



*Full Length Research Paper*

# The effect of using breeze program in geography in the acquisition of eighth-grade students of environmental concepts, and their attitudes towards it

Dr. Hussein Khazer Almajali

Assistant Professor, Socio-Education, the World Islamic Science & Education

Accepted 12 May 2016

The purpose of the study was to investigate the effect of using Breeze program in geography in the acquisition of eighth-grade students of environmental concepts, and their attitudes towards it. The study sample consisted of (262) students among them (130 male, 132 female) of the eighth grade at Amman 1st directorate of education. To achieve the objectives of the study, the researcher designed three tools: a Breeze program (Unit of Environmental problems), achievement test and scale of trends. Validity and reliability were verified, after calculating means, standard deviations, and the use of two-way analysis of variance to answer study questions, the results of the study showed the following: (a) The presence of a statistically significant difference at  $(0.05 = \alpha)$  on the acquisition of eighth-grade students the environmental concepts in Geography attributed to the teaching method (using Breeze program) and in favor of the experimental group. (b) The presence of a statistically significant difference at  $(0.05 = \alpha)$  on the acquisition of eighth-grade students the environmental concepts in Geography attributed to gender (male, female) and in favor of females. (c) There is no statistically significant difference at  $(0.05 = \alpha)$  on the acquisition of eighth-grade students the environmental concepts in Geography attributed to the interaction between teaching method and gender. (d) A positive effect on the experimental group towards Breeze program. The researcher recommended in light of the results of the study the need to contract training courses for geography teachers on the use of Breeze program and the design of the computerized educational programs on substance geography, and further research and studies on the role of computerized educational programs such as Breeze in various disciplines and the various stages.

**Key words:** Breeze program, achievement, eighth grade, geography, attitudes, environmental concepts

## INTRODUCTION

Breeze is an online presentation tool that allows you to design your own distinctive, eye-catching presentations. Breezes' unique non-linear approach to presentations sets it apart from other tools.

The presentation will not be the same old slide-by-slide format that is commonly used today. Breeze creates non-linear, flowing presentations. Teacher will create his

presentation on a simple canvas, arranging your text and images in any way he likes.

Breeze lets the teacher choose the order and amount, in which each element will be zoomed into, creating a unique story-telling experience.

[http://www.berks.psu.edu/Documents/Academics/Prezi\\_CreatingPresentations.pdf](http://www.berks.psu.edu/Documents/Academics/Prezi_CreatingPresentations.pdf)

Technological advancement and its impact on education has been a common topic among educators for some years. However, owing to its constant and rapid development it is important to reconsider continually the implication new technologies have on schools, teachers and students.

Two major advances in technology which have occurred in the last few years are Web 2.0 and cloud computing. Web 2.0 is a term used to describe the second generation of the web, whereby websites operate similarly to desktop programs. Instead of having to buy software and install it on a computer, people are now able to access many excellent programs online. These programs often allow users to store their creations in an online space, which is referred to as „the cloud“. The website Breeze is an example of a Web 2.0 website that has many applications for the classroom - it even targets educators by offering student and teacher licenses. In order to illuminate the advantages of this software as a tool for the classroom, a trial of the software was conducted in one Year 8 English and SOSE class at Somerville House. An overview of the benefits of Breeze, as well as the response students had to its implementation, will be outlined in this article.

### **What is Breeze?**

The easiest way to explain Breeze is that it is a presentation tool. Essentially, it allows users to present information to a group, similar to Microsoft PowerPoint . However, there are two features, in particular, which differentiate Breeze from PowerPoint. Firstly, the program needs the internet to work. Users create an online account with Breeze where they both make and store their Breeze presentations. If they want to deliver their presentations, the internet is required. Secondly, Breeze presentations do not follow a traditional slide format. Rather, a Breeze presentation is much more free-flowing. Users position their information, images and videos on a large, white background, called the "Breeze Canvas", and develop a path for the presentation to follow.

