" The effect of different types of interactions in social networks (Face book – Twitter) in E-learning platform on developing E-Learning and some of social communications skills "

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Abstract :

This study looked at the types of interactions in social networks (Face book – Twitter) this socially based tools and technologies of the Web 2.0 movement are capable of supporting informal conversation, reflexive dialogue and collaborative content generation, enabling access to a wide raft of ideas and representations. In this study was used (Face book – Twitter) as part of E-Learning platform in a course of E-learning skills. The course is offered to education technology postgraduate student's faculty of education Fayoum University.

" أثر اختلاف أنماط التفاعل في شبكات التواصل الاجتماعي (فيسبوك – توتير) في بيئات التعلم الاليكتروني على تنمية مهارات التعليم الاليكتروني وبعض مهارات التواصل الاجتماعي "

● **مستخلص الدراسة** :

لقد أصبحت تطبيقات الويب ٢ التفاعلية مثل (المدونات – الويكى – فسـبوك – تـوتير – يوتيوب – فليكر) عاملا مهما في التواصل مـن خـلال بيئات الـتعلم الاليكترونيـة وقد هـدف البحث الحالي إلى الكشف عن اثر اختلاف أنماط التفاعل عبر شبكات التواصل الاجتماعي مـن خـلال (فيسـبوك – تـويتر) على تنمية بعض مهارات إنتاج مصادر الـتعلم الاليكتروني وكذلك بعض المهارات الاجتماعية. وقد استخدم الباحث في التصميم التجريبي للبحث مجموعتين تتكون كل منهما مـن (٩) طلاب، المجموعـة الأولى (أ) والتي تفاعلت باسـتخدام فيسبوك بينما المجموعة (ب) والتي استخدمت تويتر وقد اشتملت أدوات البحث على تصميم برنامجين تفـاعليين باسـتخدام بيئـة مـودل مـع ربطها بـأدوات التواصـل الاجتماعـي فيسـبوك وتويتر، وكـذلك تصميم اختبـار تحصيلي لمهارات الـتعلم الاليكترونـي والتحقـق مـن صدقة وثباته بالإضافة إلى تطبيـق اختبـار المهارات الاجتماعيـة لمحمد السـيد عبد الـرحمن (١٩٩٨) مكتبة الانجلو المصرية.وقد صمم الباحث استراتيجيين للتفاعل باستخدام فيسبوك وتويتر شكل رقم (٣) وشكل رقم (٤) بهدف الوصول إلى أقصى استفادة ممكنـة مـن تلـك الأدوات حيث تضمنت كل إستراتيجية نمطا للتفاعل يناسب الأداة المستخدمة وقام الباحث بتحليل مقرر إنتاج مصادر التعلم الاليكتروني لطلاب الدراسات العليا وكذلك بعض الأدبيات للوصول إلى قائمة بمهارات التعليم الاليكترونـي الـتي تضمنها البرنـامج . وقـام الباحـث بتطبيـق أدوات البحث قبليا للتحقق من تجانس المجموعتين قبل التطبيـق ثم طبق البرنامج والذي اسـتمر لمدة ستة أسابيع ثم طبق أدوات البحث بعديا. ويمكن تلخيص نتائج البحث في النقاط التالية:

فعالية كلاً من فيسبوك وتوتير في تنمية مهارات التعلم الاليكتروني والمهارات الاجتماعية مـن خـلال التحليـل الاحصائى للنتـائج البعديـة.تسـاوى متوسـطات المجموعتين تقريبـا في التطبيق البعدى للاختبـار التحصيلي لمهارات الـتعلم الاليكتروني حيث حصلت المجموعة (أ) على (٤٦,٢٢) وحصلت المجموعة (ب) على متوسط (٤٢,٣) مما يؤكد فعاليتهما في التحصيل المعرفي لمهارات التعلم الاليكتروني.أفضلية نسبية للتفاعل عن طريق الفيسبوك مقارنة بتوتير حيث حصلت المجموعة الأولى (أ) على متوسط (٨٣,٢٢) بينما حصلت المجموعة الثانية (ب)

على متوسط (٦٠،٦) في اختبار المهارات الاجتماعية رغم عدم دلالتها إحصائيا إلا أنها تعطى أفضلية للتفاعل من خلال الفيسبوك لتنمية المهارات الاجتماعية ويرجع الباحث هذه الزيادة إلى اتساع مساحة التفاعل بفيسبوك عنه في تويتر المحدد ١٤٠ حرف للرسالة.أهمية دمج أدوات التفاعل الاجتماعي ببرامج التعلم الاليكتروني لما لها من إمكانيات كبيرة في تعزيز التفاعل الاجتماعي ويوصى الباحث باستخدام استراتجيين التفاعل المصممتين في هذا البحث لتعزيز التفاعل من خلال أداوت التواصل الاجتماعي فيسبوك وتوتير.يجب توخي الحذر حيث أن تلك داوت التفاعل تفتقد إلى الخصوصية وعوامل الأمان بالنسبة للبيانات. وضرورة إجراء أبحاث مستقبلية لقياس اثر هذه الأدوات على تنمية مهارات أخرى وكذلك تطبيق أدوات جديدة مثـل (يوتيـوب – فليكـر – وخـدمات الرسـائل RSS) لـدعم بيئـات الـتعلم الاليكتروني.

