



Setting standards for electronic courses for measurement and evaluation in colleges of physical education according to quality standards

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Introduction to research :

capabilities in a scientific framework, and future education refers to the importance of providing the learner with self-learning skills and motivation for continuous learning to develop his basic skills, and to transform his interests from teaching to learning, and from receiving information to processing it and from some knowledge to the integration of knowledge, and from limiting reliance on the written word as a source of knowledge to the use of many written and read, audio-visual, and interactive learning resources through stand-alone computer programs that contribute to Developing the educational process.

The curricula are the basic effective tool that enables those in charge of the educational process to achieve the educational and

The current era is witnessing a scientific, information and technical

revolution, until the main feature of it has become change and development of all information and knowledge, and technology has invaded all areas of contemporary human activity, until the knowledge structure relied on electronic databases that helped the educational policy in achieving its developmental goals, as the educational systems of education in modern society witnessed great interest in qualifying learners for the good use of information technology, mastering the languages of the age, how to obtain and process them, and ways to invest time efficiently And the management of the available



multiplicity of sources of knowledge and the development of Theories that focus on the learner as the starting point for the acquisition of educational experiences and mastery of skills (36: 13, 73).

Physical education curricula seek to achieve integration and growth in the personality of educated individuals, so paying attention to its curriculum and working to develop its goals and methods of teaching and evaluating it at all educational levels in line with the changes in society has become an urgent matter and a duty of attention to suit our actual reality, our customs, traditions and the philosophy of our society (38: 45).

Afaf Abdel Karim (1995) and Fatima Awad et al. (2000) point out the importance of paying attention to the motives, interests, needs and age characteristics of learners of the stage for which the curriculum is prepared when laying the foundations and purposes of these curricula (22: 44) and (26: 67).

More than a million people in the United States alone are

educational goals, so these curricula, including educational materials, teaching methods and evaluation, must be modifiable, changed and developed in line with the nature of this era to ensure the continuity and survival of the impact of the educational material until it becomes of effective value in achieving the goals of teaching and learning (9: 175).

Mahmoud El-Dabaa (2006)(36) points out that the curricula are not considered a means of acquiring knowledge and information only, but it is a goal in itself and future plans and goals that the nation aspires to reach, a general framework that translates the visions of society, its philosophy, goals and aspirations, and the process of building curricula is the sum of the processes that determine the nature of the components of the curriculum and what it will contain and the way these components are organized, and the construction of curricula varies depending on the development of civilization in the curricula and methods of formulation and also according to technological development and the

father of total quality, and the interest of educational institutions in the application of the total quality curriculum in the field of public education to obtain a better quality of learning and the graduation of learners who are able to exercise their role better in community service, until the increasing number of institutions Which follows the total quality system both in European countries, the United States, many developing countries and some Arab countries, which began to practice this approach in some of its educational institutions (12:1).

The researcher believes that the text that can be clicked on by the link is the so-called hypertext or supertext associated with other information and knowledge, and it is usually of a different color from the texts around it and when you click the mouse on specific words its shape turns from the arrow to the shape of the hand and leads to the transition to other new screens with more information shown and linked, and the hypertext or hypertext gives the opportunity to jump from one topic to another in the same document where it is

earning accredited university degrees online in education, nursing, information technology, business administration, accounting, software engineering, criminology, healthcare systems management, and many other fields, and by 2024, one in ten students will be enrolled in courses offered entirely online.⁴⁹

The researcher believes that the importance of e-learning is evident from its ability to enable the learner to progress in his learning in a way that suits his abilities and preparations, as it allows the learner to focus on important ideas and take advantage of the time factor ,This type of education does not eliminate the role of the teacher but moves it from the role of teleprompter to the role of coordinator and manager of the educational process.