### **How does Breeze work?**

While it may take some practice, Breeze is fairly simple to use. The background of a Breeze presentation, the "Breeze Canvas", allows users to position content anywhere on the screen. To make the presentation more visually engaging, the program also allows users to zoom in and out of the canvas this function is useful because it enables the construction of a smooth presentation where the user can highlight clear connections between ideas. It is explained in Breeze: Trading Linear Presentations for Conceptual Learning Experiences that "instruction presented in a linear fashion does not align with how students think and may unconsciously discourage hierarchical thinking as it forces viewers to progress from

one concept to another without relation or integration with the foundational concept" (Rockinson-Szapkiw, Knight & Tucker, 2011)

With Breeze, users are able to create non-linear presentations which encourage students to "identify patterns, comparisons, relationships, and differences between information" (Rockinson-Szapkiw, Knight & Tucker, 2011)

The program lends itself well to the presentation of diagrams, concept maps and the highlighting of links between ideas.

### **Statement of the Problem**

The reality of the educational process has demonstrated the need to use modern methods of teaching and new methods that transport the teacher's role from teleprompter to diagnosed problems, and a guide and facilitator of learning and transfer the role of the student from knowledge container to a researcher and discoverer and applying it, so that the student is the center of the educational process (Ministry of Education, 2006, Eiadat, 2004)

The process of computerization of the curriculum, means upgrading to rule silent printed paper presented to the learner through the folds of the School book to a substance containing a set of interactive multimedia, and the challenges facing the educational field as some of the studies such as (Alharithy, 1990; Abdul Latif, 2002) indicated that there is a general weakness in the level of students in the Social studies material in general, attributed to the fact that some teachers and students confine their thinking when studying and teaching Social materials in the conservation and remember the facts as they are in the School book, without searching for ways to help them teach and learn in a better way.

Within the knowledge of researcher, there are few previous studies on the impact of using Breeze in the field of geography note that the interest in the production of computerized educational programs in general in a variety of study subjects has increased, making the researcher felt that there is an urgent need to produce such computerized programs like Breeze in keeping with contemporary trends in education, and the study of its impact on students' achievement.

### **Purpose of the Study**

The purpose of the study is to investigate the effect of using Breeze program in geography in the acquisition of eighth-grade students of environmental concepts, and their attitudes towards it.

### **Questions of the Study**

1. Are there any significant differences at the level of significance ( $\alpha = 0.05$ ) in the acquisition of eighth-grade

students the environmental concepts in geography due to the method of teaching (using Breeze program, Traditional way) and gender of the student (male, female) and the interaction between them ?

2. What are the attitudes of eighth-grade students towards Breeze program (unit of environmental problems)?

### Definition of Terms

**Breeze program:** tool allows users to create a standalone presentation for the web using a PowerPoint plug-in , including slides, audio, and quiz features.

**Environmental concepts:** Environmental concepts: What is composed for the individual of meanings have a relationship in the field of environmental concepts such as: pollution, desertification, Ozone, ecosystem.... etc, which appeared in the Geography book of the primary eighth grade in Jordan for the academic year 2015/2016.

### LITERATURE REVIEW

According to Bernhardt (2006) "The knowledge conveyed to the listeners increases when there is audience participation and the presenter's style is dynamic and engaging," (p. 317). Prezi provides a distinct presentation experience that presents information in a non-linear fashion. This allows the presenter more flexibility and creates a way to show relationships among different items in the presentation. In doing so, the audience may get a better idea of the big picture. At the same time the zooming feature in Prezi could potentially capture and hold an audience's attention. PowerPoint offers a vast array of background patterns, design templates plus transition and animation effects that engage the audience.

In addition to movement and color schemes, each tool allows for easy incorporation of multimedia such as audio, video and images.

While each tool has its benefits, both have come under criticism at one time or another.