Introduction:

Web2.0 Interaction use has become as interactive and collaborative provides more enriching and motivating learning environment both within and outside the classroom in the whole life. These new learning systems also allow learning to be personalized to user needs in terms of both content and method. Today's students rely on technology for information gathering, to stay updated on social concerns and news , for social communication, and as a way to learn and developing skills. It is natural to find the same trend in the academic environment platform; in the last decade research has illustrated how the Internet and various communication technology support educational experiences (Garrison & Anderson, 2003; Sykes, 2005; Arnold & Ducate, 2006; O'Bryan & Hegelmeier, 2007; Lord, 2007 and M. Attya, 2007) to Students now became engrossed in the digital world (Prensky 2001; 2006). There is a general consensus that Digital student enjoy computer- and Internet-based resources in their classes (Luke, 2006). Consequently, e-learning tools are more prominent than ever in higher education as they have been acknowledged to meet the connectivity demands that today's students expect. It is imperative that skills in E-learning class platform throw the network, and the student body that operates it, to capitalize on the social and academic opportunities that high-tech learning has to offer. In fact, e-learning tools have yet to be viewed as a mainstream component of E- learning teaching and have yet to become a foundational element used in higher education classes.

Much of E-Learning classroom in Fayoum university use is of the low tech variety. While basic applications such as Multimedia(Authorwaer , Director or Power Point are accepted and adopted by most educators, and while educators appreciate that high tech applications (i.e.: synchronous chat, discussion forums, social networking websites Face book or Twitter) have transformed the way students approach, manage and complete assignments (Windham, 2005).Thus, High tech e-learning technologies require professors to adapt to a new way of communicating with students and to modify classroom methodologies (Dillon and Walsh, 1992; Smith et. al, 2000 ; M. Atteya 2007). Administrators, faculty, and policy makers need to acknowledge and accept this significant evolution in societal communication norms because the technological innovations that underlie these changes cannot be ignored. Educators need to adapt their pedagogical posture to incorporate useful and versatile e-tools that will enhance the quality of their classrooms, guide learners to utilizing various e-tools for academic purposes, create a dynamic learning environment, and promote critical thinking, E-Learning skills opportunities. High-techn e-learning techno-logies are the way of the present and the future and, as Prensky (2007) noted, the twenty-first century will be characterized by even more enormous, exponential techno-logical change.

Web 2.0 in Education Platform

Web 2.0 Tools, the participatory web, including social network sites such as Facebook and Twitter, and content-sharing sites such as YouTube and Flickr, allow individuals to present themselves, articulate their social networks, and establish or maintain connections with others. Social networks are amongst the most visited sites on the Internet, with young students at the forefront of the popularity surge around the world. However, Facebook and Twitter currently

the most used global social networking website with over 400,000,000 active users, has not been widely used in tertiary education beyond basic marketing strategies such as universities presenting themselves to prospective students. In spite of this, Facebook's intuitive interface and popularity makes it a very effective tool for developing 'preliminary' relationships between all first year students as it negates key pitfalls such as language barriers and social inhibitions. It allows users to set up a personal page, including personal information, photos, videos, text, and a 'wall' for 'friends' to post information on. Users can add 'friends', create networks, groups and events, and link to professional sites, and as such, create an effective online presence. Users can also design and develop in-house applications that interact with core Facebook features.

Figure1 (Facebook Group Interactions)

In an E-learning environment, students are able to communicate and post at their own pace and consider

comments and replay, rather than being in the traditional classroom. This was the context for the development of an E-Learning task that would both educate and assimilate. The success of this social tool would like in the extent to which the initial communication and relationships generated in the virtual environment could be taken into the classroom. Facebook was chosen as the host site for the E-Learning task because of the uniform strength of its features as compared to other popular social networking sites such as MySpace and Friendster, the image-sharing site Flickr, and the open source software Moodle. The site's immense popularity ensured that a large number of students would already be familiar with its layout and operation, and would be comfortable utilising it during the semester, a most important factor in the choosing of a host site, given the potential for a 'digital divide' within the student cohort.

On the other hand the second Tool, we used in this research is (Twitter) was available online at www.twitter.com. Twitter is an online social networking service and micro blogging service that enables its users to send and read text-based posts of up to 140 characters, known as "tweets". It was created in March 2006 by Jack Dorsey and launched that July. The service rapidly gained worldwide popularity, with over 300 million users as of 2011 generating over 300 million tweets and handling over 1.6 billion search queries per day.

Research Problem:

Through the previous review, this is clear now the important of social networks in e-learning Platform such as (Facebook – Twitter). But the question is; what is the best type of interaction on E-learning platform Facebook or Twitter, to develop E-Learning skills and some of social skills.

Figure2 (Twitter Group Interactions)

The questions underpinning the research were as follows:

- How has using Facebook – Twitter in E-learning Platform enhanced student e-learning skills?
- what is the Interactions strategies using Facebook – Twitter on E-learning Platform on develop E-learning skills.
- What is the impact of integrating Interactions in this course using Facebook - Twitter?
- How has the use of Facebook – twitter contributed to Social skills?

Important of Research:

This point of research not only helps researchers and educators identify the different types of social interaction

tools in e-learning Platform, research methodologies, and usage of Facebook - Twitter and social skills, but also suggests directions for future research as well as some guidelines for the nature of that research.

Research Methodology:

This research depends on the technological methodology in the organizational development that included two types:

1- Descriptive Method:

In this research describe the Interaction in social network and the different of Facebook – Twitter through the E-Learning Platform. Moreover review of the possibilities of each interaction in online learning and advantages and disadvantages of each others.