Total Quality is one of the modern concepts that emerged as a result of the intense global competition between Japanese productive institutions on the one hand and the American and European on the other, at the hands of the scientist Deming (Edward Deming), who was nicknamed the

Through the work of the researcher in teaching measurement and evaluation in the college, he noticed that there is no specific electronic course that contains educational objectives, specific content, educational units and evaluation tools, so he tried to prepare modern educational programs for physical education teachers that are implemented through educational technology that clarifies teaching skills and cognitive aspects of them and what must be followed and how to apply, starting from lesson planning and through implementation and what it requires, to the arts of evaluation and evaluation, which leads to the development of trends towards these. The profession is a responsibility stemming first from the university represented by the faculties of physical education as the legitimate leadership of the localization of modern sciences and the underlying industries and scientific and educational revolutions that contribute to the formation of a renewed mind that takes all new and does not reject all the old to reach the best in the philosophy of teacher training after

considered. A compilation of the files of many texts written within the framework of a specific topic that is classified, arranged and linked between them in a branching, intertwined and non-sequential manner that enables the browser to view, navigate and navigate them flexibly and freely within the framework of non-linear paths to choose the intended knowledge in a non-straight format, which includes links that the browser can by clicking to move from one place to another inside or outside the knowledge text, thus linking through it between specific words within any document in which there are words. Also, another specific that is clicked with the mouse allows the opportunity to learn about other additional knowledge, so the hypertext or hypertext is considered multidimensional characterized by the dimension of sailing and wandering, while the traditional text is one-dimensional and sequential and reads in one line or direction, so the hypertext is considered a good supporter of the hypermedia style if they are well prepared.

3 What is the appropriate content of the electronic course for measurement and evaluation for students of the Faculty of Physical Education, University of Sadat City using?

Search terms:

E-Course:

It is the presentation of a set of educational experiences and activities through steps shown on technological foundations in the presentation, storage and recall of information for the educational process to achieve the desired educational objectives (procedural).

Links :

It is the one that helps to link between information and knowledge and facilitates the transition or jumping and access between them in a non-linear manner and in the form of links and a continuous flow of text, where the teacher moves from general knowledge to the more specialized knowledge of his choice (procedural).

The concept of total quality:

An integrated method applied in all branches and levels of the

service to keep pace with the new contemporary changes, and to the best of the researcher's knowledge they did not find a study that dealt with proposing an electronic course for measurement and evaluation using the Faculty of Physical Education, University of Sadat City

Research Objectives:

The current research aims to:

What are the appropriate criteria for the content of the electronic course of measurement and evaluation for students of the faculties of physical education in light of quality standards.

Research Questions:

In light of the objective of the research, the researcher puts the following questions:

- 1 What are the appropriate quality standards for the content of the electronic course measurement and evaluation for students of faculties of physical education?
- 2 Are the proposed standards suitable for measurement and evaluation skills in the faculties of physical education?

teaching, evaluation, .. etc) and its outputs (cognitive, skill, and emotional) to allow measuring the quality of the educational process, and ways to develop this quality and raise its level.(procedural).

Research Plan and Procedures:

To achieve the objectives of the research and test its hypotheses, the researcher followed the following steps:

Research Methodology:

The researcher used the descriptive method in the survey method, as it is the appropriate approach to the nature of the proposed research course.

Research population and sample:

The research community includes faculty members in the faculties of physical education, Department of Psychological and Educational Sciences, and the basic sample was randomly selected from faculty members consisting of (40) forty faculty members and the survey sample was randomly selected (30) thirty faculty members from the various faculties of physical education.

educational zone to provide workers and work teams with the opportunity to satisfy the needs of students and beneficiaries of the learning process, or is the effectiveness of achieving the best educational research and advisory services with the most efficient methods, the lowest costs and the highest possible quality (6:73).

Standards:

These texts express the qualitative level that must be clearly present in all the basic and constituent aspects of any educational program, and these aspects include: the philosophy from which the course proceeds, the teaching staff, the students, the administration, the educational resources, and the professional competencies of the teacher" (45: 42).

Quality Standards of Electronic Courses:

It is a set of specifications and conditions agreed upon by the concerned educational bodies that express the quality and efficiency of the various elements of the course with its components (human and material) and its elements (educational, educational,

measurement and evaluation, and the specialization of measurement and evaluation, and those who have experience in this field and who have at least a doctorate and the duration of their experience is not less than (5) five years about the existence of quality standards for the activities of the content of measurement and evaluation taught in the faculties of physical education, through a questionnaire containing an open question in which the expert surveys the opinion of the expert about the existence of quality standards and whether Found includes both (objectives, content, activities and means of evaluation) Appendix (1) The result of the exploratory study of the opinions of experts resulted in the absence of standards for the quality of measurement and evaluation content activities.

