

ABILITIES OF STUDENTS TO INTEGRATE E-LEARNING REQUIREMENTS IN THE REAL WORLD

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***Abstract_** Knowledge and skills of e-learning are significant in the digital world and the colleges of education should prepare learners in order to be able to work effectively after graduation. This research sought to answer the main question of whether or not students (candidate) in the College of Education in King Saud University acquire knowledge and skills of e-learning that make them able to integrate e-learning in educational environments?*

The findings revealed there were not significant differences among mean of students abilities to infuse e-learning knowledge and skills based on departments. It identified those students throughout different departments who learned in identical learning methods. The results of quantitative descriptive analysis revealed that there were some students from all departments who said "I do not know" or "strongly disagree" and "disagree" with all statements of the questionnaire. The qualitative findings showed that there were some students who need e-learning training, and suggested more e-learning courses. Consequently, the results were not aligned with NCATE, IRTE, and the Conceptual Framework of the College of Education that emphasized that all students have to acquire knowledge and skills of e-learning throughout their learning and practices in the College of Education. Therefore, the College of Education should provide training programs for students to help them integrate e-learning tools in learning. It is important to encourage faculty members to integrate e-learning skills in all courses activities in order to motivate students to apply it in the real world after graduation .

Keywords: Candidate, E-learning, NCATE, IRTE.