2- Experimental Method:

To test the differences in the interaction given by Group (A) being used Facebook tools and Group (B) being used Twitter tools. To find the most scientific of all social network interactions tools in E-learning platform.

Table (1) Group design

Processing	Pre Test	Interaction tools	Post test
Group (A) 9 St	/	Facebook	/
Group (B) 9 St	/	Twitter	/

Sample:

This research sample consists 18 student they are the post – graduates Faculty of Education, Fayoum University and they study the course (the e-learning material production technology) , were distributed randomly into two equally groups.

Research Hypothesis:

- There are no differences with statistical significance at the significance Level (0.5) between the two groups in the pre test (E-Learning skills).

- There are no differences with statistical significance at the significance Level (0.5) between the two groups in the post test (E-Learning skills).
- There are no differences with statistical significance at the significance Level (0.5) between the two groups in the pre test of social skills.
- There are no differences with statistical significance at the significance Level (0.5) between the two groups in the pre test of social skills.

Review of the Literature:
Social interactions Building via Facebook:

Students use Facebook in their everyday interactions with family and friends, so it is important that new social communication tools are integrated into learning and teaching only when driven by pedagogy, rather than technology for technology's .

Some of study's Focuses on the importance of building a community of learners in e-learning platform a few decades ago and defined the term "Social of community" in a variety of ways. Moreover, mutual interdependence among students, connectedness, Motivations, interactivity, social skills and shared expectations and objective, Recent study's have pointed out that Facebook can have a positive effect on the student-to-student and student-to-teacher relationship (Mazer et al, 2007). Mazer and his team noted that by using a social networking website, students may see similarities with peers and instructor's personal interest which can lead to more social communication and learning outcomes. O'Sullivan and his team (2004) discovered that students who have access to teacher e-learning website included self-disclosed information reported high levels of motivation and demonstrated a boost in affective learning. In addition, the results of the same study suggested that students appeared to develop positive attitudes towards the teacher and the

course. These findings pointed out that a Social Network Community can be an asset in building a community of interactive learners.

In this point of research use Facebook applications have been specifically designed to build relations between students that share a common interest or activity. Students can join Groups that already exist or easily create a new ones based on their interests. Therefore, it is extremely simple for an E-Teacher to create a Group related with a particular course. This application offers choices in terms of confidentiality settings that must be seriously considered by any teacher and administrator. By a click of a button, Groups (close) can become private and even secret. Consequently, access to a Group can be limited to Facebook students that have been exclusively invited by the course teacher. By tightening the privacy settings of a Group, teacher can maintain a certain intimacy typically linked to other educational tools like MOODLE that can only be accessed by registered students. Once a Facebook Students is part of a Group, a variety of options are possible for sharing views, ideas, and topics, tasks and wall discussions. Again, the tools that keep them connected socially keep them connected academically via news notifications of Group postings of any type (wall postings, audio and video files, event invitations, etc.). In addition, any Group member has the ability to contact other classmates in a variety of ways through the Group application, or in a more conventional manner by using the Message application (if classmates have previously added by choice each other as Friends) to write on their wall or to send a private email.

Advantages of Facebook in E-learning Platform:

Most of study's and research paper presents the advantage of using Facebook as asocial tools in E-learning platform such as (Mazer et al, 2007, Prensky 2007, O'Sullivan 2004) in the few point below well sum up the advantage of using Facebook in E- Learning class room:

- Student interaction is increased. Unless a student in a traditional E- Learning has time to learn with other students in a website with date and evaluation, they may never really get to network outside of class. In an interactive class using Facebook tools, these students may share their views and ask questions of other learners all around the globe.
- Learners may prove to be valuable contacts outside of university. The very act of exchanging information in this manner may be relevant at work later on, giving students a level social skill to improve.
- Allows students search for new and old friends on university to get anew experience form them.
- Allows Students to check who are taking the same class, living within the same area, or coming from the same academy.
- You save time on lecture notes and organizing your materials. Instead, you have the opportunity to concentrate on the material online and to find what you need without running. Facebook takes the place of traveling to meet with other students.
- More space with your friends on your own wall to present your idea and share your files simply.
- Students can see that you can handle your tasks and, by taking the courses, can prepare yourself for advancement and more responsibility at the same time.
- Audio Visual aid is also available to online students.
- Guests can be join group, giving students the opportunity to learn from and interact with experts they may never have a chance to learn from otherwise.

Design learning strategies through Facebook:

On this research designed the strategy of interaction through facebook on the seven steps included in the MOODLE platform, the first group (A) will use the facebook tools to interactive and communications. The student were involved in this group for a total of six weeks to study the E-Learning resource production, During the

first two weeks the two Group take the same information form the e-learning platform after that will discussion on there own group, The procedure for the Facebook interaction and discussion activities was as follows (Designed by the researcher):

- They Study the topic located under MOODLE lesson and view the task at the end of each lesson.
- Whenever students finished the first study lessons, they wrote down the main ideas and summary on the Interaction/ Discussion wall.
- Students were required to answer the discussion tasks relevant to the topics in the Facebook group after class.
- Facebook group had a chairperson who was responsible for posting the first message after finishing each studding topic.
- In the discussion process, each group could continue the same topic until every Saturday, and the Chair drew a conclusion. Every member was required to reply to the group members' postings at least five days.
- Each student needed to reply to another student's discussion content at least once every week.
- When they finished the all tasks, they filled in a post-wall activity interactions and wrote a report.
- Evaluation the learning outcomes.