According to Harris (2004) "More often, clear-thinking, articulate people who use PowerPoint are transformed into muddled, monotonous speakers who shoehorn their thoughts into bullet points and anesthetize audiences with their slideshows," (p. 50). Prezi has faced some less than gleaming reviews for its unfamiliar interface and dizzying zooming capabilities. "All the whizzing might be distracting for someone who wants to get a message across," (Adria, 2009, par. 2).

Comparing the same presentation created separately using each presentation tool will provide insight about which tool is more appropriate for achieving the goals of the presentation.

In learning more about what each tool has to offer better information design can ultimately be achieved.

Microsoft PowerPoint is a tool that has long been used for instruction. Whether teaching a class or giving a talk in front of colleagues, this slide-based technology has been the standard "go to" for presenting your information in an organized fashion. "In 2002, it was estimated that more than 400 million copies of PowerPoint were in circulation..." (Craig, 2006, p. 147).

In addition to its popularity, PowerPoint has also been the subject of much criticism. "Although PowerPoint promises much in terms of delivering content efficiently and offering attractive and dynamic presentations, some critics allege that a frequent outcome is a vacuous monotony" (Craig, 2006, p. 148). In determining how PowerPoint stands up to other presentation tools it is important to examine its strengths, weaknesses and effectiveness.

Daniels (1999) takes a look at the advantages that PowerPoint offers to both the student and the teacher while giving a fresh perspective of the tool's attributes. "The most obvious benefit for students is the visual differentiation" (Daniels, 1999, p. 44)

PowerPoint offers seemingly endless possibilities when it comes to slide design. "Multiple colors are used for the text, graphics and backgrounds of the slides..." (Daniels, 1999, p. 44). Besides color, other visually stimulating features are offered using "builds" and "transitions" as well as animation effects. "These techniques add to the explanatory power of the presentation in addition to enhancing visual appeal" (Daniels, 1999, p. 44). Other than visual stimulation, PowerPoint gives the user the ability to insert hyperlinks onto a slide. Also, when used in conjunction with tools like Slide Share, an entire PowerPoint presentation can be uploaded to the web to be shared with others or accessed from any location with internet access. "Students can have access to the slides outside of the class. This also allows the slides to be used as part of distance learning courses that are web-based" (Daniels, 1999, p. 44).

Prezi is a newer flash-based application that allows the user to create a presentation using a large, blank page instead of traditional slides. In a general comparison as presentation tools, PowerPoint and Prezi are like smooth vs. crunchy peanut butter. They're different, some prefer one over the other, but they both serve pretty much the same purpose. So what's the buzz about Prezi? According to Lorang (2010) "Prezi is a radical departure from the traditional slide show paradigm in that it is not linear,"

Even before PowerPoint, presentation tools were simple slides projected onto a wall or screen, which is why they were referred to as "slideshows." PowerPoint and its other slide-based counterparts are mere electronic versions of the original slide. Prezi takes us back even farther in time, mirroring lessons taught by scrawling notes in chalk on a blackboard. "Think of the

presentation area as a big blackboard or giant sheet of paper where you have been scribbling your thoughts and ideas as if you were just jotting notes down on a sheet of paper at your kitchen table,” (Lorang, 2010, para. 2). In addition to its seemingly infinite canvas of opportunity, Prezi has a unique zooming feature. “With a Prezi it is possible for the presenter to simply click the background with the mouse and the presentation zooms out to an overview, then the presenter can zoom into the area they want,” (Lorang, 2010, para. 10).

Stone (2001) discusses the principles of Human Centered Design (HCD) as set forth by guidelines of international standard ISO 13407; Ensure the active involvement of users, appropriate allocation of function to system and user, iteration of design solutions and ensuring the design is the result of multidisciplinary input. (p. 2) As part of the guidelines for HCD the standard also included a separate listing of principles specifically for HCD Activities. “Understand and specify the context of use, specify user and organizational requirements, produce more than one candidate design solution, evaluate designs against requirements,” (Stone, 2001, p. 2). Cooley (2000) provides a more palpable list of necessary characteristics for system design if those systems tools are to be successful in the scope of HCD. They are coherence, inclusiveness, malleability, engagement, ownership, responsiveness, purpose, panoramic and transcendence.