In the light of the previous exploratory study, the researcher reviewed the scientific references that dealt with the subject of quality standards "Janice Arcarro" (2002) (10), "Ministry of Education" (2003) (42), "Mohamed Atwa and Metwally Bdeir" (2006) (35), "Mahmoud El-

The researcher selected the research sample in light of the following condition:

The number of years of experience is not less than five years in the field of measurement and evaluation.

Data collection tools:

To collect data for the research, the researcher relied on a set of means, which are shown as follows:

First, the expert opinion survey form on the quality standards of the proposed e-course measurement and evaluation.

Second, an expert opinion poll form on the existence of a course for measurement and evaluation in the faculties of physical education.

Third: Expert opinion poll form on the electronic course for measurement and evaluation in light of quality standards.

First, an expert opinion survey form on the quality standards of the electronic course for measurement and evaluation.

The researcher surveyed a sample of experts from the faculty members of the faculties of physical education from the specialization of curricula,

The researcher designed an annex (2) form to present these axes to the experts specialized in the field of curricula and methods of teaching physical education, numbering (11) eleven experts supplement (7) who have at least a doctorate degree and their experience is not less than five years in the field of measurement and evaluation.

The experts agreed on the five axes, and the researcher was satisfied with the agreement rate of 75% of the experts' opinions on these axes.

The researcher wrote the vocabulary for each axis of the proposed quality standards, according to previous studies and specialized scientific references that have already been referred to.

The researcher designed a form that includes the axes of standards and vocabulary indicating each of the five axes Appendix (2) in order to present it to the experts, axes and vocabulary of the standards for each axis are as follows:

- The general educational objectives standards (20) twenty standards.

Daba" (2006) (36) and studies that dealt with quality standards such as the study of "Farida Al-Najjar" (1997) (27), "Fouad Helmy and Nashat Sharaf El-Din" (1998) (25), "Essam Azmy, Bahaa Abdel Rahman, Abdel Nasser Jabr" (2006) (20).

The researcher identified the basic axes of the quality standards of the proposed course, and their number reached (5) five basic axes, namely:

The first axis: quality standards for the general educational objectives of the course.

The second axis: quality standards for the content and activities of the course.

The third axis: quality standards for the methods and methods of teaching the user to teach the content and activities of the decision.

The fourth axis: quality standards for the capabilities necessary to implement the content and activities of the decision (human material).

The fifth axis: quality standards for evaluating the content and activities of the decision.

experts on the vocabulary of the axes of the standards form, and the following table (1) shows the ratios of agreement of the gentlemen experts on the vocabulary of standards

The percentage of agreement of the experts on the quality standards of the proposed electronic course ranged between (72.73%: 100%) in favor of the item (verifies), which indicates the appropriateness of the proposed standards for the proposed course, but there are ratios of agreement between the experts for some of the vocabulary of some standards came in favor of an item that is not achieved, as the agreement ratios for these phrases amounted to less than 70%, which is the percentage that the researcher accepted as the ratios of agreement between the experts on these standards, and these vocabulary are as follows: The first axis vocabulary numbers (8, 12), the second axis vocabulary numbers (12, 28), the third axis single No. (7), the fourth axis with regard to human potential item professional standards item No. (4), the fifth axis single No. (4) and according to the opinions of

- The content and activities of the course (35) thirty-five standards.

- The Standards of Methods and Methods of Teaching the User to Teach Course Content and Activities (13) Thirteen Criteria.

- The axis of the standards of capabilities necessary to implement the content and activities of the course (human material) (35) thirty-five standards for the professional and personal standards of the faculty member teaching as representing human potential and (8) eight standards for material capabilities, which include the tools used in the implementation of activities.

- The axis of the criteria for evaluating the content and activities of the population decided (11) eleven criteria.

The gentlemen experts deleted and modified a number of vocabulary that represent some of the criteria for inappropriateness or repetition has satisfied the researcher agreement rate of 75% or more for the opinions of the gentlemen

Appendix (1) The result of the opinion poll resulted in the absence of a course for the subject of measurement and evaluation in the faculties of physical education, but specific topics according to the faculty member in charge of teaching in light of the college regulations.