Social interactions Building via Twitter :

Twitter, a micro blogging service less than three years old, commands more than 41 million users as of July 2009 and is growing fast. Twitter user's tweet who can send and receive messages via the web, SMS, instant messaging clients, and by third party applications within the 140-character limit and follow others to receive their tweets about any topic. As a Twitter user you can post updates, follow and view updates from other users, and send a public reply or private direct message to connect with another Twitterer.

In this research will having Twitter usage and applications as social interaction tools in E-learning Platform. After creating an account on Twitter in a few seconds, student can start twittering. The students of Twitter can send and receive messages via the web. Students use Twitter to communicate, to ask questions, to ask for lessons, support, advice, and to validate open-ended interpretations or ideas by discussing with the other students. Twitter has social publishing and communication; this is a new type of real-time publishing. Each student is able to monitor the notes of other students, who will be listed in the profile, under Following. Thus the students become Follower for them.
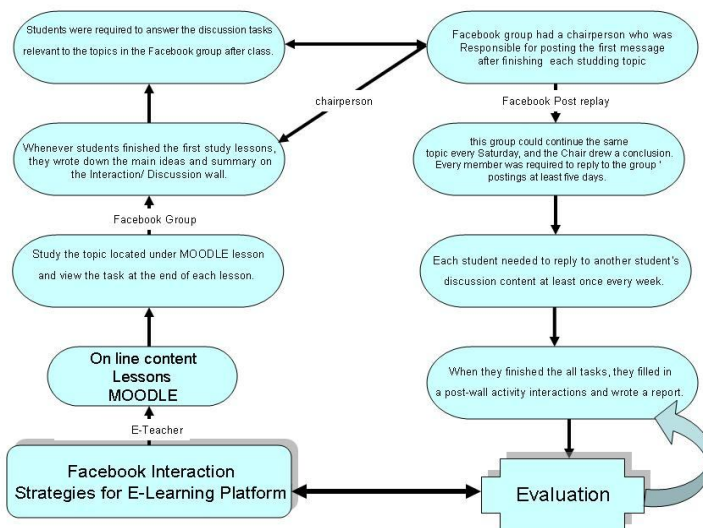
Facebook Online learning Strategies Dr. Ali Omeda 2011 ©

Figure3 (Facebook online learning strategies Dr. Ali Omeda 2011 ©)

According to Grosseck (2008), Twitter is an innovative means of creating, editing, and display information in an E-learning environment, which can be authored collectively. Some distinctive features of twitter have been identified as

being particularly powerful in supporting e-learning. Lamb (2004) pointed out two important features of a Twitter. One is its open editing function, which allows students to add anything to a twitter Profile at anytime.

Advantages of Twitter in E-learning Platform:

Most of study's and research paper presents the advantage of using twitter as asocial tools in E-learning platform such as (Grosseck et al, 2008, Terry Friedman 2007, Karen Russell 2004) in the few point below well sum up the advantage of using Twitter in E- Learning platform:

- Exploring collaborative writing: it promotes writing as a fun activity, it fosters editing skills develop e-learning skills; it can give our students a chance to record their cognitive trails and then use them to reflect on their work.
- Student response: students can use tweets to send out questions and observations to the group while engaged in classroom activities.
- Explore the potential of microblogging in formal and informal settings: Twitter linked to a course/class blog can offer our students opportunities to discuss different kinds of asynchronous online discourse, considering voice, purpose, audience, to organize ideas, reflect, send notes, manage meet-ups, serendipitous discovery etc.
- Collaboration across schools, countries (for example, students leave phone-tweets as they come across real-world examples of what they are studying in class or as they conduct fieldwork).
- Conference or as part of a presentation or workshop. Twitter can provide a simple way for attendees at a conference to share thoughts about particular sessions and activities with others at the event and those unable to attend. Twitter works well for an undercurrent dialogues, being a way to organize, give quick updates, and rapidly point to resources.
- Facilitating virtual classroom discussion by using @username. It directs the 'tweet' at the intended recipient whilst allowing every student to also see it.

- Creating a learning experience (Twitter can be used to impact on the student's learning).
- with twitter may be more equitable, ensuring that all students are treated equally. If a student believes he or she is not often called on or his or her input not valued because of personal appearance or a speech impediment, virtual learning is the great equalizer.
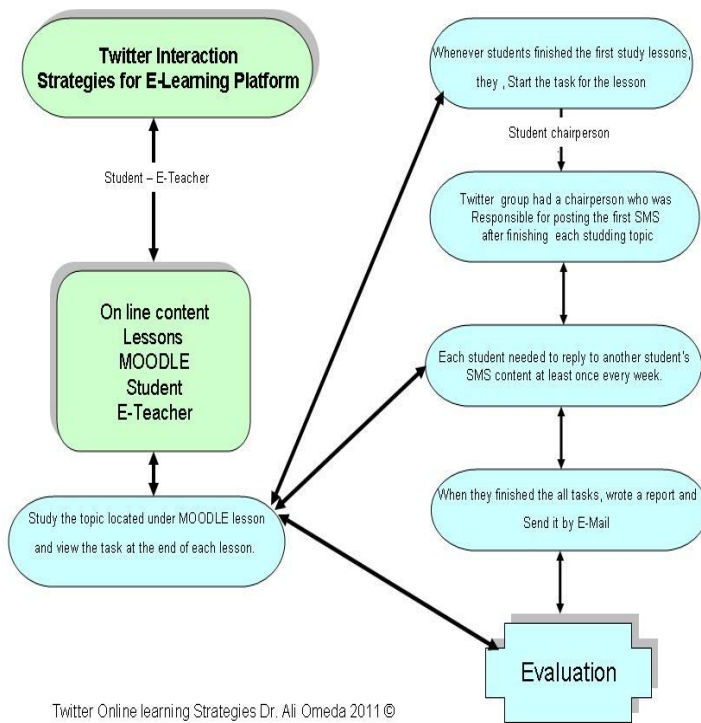