## METHODOLOGY

### The Study Population

The study population consisted of all students in the primary eighth grade enrolled in government schools in the Directorate of Education to Karak district for the academic year 2007/2006 m's (1683) students, distributed at (848) students and (835) students. These students are distributed to 44 schools; including 21 schools for male students and 23 school for female students.

### The Study Sample

The study sample consisted of (262) students, including 131 male and 131 female students from the primary eighth-grade students from the Schools of Education, Directorate for the Karak by two schools for males and two schools for females, it has been selected deliberately, for its proximity to the place of the work of researchers and provide appropriate computers for the students number, and the cooperation of the school administration and the willingness of geography teachers to contribute the completion of this study, knowing that each one of them holds an International Computer Driving License. Shows **Table 1** of the study sample were

distributed to two groups according to the study group and gender.

### Tools of the study

To achieve the objectives of the study, the following tools was used :

(A) Breeze program. Due to the lack of educational programs in geography, The researchers prepared a Breeze program in geography (unit of environmental problems) for primary eight grade scheduled for the academic year 2015/2016, with the help of specialists in the field of programming and curricula and teaching methods, using software (Author ware).

This unit have been chosen because of its contain a scientific theory and concepts needed to simulate the application, which often complain about students from their inertia; because the new concepts that are related to the environment and its various elements and issues were the main concern for the whole world recently. The researchers follow in the preparation of this program the following steps:

- The content of educational material has been analyzed and extracting what they have from facts, concepts, principles, skills and values which contributed to the broken down into small steps and arrange them in a logical sequence, consequently the researchers select Actual learning expected from students after passing the expertise of learning.
- Identify educational methods contained in the program, such as shapes, movements, color video clips, sounds, images, and determine presentation of the program and how students interact with them and identify activities and exercises and methods of promotion and nutrition for the feedback and the final calendar and instructions to use the program strategies.

**Table 1:** The distribution of the study sample by teaching and Gender way

Group	Gender	Number of Sections	Number of students
<b>Experimental</b>	Male	2	65
	Female	2	66
	Total	4	131
<b>Control</b>	Male	2	65
	Female	2	66
	Total	4	131
<b>Grand total</b>		8	262

- Writing the script: what has been described and defined previously was translate to detailed and sequential procedures and steps on paper in terms of the emergence of sequence information, intervals, and spatial voids, how to distribute the information on the screen, navigating between screens, how to show information and hide them.

- **Implementation:** The conversion cycle specifications on paper into real physical formats on a computer screen



to form a Breeze program and took tutoring pattern where the computer display of educational material gradually text and audio also documentaries film was presented for some topics and provide exercises and activities after each step of the computerized lesson and followed reinforcement and feedback by students answers on enrichment activities and the final calendar.

### **Breeze program validity**

The Breeze program presented to a group of specialists arbitrators: University professors specialists in computer and educational methods of teaching social studies, and supervisors and teachers in the field of Social education, and some specialists in the computing curriculum directorate at the Ministry of Education. And applied the program on a sample from outside the study sample consisted of (14) students from the primary eighth grade, the researchers conducted the necessary adjustments based on the views and observations of the arbitrators to take out a Breeze program in his final image.

(B) Achievement test. To reveal the effectiveness of the Breeze program (unit of environmental problems) on student achievement, the researchers prepared achievement test by the for the article content after content analysis and prepare a table of specifications and determine the educational goals which is expected to be achieved, its paragraphs have been drafting of multiple choice, each containing a paragraph on four alternatives, one of which is true.