Third: Designing a questionnaire to build an electronic course for measurement and evaluation in the light of quality standards prepared by the researcher Appendix (4).

The researcher presented the axes reached to the experts Appendix (7) The experts agreed to include the axis of the quality standards of activities in the course to the axis of the educational content of the activities of the course and take into account these standards when selecting and formulating the activities of the proposed course, and thus became the basic axes of the questionnaire of the proposed physical education course (7) seven axes.

The researcher formulated the phrases for each axis of the questionnaire in preparation for presenting it to the experts Appendix (7) and Table (2) shows

the experts, the researcher excluded these vocabulary.

The researcher amended the criteria form for the proposed electronic course after presenting it to the experts in its final form Appendix (3).

Second: An expert opinion poll form on the existence of an electronic decision form for measurement and evaluation in the faculties of physical education .

The researcher surveyed a sample of experts from faculty members in the faculties of physical education, specializing in curricula, measurement and evaluation, and those who teach the subject in the faculties of physical education and who have at least a doctorate and the duration of their experience is not less than (5) five years about the existence of an electronic course for measurement and evaluation in the faculties of physical education, through a questionnaire containing an open question in which the expert polls the opinion of the expert about the existence of an electronic course Specific for the subject of measurement and evaluation in the faculties of physical education

phrases to them.

the axes and the distribution of

Table(2)

Axes of the questionnaire for building an electronic course for measurement and evaluation Total

أرقام العبارات	المحور	م
1-25	المحور الأول : الأهداف العامة للمقرر	1
26-61	المحور الثاني : المحتوى التعليمي للمقرر المقترح	2
62-69	المحور الثالث : تنظيم أنشطة المقرر	3
70-95	المحور الرابع : الأهداف السلوكية للوحدات التعليمية.	4
96-101	المحور الخامس : أساليب تدريس أنشطة المقرر.	5
102-109	المحور السادس : الإمكانيات اللازمة لتنفيذ أنشطة المقرر.	6
110-113	المحور السابع : أساليب تقويم المقرر	7
113	المجموع	

the axes and phrases of the questionnaire and table (3) shows the rates of agreement of the experts on the axes and vocabulary of the proposed decision.

Scientific transactions for the questionnaire of building an electronic course for teaching methods:

The researcher found the scientific coefficients of the questionnaire by applying the questionnaire to a sample of faculty members in the faculties of physical education from the research community, numbering (30) thirty faculty members from the research community and from outside the original sample, during the academic year 2019/2024 during the period from Sunday 23/9/2024 to Tuesday 16/10/2024 AD, and

The previous table (2) shows the following:

The number of axes of the questionnaire to build an electronic course for measurement and evaluation reached (7) seven axes, and the number of phrases reached (113) one hundred and thirteen phrases distributed on the axes as shown in the previous table (2).

After formulating the questionnaire phrases for each axis, the researcher presented the form to the number (11) eleven experts in the field of curricula, measurement and evaluation and some professors specialized in measurement and evaluation Appendix (7) The researcher was satisfied with the rates of agreement of 75% or more between the gentlemen experts on

content" and the total degree of the dimension between (0.522 , 0.858), which are statistically significant correlation coefficients, which indicates the internal consistency of the dimension.

The correlation coefficients ranged between the degree of each phrase after "organizing activities" and the total degree of the dimension between (0.621 , 0.805), which are statistically significant correlation coefficients, which indicates the internal consistency of the dimension.

The correlation coefficients ranged between the degree of each phrase after the "behavioral goals" and the total degree of the dimension between (0.611 , 0.797), which are statistically significant correlation coefficients, which indicates the internal consistency of the dimension.

The correlation coefficients ranged between the degree of each phrase after "teaching methods" and the total degree of the dimension between (0.553 , 0.848), which are statistically significant correlation coefficients, which indicates the internal consistency of the dimension.

the scientific transactions of the questionnaire were as follows:

First: Honesty:

To calculate the validity of the questionnaire, the researcher calculated the sincerity of internal consistency by applying the questionnaire to a sample of faculty members in the faculties of physical education from the research community, numbering (30) thirty members, in order to identify the representation of the questionnaire phrase for the main axes of the questionnaire and the extent to which it is related to the total degree of the axis and the total degree of the questionnaire, and tables (5), (6), (7) explain that.

