><li>• Questionnaires.</li><li>• Focus groups.</li><li>• Students' reflections.</li><li>• Observations.</li></ul>	<ul style="list-style-type: none"><li>• Students noticed some improvement in their CT skills and were aware of the skills they needed to practice more.</li><li>• Students noticed improvement in their ability to reflect their opinions and express other opinions as well.</li><li>• Students felt improving in their argumentative writing skills.</li><li>• Students stated they need more practices on skills such as evaluating and commenting on others' opinions.</li></ul>

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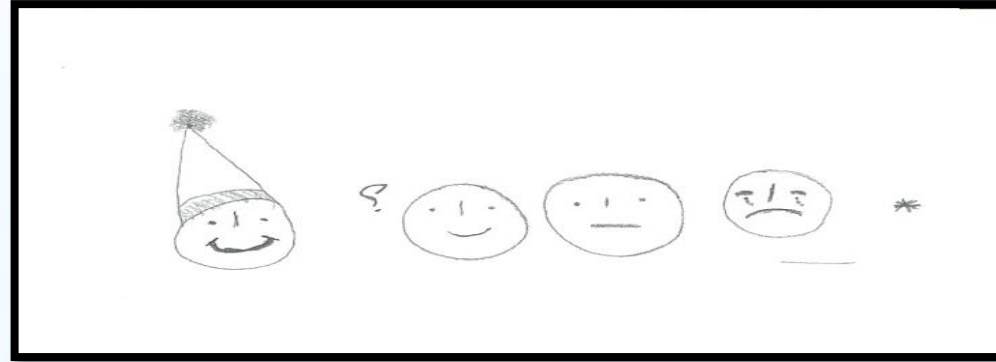
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**RQ 3: What are students' attitudes towards SN website-based learning activities?**

<b>Data collection tools</b>	<b>Main research findings</b>
<ul style="list-style-type: none"><li>• Questionnaires.</li><li>• Focus groups.</li><li>• Students' reflections.</li><li>• Observations.</li></ul>	<ul style="list-style-type: none"><li>• Negative attitudes at the beginning of the semester.</li><li>• Positive attitudes at the end of the semester.</li></ul>

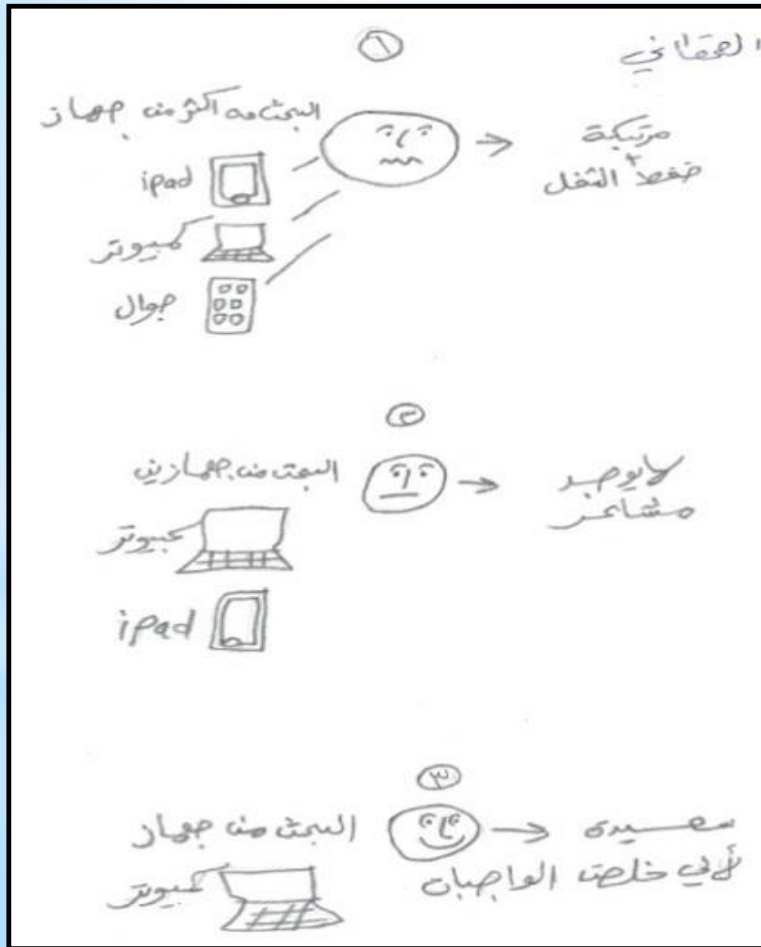
## Examples:



الطالبة رقم 22 قالت:

اول ما قلتلنا على الواجب حزنت !! حسيت انه شغل كثير خصوصا انني منزله كل موادي هذا الترم , فانهلت!! يعني اللي فهمته انه بحث مصغر مقدمة وخاتمة ورئي وما اردي ايش!! علشان كذا كنت مره مكتتبه والدليل اني جيتك في المكتب اتكلم معاك. ثاني واجب ما عرفت كيف أحله جلست اناظر كذا , جلست عليه ايام وانا جالس كذا على الجهاز ما ادري كف ابدأ. الثالث هي الاستاذة طلعت لنا الاخطاء اللي طحنا فيها وكيف تبدئين كنت لما اكتب ما كنت اعرف صح او خطأ وانا ماكنت عارفه كيف ابدأ وانت تقولي لنا فقط اكتبوا. الثالث انبسطت شوي بديت اعرف كيف انظم افكاري الرابع ما جلست عليه اكثر من 10 دقائق كنت مبسوطه فيه وبدرجتني بعد ( الطالبة 22, حلقة النقاش الأولى).

## Examples:



### الطالبة رقم 19 عبرت:

في البداية كنت مرتبكة واشعر بالضغط فلا استخدم جهاز واحد اجمع الاجهزة عندي وابحث في كل جهاز شوي, بعدين بدأت أفهم وتمكنت من العملية و صرت اكثر تنظيم واصبحت اعتمد فقط على جهاز اللاب توب في الأخير.

بالنسبة لمشاعري بصراحة في البداية كنت مرتبكة و ما عندي اي مشاعر . بعد كذا بدأت انبسط في حل الواجب واحسن نفسي تحسنت كثير (الطالبة 19, حلقة النقاش الرابعة).

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**RQ 4: Does merging SN websites' resources with the learning activities have an effect on promoting students' participation in the course activities?**

<b>Data collection tools</b>	<b>Main research findings</b>
<ul style="list-style-type: none"><li>• Questionnaires.</li><li>• Focus groups.</li><li>• Observations.</li><li>• Students' reflections.</li></ul>	<ul style="list-style-type: none"><li>• Although students stated their preference with regard to using SN websites in the activities and stressed some of the positive aspects of using it, the data gathered is not adequate to say that using SN websites improves students' participation in course activities.</li></ul>

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**RQ 5: What are the factors that affect students' participation in the Learning activities?**

<b>Data collection tools</b>	<b>Main research findings</b>
<ul style="list-style-type: none"><li>• Focus groups.</li><li>• Questionnaires.</li><li>• Observations.</li><li>• Students' reflections.</li></ul>	<ul style="list-style-type: none"><li>• Positive factors<ul style="list-style-type: none"><li>- Teacher's approach to introducing learning activities.</li><li>- Factors integrated from the activities.</li></ul></li><li>• Negative factors<ul style="list-style-type: none"><li>- Factors related to the activities' structure.</li><li>- The students themselves.</li><li>- Some other external factor</li></ul></li></ul>

# ختاماً

أشكر لكم استماعكم واهتمامكم

وسعيدة بالإجابة عن أسئلتكم



Please, don't forget to  
complete the evaluation  
sheet