And within levels of cognitive targets according to Bloom, the test in its Preliminary image consist of (30) items, and after presented to the arbitrators, his final image consist from (25) items are: remembering (11) items, understanding (8) vertebrae, the application (3) paragraphs, analysis two paragraphs, calendar one paragraph. Maximum mark on the test is (25), which is one mark for each question. And the test applied on two groups of study before starting the experiment (test tribal) to ensure equal experimental groups and the control group, as a dish test again after the completion of the application of the experiment (post-test) to see the difference in achievement between the experimental group and the control group.

### **Test validity**

To ascertain the validity of the test has been introduced with the educational goals on a group of specialists arbitrators' in the Curricula and teaching methods of teaching social studies and some experts in the Curriculum Directorate at the Ministry of Education And the administrators and teachers of social education, and then give their comments and views on the test was to reformulate some of the paragraphs to suit the level of students and the level of the target.

### **Test Reliability**

To check the test reliability it has been applied on his final image on a reconnaissance sample from outside the study sample, from the eighth grade students consisted of (32) students of the same level of education of the study sample, and the test is re-applied on the same sample after 14 days. And using the Pearson correlation coefficient, depending on the stability of the test results between the two applications was (0.87), which refers to the stability of the test.

(C) Trends scale towards Breeze program. By reference to the educational literature specialized in student trends towards teaching by using Breeze programs, the researchers developed trends scale to measure eighth grade students trends towards Breeze programs, The scale of Likert type with quintet staging, so that the student chooses one answer for each item and get one mark at a minimum and a maximum of five marks, taking into account the reverse staging paragraphs negative when answering each paragraph.

### **Trends scale validity**

To check the validity of trends scale it have been presented to the number of arbitrators who specialize in curriculum, teaching and technology education and computer education and methods of teaching social studies, were their comments was taken on each paragraph in terms of: accuracy and integrity of the language, the clarity of paragraphs, and the appropriateness of the paragraph for the students of primary eighth grade, and the paragraphs which unanimously approved by (85%) or more of the arbitrators were retained , also the paragraph has been deleted and modify and add new paragraphs by the views of the referees to take out the scale in his final image component from (30) paragraph.

### **Trends scale Reliability**

To ensure the reliability of the scale it has been applied to a sample outside the sample of the study consist of (22) students, and used Cronbach's alpha formula to calculate the stability of internal consistency, and its value was (0.91) which is suitable for the purposes of the study.

Control procedures: to ensure equalization of the two study groups the students' achievement test was applied before starting the experiment, also the arithmetic means and standard deviations for signs of students on the pre-test was extracted, as shown in [Table 2](#).

Noted from [Table 2](#) the existence of a simple morphological differences between the averages for signs of students, and to see if these differences were statistically significant the two-way analysis of variance

was use on the pre-test results to verify the equivalence of the groups, and whether there are statistically significant differences at the level of significance ( $\alpha=$

0.05) between the student marks average on the pre-test due to gender or teaching method or the interaction between them, as shown in [Table 3](#).

**Table 2:** Arithmetic means and standard deviations for marks of students on the pre-test according to teaching method and Gender

Gender	Teaching method	No.	Mean	Standard
Male	Breeze	65	11.23	3.06
	Traditional	65	11.20	2.93
Female	Breeze	66	11.81	3.40
	Traditional	66	11.80	3.06
<b>Total</b>		262	11.51	3.14

**Table 3:** The results of bilateral contrast analysis to the student achievement (male, female) on the collection of pre-test

Source of variation	Sum of squares	Degree of freedom	Mean squares	F	Sig
Gender	23.205	1	23.205	2.342	0.127
Teaching method	0.034	1	0.034	0.003	0.953
Interaction between gender and method	0.0039	1	0.0039	0.000	0.984
Error	2556.196	258	9.908		
<b>Total</b>	2579.431	261			

As seen from the [Table 3](#) that there were no statistically significant differences between the averages of student marks in pre-test attributed to gender and the way of teaching and the interaction between them.