Twitter Online learning Strategies Dr. Ali Omeda 2011 ©

Figure4 (Twitter online learning strategies Dr. Ali Omeda 2011 ©)

Design learning strategies through Twitter :

Students were given a lesson on MOODEL platform, after studying they opened a personal account and set up an

individual Twitter, logged on to their group Twitter, and practiced submitting SMS and adding URLs. The group selected a template. Every student had their own Twitter account to communication with the technology, as well as collective ownership of the Twitter. Support documentation was provided via a frequently asked questions (FAQ) sheet. The strategy of using Twitter interaction was as follows (Designed by the researcher):

Twitter interaction strategies included 7 steps:

- On line content, Lessons, MOODLE, Student and E-Teacher.
- Studies the topic located under MOODLE lesson and view the task at the end of each lesson.
- Whenever students finished the first study lessons, they Start the task for the lesson
- Twitter group had a chairperson who was Responsible for posting the first SMS after finishing each studding topic.
- Each student needed to reply to another student's SMS content at least once every week.
- When they finished the all tasks, wrote a report and Send it by E-Mail .
- Evaluation .

Learning design and research procedures :

Through the previous view is clear that, importance of interaction student control over the learning process as a whole. The socially based tools and technologies of the Web 2.0 movement are capable of supporting informal conversation, reflexive dialogue and collaborative content generation, enabling access to a wide raft of ideas and representations. And this research Has been designed learning through the MOODLE and included Facebook and Twitter interaction with 4 steps:

Table (1) Final list of E-Learning skills

No	Basic Skill	Sub-Skills
1	**Moodle Basics**	• **Open MOODLE Home page** • **Creating an Account** • **Adding Content to a Course** • **Creating and Managing Content**
2	**Adding Content to Moodle**	• **Managing and Updating Your Content** • **Effective Content Practices**
3	**Managing Your Class**	• **Understanding and Using Roles** • **Student Groups** • **Backups** • **Restoring and Copying Courses** • **Reports**
4	**Forums, Chats, and Messaging**	• **Create Forums and add topic to discussions** • **Create Chats and add topic to discussions** • **Send Messaging**
5	*Quizzes*	• **How to Create a Quiz** • **Managing Quizzes** • **Use Quiz Capabilities** • **Effective Quiz Practices**
6	**Assignments**	• **Using Assignment Types** • **Creating Assignments** • **Assignment Capabilities** • **Managing Assignment Submissions** • **Effective Assignment Practices**
7	*Glossaries*	• **Creating Glossaries** • **Using Glossaries** • **Glossary Capabilities** • **Effective Glossary Practices**
8	**Lessons**	• **Creating a Lesson** • **Managing Lessons** • **Lesson Capabilities** • **Effective Lesson Practices**
9	**Blogs**	• **Creating Blogs** • **Managing Blogs** • **Blogs Capabilities** • **Effective Blogs Practices**

1- Design the E-Learning Skills list :

In this step the researcher analyzed the elements of a decision producing sources of e-learning. Moreover, analyzed the literature in the field of E-Learning (Jason Cole, 2010; Alan Clarke, 2008). And then researcher has identified nine skills based and thirty-five sub-skills.

2- Design Social communications skills list:

Social skills are most often thought of as a set of skills that allow people to communicate, relate and socialize with others. One should note that these skills may be defined differently from one culture to another. Social skills include both verbal and nonverbal forms of communication. They often are the way others determine a person's status, consider people as potential friends or mates, and consider them for employment or promotions in the workplace. The opposite is social ineptitude, which is an inability to use those elements that would make one a good communicator Tricia Ellis-Christensen,2003.

Social skills are critical for long term success. Sometimes referred to as Emotional Intelligence, it is a combination of the ability to understand and manage one's own emotional state (Intra-personal Intelligence in Howard Gardner's Frames of Mind: The Theory of Multiple Intelligences) and the ability to understand and respond to other people. Although social skills include understanding and using social conventions, it also includes the ability to understand the "Hidden Curriculum," the ways in which peers communicate and interact, reciprocity and the researcher had selected four main social skills .

- Confidence: One of the first skills teachers focus on is the development of Student sense of confidence or self-esteem. This means helping her feel good about who she is, both individually and in relationship to others. This is a lifelong skill that will help her feel competent now and as she continues in her schooling.

- Cooperation: workshops, report, and tasks help students learn how to work with others — no small task at this age! This teaches him how to empathize and to get along with others.
- Take responsibility: Perhaps one of the most important skills she needs to develop at this stage is a true thirst for learning. Her teacher will use a wide variety of interesting materials and ideas to engage students for responsibility.
- Communication: Expressing himself and representing his ideas, feelings, and knowledge about the world is a key skill for your student. It is at the core of all reading, writing, math, and science skills.

While it is clear from the description before that social Web2 tools possess a number of features that can facilitate collaboration, Take responsibility, confidence it does not necessarily follow that they dictate or impose any meaningful level of collaboration between users. Indeed the limited empirical research that has been carried out to date focusing on the degree to which social communication tools in E-Learning platform support collaboration has been equivocal. But there are some of research focusing on using (Facebook – Twitter).