It is clear from the previous table (5) the following:

The correlation coefficients ranged between the degree of each phrase after the "general objectives" and the total degree of the dimension between (0.513, 0.858), which are statistically significant correlation coefficients, which indicates the internal consistency of the dimension.

The correlation coefficients ranged between the degree of each phrase after the "educational

The correlation coefficients ranged between the degree of each phrase after the "calendar" and the total degree of the dimension between (0.717 , 0.735), which are statistically significant correlation coefficients, which indicates the internal consistency of the dimension.

The correlation coefficients ranged between the degree of each phrase after "possibilities" and the total degree of the dimension between (0.592 , 0.837), which are statistically significant correlation coefficients, which indicates the internal consistency of the dimension.

Table (6)
Correlation coefficients between the score of each statement of the proposed questionnaire 0.655

19	رقم العبارة	رقم العبارة	رقم العبارة	رقم العبارة	رقم العبارة	رقم العبارة	0.652	83	رقم العبارة
0.657	0.700	84	70	0.657	47	0.664	0.591	42	0.634
0.674	0.858	43	0.858	20	48	0.717	25	0.717	2
0.642	95	0.831	72	0.642	0.708	85	26	0.658	3
86	96	0.783	73	0.831	0.522	44	0.513	21	4
45	0.733	22	74	0.783	51	0.674	28	0.674	0.668
0.717	98	0.614	0.797	87	52	0.642	29	0.642	0.753
0.717	99	0.717	0.597	46	0.581	23	30	0.831	7
0.658	100	0.658	77	0.560	54	0.783	0.700	88	8
0.655	101	0.657	78	0.657	55	0.773	32	0.773	9
Ferry number	T value	Ferry number	T value	Ferry number	T value	Ferry number	T value	Ferry number	10
93	0.674	70	0.657	47	0.664	24	0.664	1	T value
94	0.642	71	0.674	48	0.717	25	0.717	2	0.657
		72	0.642	49	0.658	26	0.658	3	0.674
		73	0.831	50	0.657	27	0.657	4	0.642
		74	0.783	51	0.674	28	0.674	5	0.773
		75	0.773	52	0.642	29	0.642	6	0.614
		76	0.714	53	0.831	30	0.831	7	0.717
		77	0.560	54	0.783	31	0.783	8	0.717
		78	0.657	55	0.773	32	0.773	9	0.658
		79	0.674	56	0.614	33	0.614	10	0.655
		80	0.714	57	0.831	34	0.831	11	0.662
		81	0.664	58	0.704	35	0.704	12	0.650
		82	0.717	59	0.773	36	0.773	13	0.645

Tabular value (t) at the level of (0.05) = 0.361

0.831), which are statistically significant correlation coefficients, as the calculated value of (t) is higher than the tabular value of (t), which indicates the internal consistency of the scale.

It is clear from the previous table (6) the following:

The correlation coefficients ranged between the degree of each statement of the questionnaire and its total score between (0.485:

Table (7)
Correlation coefficient between the total score of each axis 7

الارتباط معامل	14	0.614
37	0.614	60
0.658	83	0.658
0.985	المقرر أنشطة تنظيم	15
0.831	38	0.831
61	0.657	84
0.657	المقرر أنشطة لتنفيذ اللازمة الإمكانيات	6
16	0.606	39

Tabular value of (t) at the level of (0.05) = 0.3.61

indicates the internal consistency of the questionnaire axes.

Second: Stability:

The researcher calculated the stability of the questionnaire by using the alpha coefficient, in order to calculate the total stability coefficient of the questionnaire and the following table (8) shows the result.