### Application procedures

- 1- Prepare study tools: Breeze program, test grades, trends scale towards Breeze program, the validity and reliability were confirmed of each of them.
- 2- Identify the study sample and the selection of control and experimental groups purposely that we have mentioned previously.
- 3- Visit the schools involved and speak with school principals about the study and its objectives to provide the necessary facilities, and ensuring the availability of computer labs where sufficient numbers of students.
- 4- Download the Breeze program on computers in schools that have been selected to conduct the study.
- 5- Apply the study on the experimental group in schools that have been selected, and the implementation of the first class under the supervision of researchers successfully and to ensure implementation of the Breeze successfully.
- 6- The posttest is applied for the members of the two groups after the completion of the study.
- 7- The answers of two groups on the posttest was corrected by researchers and they conducted a appropriate statistical analyzes.

### Variables of the study

The study includes the following variables:

1- Independent variables:

A- Teaching method has two levels: (Traditional, using Breeze program)

B- Gender has two levels: (male, female)

2- Dependent variables

A- Achievement

B- Students' responses on a trends scale towards Breeze program.

### Study Design

This study is considered as quasi-experimental studies. Its sample Consisted from eight groups, four of which experimental (two males and two females), and four control (two males and two females) of the eighth grade in the schools at Amman 1<sup>st</sup> Directorate of Education

### Statistical Treatment

To address the results of the study statistically the statistical analysis (SPSS) program was used and the following statistics was adopted:

1. Calculate means, standard deviations, using two-way analysis of variance to answer the first question.

2. Extracting the arithmetic mean and standard deviations for the answer to the second question.

## RESULTS OF THE STUDY

### First: the results relating to the first question (Achievement Test)

To answer the first question: Are there any significant differences at the level of significance ( $\alpha = 0.05$ ) in the acquisition of eighth-grade students the environmental concepts in geography due to the method of teaching (using Breeze program, Traditional way) and gender of the student (male, female) and the interaction between them? Two-way analysis of variance (TWO WAY ANOVA) has been conducted on the posttest achievement and after completion the application of experience, Table 4 shows that.

It is noted that the arithmetic mean of the groups studied using the Breeze program was higher than the averages of the groups studied using the way, traditional and that the female marks mean were slightly higher than males.

To find out whether these differences are statistically significant they have been conducting two-way analysis of variance to detect the presence of significant differences at ( $\alpha = 0.05$ ) statistical level of significance between the average student marks on the post-test due to gender or teaching method or the interaction between them, as specified in Table 5.

It is clear from Table 5 that there is a statistically significant difference between the mean scores in student achievement test due to the gender in favor of females. Also the presence of a statistically significant difference between the mean scores in student achievement test due to the method of teaching and in favor of the Breeze program. As well as the lack of statistically significant differences at ( $\alpha = 0.05$ ) level of significance between the mean scores in student achievement test due to the interaction between teaching and Gender way.

### Second, the results relating to the second question (students' attitudes towards Breeze program):

To answer the second question: What are the attitudes of eighth-grade students towards Breeze program (unit of environmental problems)?

The means and standard deviations were extracted, also (T. test) has been used to estimate the experimental group on a scale attitudes towards Breeze program before and after the study, and Table 6 shows these results:

It can be seen from Table 6 that there are no statistically significant difference at ( $\alpha = 0.05$ ) level of significance between the averages of the trends of the students on a scale trend toward Breeze program (unit of environmental problems) before and after the experiment and in favor of the program. Which means that the primary eighth-grade students' attitudes towards Breeze program (unit of environmental problems) for the geography has changed in a positive way.