On one hand, Geraldine Blattner and Melissa Fiori (2009) "Various usages of this website can be integrated in courses. In this research they emphasized the Group application available on Facebook and highlighted the benefits of authentic language interaction and the development of socio-pragmatic awareness (language use in specific contexts, social relationship building, and language awareness through observation and/or experience), which is an aspect of language acquisition that is often omitted in textbooks".
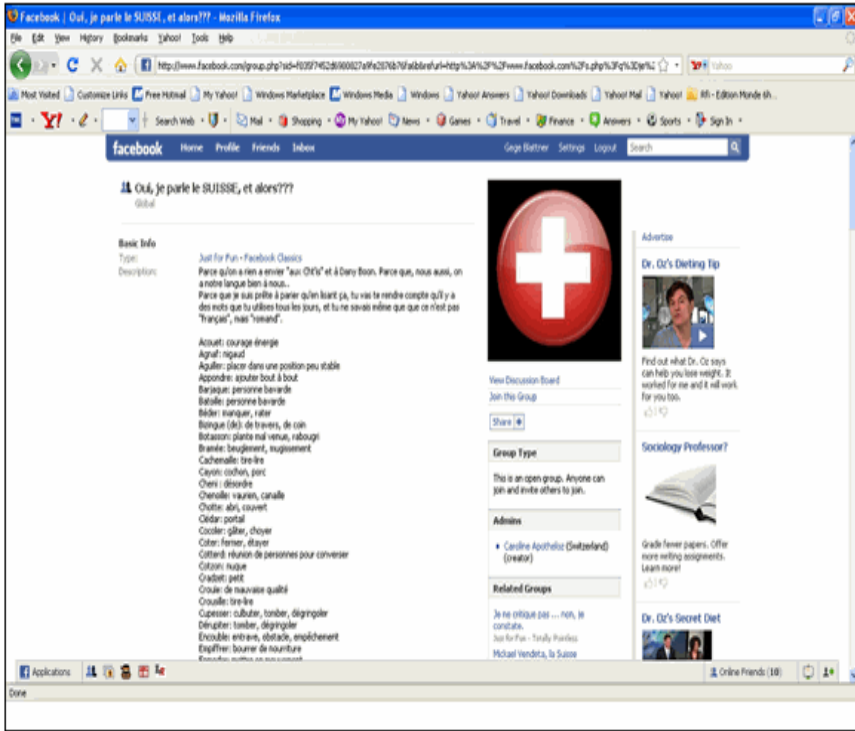
Figure 5. Geraldine Blattner and Melissa Fiori (2009)

On the other hand, Others have been more circumspect. Ralph Gross (2005) developed a course to include an activity that involved students publishing course-related material to a Facebook, which was then the topic of review, seminar and discussion. However, at the end point of the semester not more of the 200 students enrolled in the course had contributed to the facebook. Students gave a lot of reasons for their non-participation including time and work pressures and lack of interest in technology. Similarly, L. J. Strahilevitz (2007) report on a facebook implementation in which none of the 29 students involved created new pages or edited existing pages over an entire semester. Even when participation is relatively high, much of the work may still fall to a relatively small proportion of contributors.

Furthermore, Liz Dwyer (2010) fined 'Teachers are increasingly bringing the real-time communication power of Twitter into the classroom to help students learn. But I've come to the conclusion that it's great for helping teachers learn as well. Twitter has simply become one of the best places for teachers to collaborate, share solutions to common classroom problems, and discuss education policy. In fact, it might just be the best forum teachers have ever had".

So this research describes a Facebook-Twitter implement ation of a E-learning task undertaken by postgraduate education technology students by using two different strategies of interactions. However, given the main of the task, we were also interested in assessing the degree to which students behaved cooperatively and collaboratively in developing their contributions and whether this might be determined or inferred through a more detailed analysis of number, timing and scope of contributions. We explore this potential and in doing so identify prospective deficiencies in both our learning design and students' and educators' use of (Facebook - Twitter). Potential approaches for mitigating or ameliorating such problems are then discussed.

1- Design research tools:

The researcher designed a research tools to measure the learning out come.

- Design achievement test : Researcher design achievement test contain   50 items with theses format:
- Multiple choice . (20 items)
- Closed constructed response . (20 items)
- Open-ended short response . (10 items)

Validity of test:

To ensure the veracity of the test through a presentation to a group of (12) arbitrators in the field of Educational technology, curriculum and teaching methods in order to

express their views in the test and They have agreed on the quality of questions and the relevance to the educational objectives which they were intended.

Moreover, researcher was calculated square root of the reliability coefficient, where a (0.87) which shows the sincerity of the test.

Reliability:

Researcher compute one split-half reliability and then randomly divide the items into another set of split halves and recomputed, and keep doing this until we have computed all possible split half estimates of reliability. Cronbach's Alpha is mathematically equivalent to the average of all possible split-half estimates by using SPSS in this table:

Table (2) Reliability of test (α)

	Sample	Test items	Result
α	**18**	**50**	**0.85**

From this table find high value of (Alfa Test – 0.85) which shows the measurement accuracy and high reliability of test.