It is clear from the previous table (7) the following:

The correlation coefficients between the total score of each axis and the total score of the questionnaire ranged between (0.895: 0.994), which are statistically significant correlation coefficients, as the calculated value of (t) is greater than the tabular value of (t) and this

Table (8)

0.606	62	0.674	85	0.674	م
0.951	17	0.539	40	0.539	63
0.642	86	0.642	60.83	المقترح للمقرر التعليمي المحتوى	18
0.773	41	0.773	64	0.831	87
0.717	6.39	40.79	19	0.614	42
0.614	65	0.783	88	0.658	5
0.873	20	0.831	43	0.831	66
0.664	89	0.655	7.38	المقرر تقويم أساليب	21
0.499	44	0.499	67	0.717	90

Tabular value (t) at the level of (0.05) = 0.361

evaluation, consisting of (40) forty faculty members.

The questionnaire for preparing the proposed curriculum was applied from Sunday 28/10/2024 AD to Tuesday 25/12/2024 AD, and Table (9) shows the result of the application and the number of repetitions by calculating Ka2 for the sample of studies on the questionnaire statements.

Statistical methods used:

The researcher used the following statistical methods:

Ka-2 test .

Correlation coefficient.

Cronbach alpha coefficient for calculating stability.

The researcher has satisfied the level of significance (0.05) to confirm the significance of the statistical results.

It is clear from the previous table (8) the following:

The alpha coefficients to calculate the stability of the questionnaire ranged between (0.690: 0.990), which are statistically significant correlation coefficients, as the calculated value of (t) is higher than the tabular value of (t), which indicates the stability of the questionnaire.

Application of the questionnaire for preparing an electronic course for measurement and evaluation:

After calculating the scientific coefficients of the questionnaire, the researcher applied the questionnaire to the study sample of faculty members in the faculties of physical education, specializing in curricula, measurement, evaluation, measurement and

and the approval of experts according to percentages and after conducting statistical processing.

Formulate the means of evaluation of tests and measures of knowledge, emotion and skills for the skills of measurement and evaluation included in the proposed course.

After the researcher finished preparing an electronic course for measurement and evaluation, the researcher prepared an opinion poll form on the time distribution of the content of the proposed course and presented it to the experts, annex (7) in terms of educational units, number of lectures, proposed lecture format, and the time of each part of the lecture Appendix (6).

The researcher calculated the percentages of the experts' opinions on the form and time distribution of the course, which are as follows as shown in Table (10).

Presentation and discussion of the results and their interpretation:

First: Presentation of results:

It is clear from the previous table (9) the following:

There are statistically significant differences between the opinions of those who agree and disagree with the research sample and in favor of the approvers.

After calculating the value of Ka_2 and identifying the opinions of those who agree and disagree, the researcher followed the following steps to formulate an electronic course for measurement and evaluation:

The researcher set the general objectives of the course after the approval of the experts.

Formulate the behavioral objectives of each of the units proposed in the course for measurement and evaluation skills.

Identify and formulate teaching methods used in teaching measurement and evaluation skills in the light of scientific references such as "Afaf Abdel Karim" (1990) (21)

Table (10)

Percentages of experts' agreement on the form of the course and the time distribution of its units 7

84	- Exercises leadership and subordination.		34
	19.60	85	
29	11	8.10	86
- Practice order and belonging to the group.	30	10	10.00
87	- Recognizes the importance of the sport of shish in the development of sportsmanship and honest competition.	28	12
6.40	88	- Bears responsibility during performance.	30
10	10.00	Fifth: Methods of teaching course activities:	5
90.91%	1	89	Demo learning style.
81.81%	2	9	90

researcher prepared the course in its electronic form as follows:

Designing a form containing a proposed scenario that shows the form of the course appearance on the computer in terms of the number of units, times, lecture form, skill and knowledge content of measurement and evaluation, and instructions for using the course for the lecturer and the student Appendix (8).

Presenting this form to experts in the field of curricula, measurement, evaluation and educational technology Appendix (7) to ensure that the sound technological foundations for the preparation of the proposed

It is clear from the previous table (10) the following:

The percentages of the agreement of the experts on the form of the course and the time distribution of its units and the form of the lecture have ranged between (81.81%: 100%) and the final form of the time distribution of the units and the form of the lecture (Appendix 8) has been developed.

Second: Formulation of the proposal decision in its electronic form:

After the researcher finished proposing an electronic course for measurement and evaluation in the light of quality standards, the

The researcher has developed a means of communication, which is the researcher's e-mail so that he can refer to him to inquire about any problems related to the use of the proposed course.

