Abstract

The study aimed to identifying the obstacles of using the computerized interactive learning in teaching mathematics from the teachers’ perspective at UNRWA schools in Gaza Strip governorates. The study sample consisted of (50) teachers who taught mathematics using the Computerized Interactive Learning for the first and second grades at UNRWA schools, and their selection was according to stratified random sample. The study adopted the analytical – descriptive approach, where, the researchers used a verified version of obstacles questionnaire (46 item) containing four dimensions (obstacles related to administration; obstacles related to infrastructure and equipment; obstacles related to teachers; and obstacles related to students). The study results revealed that the obstacles related to infrastructure and equipment came in the first arrangement with ratio scale (78. 53%); followed by obstacles related to administration with ratio scale (78. 49%); then obstacles related to the teachers themselves with ratio scale (74. 35%); and finally by obstacles related to the students with ratio scale (73. 83%). However, there were no statistical differences between the average degree of the obstacles of using the computerized interactive learning in mathematics teaching from the perspective of the teachers of mathematics at UNRWA school related to gender. But, the study found there were statistical differences between the average degree of the obstacles of using the computerized interactive learning in mathematics teaching from the
perspective of the teachers of mathematics at UNRWA school related to training courses in favor of who take the training course.

References

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