2- Design E-Learning Platform:

Researcher designed the e-learning platform under MOODLE and linked this Platform with two different type of interactions the first is (Facebook interactions) the second is (Twitter interactions). The course contained two groups A & B all students were taught the skills required to study and develop e-learning Resource and writing a practice report, and were subsequently required to submit a research report assignment for grading. The teaching methods used across the (Facebook - Twitter) and individual writing classes were identical in terms of teaching materials and class objectives, differing only in how students completed the practice report

by using two different interactions tools via Facebook – Twitter   figure 6 shows study framework.
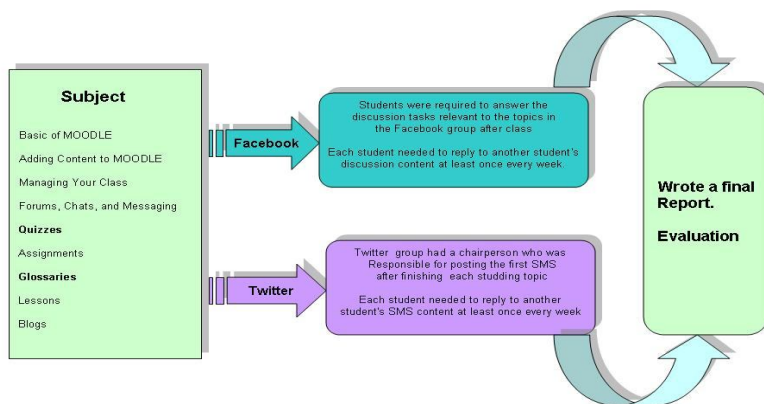

Figure 6. Study Framework

Practice of Research:

   This research took 6 weeks of the application in the period from (22-10-2011 to 3-12-2011) in the table below shows the processing of research:

Table (3) the processing of research

Weak - Date	Processing
22-10 : 28-10	• Pre Achievement Test • Social Communication Skills Test[1] • MOODEL Basics
29-10 : 4-11	• Adding Content to Moodle • Managing Your class
5-11 : 11-11	• Forums, Chats, and Messaging
12-11 : 18-11	• *Quizzes* • Assignments
19-11 :25-11	• Glossaries • Lessons
26-11 : 3-12	• Blogs • Post Test • Social Communication Skills Test

[1] **By Mohamed El-Sayed Abd-Elrahman 1998**

During the first week, an instructional manual informing the participants about the study and platform was distributed, to make sure that the participants understood the whole process.

Researcher monitored the online discussion of two groups (Facebook–Twitter) and gave some tips without directly participating in the online group discussion. Moreover, the students were participations the online tasks in two groups; the researcher Monitor the interaction and took notes. In addition, students were required to write final report.

Results and discussions :

1- Pre Achievement Test :

To Test the first hypothesis (There are no differences with statistical significance at the significance Level (0.5) between the two groups in the pre test (E-Learning skills). Researcher used SPSS to data analysis table (4) showed that there are no difference between two groups in the pre achievement test.

Table (4) Pre Achievement Test Analysis

Pre Test Analysis						
	Interaction	N	Mean	Std. Deviation	T	Sig
Pre test	Facebook	9	7.0000	2.91548	0.413	0.835
	Twitter	9	7.5556	2.78887		

From this table T – Value is (0.413) and this value is not significance at a level 0.05 Which indicates that the first hypothesis is true and the two groups is homogeneous.

2- Post Achievement Test :

In order to examine differences in the post achievement test through the second hypothesis (There are no differences with statistical significance at the significance Level (0.5) between the two groups in the post test (E-Learning skills).

This step included 3 tables the first table to show the significant between pre and post achievement test on the first group and the second table showed pre and post achievement test on the second group. Moreover, the last table showed the significant between group (A) and group (B) in the post achievement test.

Table (5) post achievement test of group (A) Facebook

	Test	Mean	N	Std. Deviation	T	Sig
G (A)	Pre test	7.0000	9	2.91548	22.56	0.00
	Post test	46.2222	9	4.26549		

Paired Samples Statistics

This table showed the T-Value is (22.56) and this value is significant at level 0.00 and this result means that Facebook interactions is effective to develop E-Learning skills.

Now, let us turn to the second part of this hypothesis Table (6) showed post achievement test of group (B) Twitter.

Table (6) post achievement test of group (B) Twitter

	Test	Mean	N	Std. Deviation	T	Sig
G (B)	Pre test	7.5556	9	2.78887	24.29	0.00
	Post test	42.3333	9	2.44949		

Paired Samples Statistics

This table showed the T-Value is (24.29) and this value is significant at level 0.00 and this result means that Twitter interactions is effective to develop E-Learning.

To fine if there are significant different between the two groups in the post achievement test, researcher examine T_TEST for post test, table (7) showed post achievement test between two groups.

Table (7) post achievement test between (A) and (B)

	Group Statistics					
	Interaction	N	Mean	Std. Deviation	T	sig
Post test	Facebook	9	46.2222	4.26549	1.843	.193
	Twitter	9	42.3333	2.44949		

From this table the T value is (1.843) and this value is not significant. That means there are no difference between Facebook interaction and Twitter interaction on develop E-Learning skills.

There is no significant difference in terms of test scores achieved by students in the Facebook and twitter interactions. Results, however, seem to suggest that the facebook interactions method is more efficient than twitter interactions in terms of time to prepare the report or test and the mean of facebook is higher than twitter; but is inconclusive whether the facebook interactions is more efficient or twitter. Moreover the two types of interactions are effective to develop E-Learning skills.

3- Pre social communication skills Test :

In this research using the (Social communication Test created by Mohamed El-sayed Abd-Elrahman 1998.

To Test the third hypothesis (there are no differences with statistical significance at the significance Level (0.5) between the two groups in the pre test of social skills).

In table (8) showed that there are no difference between two groups in the pre social skills test.