After preparing the proposed electronic course in its initial form, it was tested on an exploratory sample of faculty members and students to identify the obstacles and shortcomings in the use of the proposed electronic course in terms of the work of the various function keys, clarity of font and colors, ease of use, clarity of images, the presence of links that do not work, clarity of instructions for use and operation and other obstacles that can affect the use of the proposed course.

After testing the proposed electronic course, it was prepared in its final form and placed on a CD.

Discussion and interpretation of results:

The results of Table (9) indicate that all the opinions of the faculty members of the research sample agree on the occasion of the general objectives of the proposed course for measurement and

electronic course are taken into account.

The researcher designed the course in its electronic form using the e-Book Workshop program.

The researcher took into account when designing choosing the appropriate colors to display the contents, the appropriate font, designing the checklists in an easy to use and clear way.

The researcher also took into account the design of the screens for the presentation of the proposed electronic course so that the colors of the screens vary according to their content, as the screen for general objectives appears other than the content screens other than the calendar screens, for example, and so on to help the course user to locate him within the course easily and easily.

The researcher used some illustrations for the cognitive part and pictures for the performance of the skills under research with the jpg extension , and the researcher also used some illustrations with a gif extension in order to overcome the problem of the size of video files.

teaching the skills of sports activities, and this is consistent with what was pointed out by "Mohamed Saad, Mohamed Ramadan" (1997) (33) that the outcome of the knowledge gained is given to the learner the appropriate theoretical background to interpret the new situations that meet him, but the activities that are not interested in the cognitive aspect, the learner does not feel their value as they are not related to a personal goal and finds himself forced to learn them and therefore it is difficult to learn and then those aspects must be linked functionally to the needs, problems and interests of the learner.

The results of the study of "Nariman Ismail" (1997) where she indicated that hypermedia is characterized by the ability to store huge sets of information in different forms of many media led to providing beneficiaries with an environment that allows them a high level of control to access information according to their levels and abilities, as well as what Barbrasi and Rita R. Barbra, C. & Ruth pointed out, Edward Edward (1998) that hypermedia includes

evaluation, as the calculated value of Ka_2 was statistically significant and in favor of those who agree with these goals.

The researcher believes that the educational objectives included in the current course for students are commensurate with the age characteristics of undergraduate students, as this stage has a special nature and special educational goals that must be taken into account when developing and formulating educational objectives for this stage.

The results of the same table also indicate the appropriateness of the first educational goal and the cognitive aspect, which refers to the knowledge of the information on the subject of measurement and evaluation and these results are consistent with what was indicated by "Ahmed Al-Laqqani" (1986) (4) that it must include any course for physical education activities on all areas that would work on the integrated development of the learner and then the course must include information, knowledge and concepts covered by performance, and the cognitive aspect is an essential element In

light of international standards for the quality of curricula and educational courses, in the light of which the contents of the decision are formulated.

4- Setting educational objectives for the course in light of the three objectives areas (cognitive - psychomotor - emotional) and formulating them in a behavioral form.

5- Determining an organizational form for the content of the electronic course for measurement and evaluation.

Second: Recommendations:

1- Attention to the development of specialized electronic courses in the faculties of physical education.

2- Setting the various courses in the faculties of physical education in the light of international standards for the quality of education and curricula.

3- Attention to choosing teaching methods and methods that suit the age stage for students of faculties of physical education.

4- Attention to the formulation of all educational objectives in a behavioral form because of its

the integration of various forms of educational media that can be controlled by the computer where the learner reaches a high degree of interaction with many sources of information, as well as the results of the study of "Osman Mustafa and Hisham Abdel Halim" (2004), which indicated that the program prepared with hypermedia technology provided learners with the flexibility to organize and manage the information it contained in a way that suits each learner to be able to move from one frame to another and navigate In a non-linear style. (30:372, 373), (49:152), (11:35, 36)

Conclusions and recommendations:

First: Conclusions:

1- Reaching an electronic course for measurement and evaluation in the faculties of physical education and publishing it on the <https://phedusc.deltateach.com>.

2- Setting quality standards in the light of which measurement and evaluation skills are taught in the faculties of physical education.

3- Setting quality standards for the contents of the proposed course in

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