

THE IMPACT OF THE DIFFERENT ASYNCHRONOUS SOCIAL INTERACTION IN E-LEARNING ON THE DEVELOPMENT OF COGNITIVE ACHIEVEMENT AND MOTIVATION FOR ACHIEVEMENT AMONG POSTGRADUATE STUDENTS AT THE FACULTY OF EDUCATION

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***ABSTRACT_** The current research aimed at detecting the effect of different Asynchronous social interaction in e-learning on the development of cognitive achievement and motivation for achievement among postgraduate students at Alexandria University. The researcher used the experimental research method. The sample consisted of (24) male and female students of Professional Diploma, which is divided into three experimental groups. The first experimental group uses the asynchronous social interaction in the chat rooms using written text. The second experimental group uses the asynchronous social interaction using voice, while the third experimental group uses the asynchronous social interaction using video. The research results showed the effectiveness of the three types of social interaction in developing the cognitive achievement and the motivation for achievement. There were statistically significant differences between the pre and post test of the research tools in favor of the results of the post test, and the results showed that there were no statistically significant differences between the three asynchronous interaction groups (video, voice, text) in the development of cognitive achievement and motivation for achievement. In the light of the research results, the researcher presented a set of recommendations and suggestions on the development of e-learning environments, increasing their effectiveness by using different types of interaction according to the characteristics and needs of learners, and the nature of content and desired learning outcomes.*

KEYWORDS: asynchronous social interaction, e-learning, motivation for achievement.