Table (8) Pre Achievement Test Analysis

	Group Statistics					
	Interaction	N	Mean	Std. Deviation	T	sig
Pre Social Skills Test	Facebook	9	35.4444	10.81794	0.393	.539
	Twitter	9	33.5556	7.00198		

From this table T – Value is (0.393) and this value is not significance at a level 0.05 Which indicates that the third hypothesis is true and the two groups is homogeneous.

4- Post social communication skills test:

In order to examine differences in the post achievement test through the forth hypothesis (There are no differences with statistical significance at the significance Level (0.5) between the two groups in the pre test of social skills).This step included 3 tables the first table to show the significant between pre and post social skills test on the first group and the second table showed pre and post social skills test on the second group. Moreover, the last table showed the significant between group (A) and group (B) in the post social skills test.

Table (9) post social skills test of group (A) Facebook

Paired Samples Statistics						
	Test	Mean	N	Std. Deviation	T	Sig
G (A)	Pre test	35.4444	9	10.81794	13.7	0.00
	Post test	83.2222	9	9.31099		

This table showed the T-Value is (13.7) and this value is significant at level 0.00 and this result means that Facebook interactions is effective to develop social communications skills through e-learning platform.

On the other hand the second interaction Twitter the second part of this hypothesis Table (10) showed post social skills test of group (B) Twitter .

Table (10) post social skills test of group (B) Twitter

Paired Samples Statistics						
	Test	Mean	N	Std. Deviation	T	Sig
G (B)	Pre test	33.5556	9	7.00198	5.6	0.00
	Post test	60.6667	9	14.99166		

This table showed the T-Value is (5.6) and this value is significant at level 0.00 and this result means that Twitter interactions is effective to develop social communications skills through e-learning platform.

Furthermore, to fine if there are significant different between the two groups in the post social skills test, researcher used T_TEST for post social skills test, table (11) showed post social skills test between two groups.

Table (11) post social skills test between (A) and (B)

	Group Statistics					
	Interaction	N	Mean	Std. Deviation	T	sig
Post Social Skills Test	Facebook	9	83.2222	9.31099	1.39	.225
	Twitter	9	60.6667	14.99166		

From this table the T value is (1.39) and this value is not significant. That means there are no difference between Facebook interaction and Twitter interaction on develop social communications skills.

Although there are no significant result between the two groups, there are highly means between them, the face book group mean is (83.22) however the Twitter group mean is (60.66) that giving preference to the first group from the second to development of social skills.
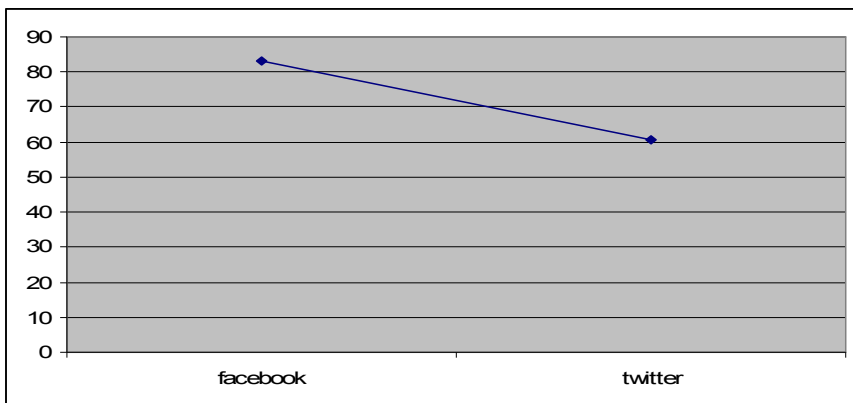

Figure (7) the different between A- B means

Conclusion:

One of the most rewarding aspects of the E- learning platform was the increased interaction between students. Many students saw the online learning as a perfect opportunity to engage with their peers as they were able to consider their comments and activities on facebook or twitter, in answer to the research questions, the following general points were concluded.

- Both the Facebook and the Twitter are good interactions tools and evaluation of process and outcomes. However, the Facebook is more likely to help with 'social skills' issues and facilitation of process than the Twitter (Table 11).
- Students had collective ownership of the e-learning platform in which they shared resources and creative ideas; the both type of interactions can be developed e-learning skills, where students have full control and autonomy.
- There were intrinsic reasons for the students to engage with the interactions by group members, as the social communications, real world task - to build and perform a final report - encouraged a high level of engagement which was not merely attributable to assessable requirements.
- There are favorable relative to interactions in the Facebook on development social skills and this shows a clear rise in the average test scores of students in social skills test.
- The effective of two strategies of interactions Fig: 3 & 4 on developing e-learning skills and social communications skills.
- Mixing the Facebook - Twitter tools with e-learning platform contribute to more effective learning and to combine the most adequate learning styles combinations.

As a result of the proposed methodology the drawbacks of the traditional teaching methods would be overcame by increasing the level of knowledge and practical skills of e-learning students and social communications skills.

- Both of them have low criteria of security.

This is clear, the social interactions is a useful tool for e-learning communication among distant participants in the e-learning platform. To make this new and helpful technology into an effective tool for e-learning, future research needs to continuously find proper points to employ it. Moreover, future researchers need to develop strategies that are applicable to other specific settings and that can be used for effective and successful learning.

In the same context, the strategies found in this paper are relatively new since few research and practice exists related to the use of facebook - twitter with fayoum university students. To address this gap in the literature on social interactions tools on e-learning platform , our upcoming research will focus on case studies that explore the use of Facebook - twitter with this students.

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