**Table 4:** Arithmetic means and standard deviations for marks of the students at post-test according to the teaching method and gender

Gender	Teaching method	No.	Mean	Standard
Male	Breeze	65	21.75	1.84
	Traditional	65	19.45	2.08
Female	Breeze	66	23.15	1.67
	Traditional	66	20.94	2.24
<b>Total</b>		262	21.33	2.37

**Table 5:** The results of two-way analysis of variance of students' achievement (male, female) on the posttest

Source of variation	Sum of squares	Degree of freedom	Mean squares	F	Sig
Gender	136.844	1	136.844	*35.293	0.000
Teaching method	334.501	1	334.501	*86.270	0.000
Interaction between gender and method	0.150	1	0.150	0.039	0.844
Error	1000.366	258	3.877		
<b>Total</b>	120654.000	261			

\*Statistically significant at ( $0.05 = \alpha$ ) level of significance

**Table 6:** Results of (T) test to estimate the experimental group on scale attitudes towards Breeze program before and after the study.

Response on a trends scale	No.	Mean	Standard deviation	Degree of freedom	Calculated T	Sig
Before the experiment	131	3.828	0.382	260	*5.954	0.000
After the experiment	131	4.152	0.491			

\*Statistically significant at (0.05 =  $\alpha$ ) level of significance.

## DISCUSSION OF THE RESULTS

### Discussion of the results concerning the method of teaching:

The results of the study shown in Table 4 that there is a statistically significant difference in favor of the experimental group that studied the Breeze program manner. And this demonstrates the effectiveness of teaching using the computer, and they are an important impact in the increase of students of environmental concepts compared to the traditional way. Perhaps this difference is due to the advantages enjoyed by the computer of speed, accuracy, and diversify the information presented, and flexibility in use and control views make it a much better than organs which display various information such as books, audio and video.

This was confirmed by Gunn, 2003 that there is no technology tool has positive features, such as the computer which is found interest and application in many areas of contemporary cultural life. In addition to the way of use computer in teaching students the unity of environment problems of geography of the primary eighth grade is new way for them, so give learners freedom during the study and is working to organize information while viewing, browsing inside with ease, and increasing the chance of students included environmental concepts in the Breeze program.

Availability of Breeze programs for students is chance to pick, discover and experimenting with alternative strategies, through feeling comfortable and positive interaction between the computer and the students, and activating the reinforcement and reward system, also the Breeze program enables students of experimentation and exercise freely and express their views without fear of making mistakes, which increases self-confidence and the ability to analysis and conclusion, innovation and the ability to solve problems.

This was confirmed by the results of, (Collins1990; Ron, 1991; Vickie, 1990) studies that computer learning increases the achievement ability of the students and helps them to a deeper understanding of the content of education, and develops their ability to solve problems.

The method of using computer allows students to deal with the Breeze program himself, thereby increasing their interaction with educational material, as well as the always new raises the suspense and interest, which

works to raise students' motivation toward learning, where students showed interest in a large and enthusiastic to learn via computer, and that has been observed during the application of the experience.

Perhaps contain the software multiple modes such as color, motion, sound and documentaries, has led to increased interest and motivation of the learner, without feeling bored or embarrassed to address and correct their mistakes. Also the researchers have observed the students to express their will at the end of the class in the exploitation of the break between the two classes to continue the lesson and re-run the software over and over again, which helped in the acquisition of environmental concepts contained in the Breeze program.

The results of this study was agreed with the result of each the Alharithy, 1990, and Gaoud 1993, and AbdulQadir (1997), and Mustafa (1999), and Hilat (2003), and Subh and Ajlouni (2003), and Afattanat (2005), and alhasanat(2005), and alomari (2006) study. And disagreed with the result Menzlaoa (2005) studies, which showed no Statistically significant differences in student achievement is due to the method of teaching (cooperative, programmed), and gender and the interaction between them. Also it can due to the different nature or purpose of the study or the study sample from those studies.

In terms of gender has shown results of the study (Table 5) the existence of a statistically significant difference among the averages students signs in the achievement test is attributed to gender (male, female), in favor of females in the acquisition of eighth grade students the environmental concepts in geography, and perhaps this difference is due to the high female motivation and their ability to attainment perseverance and achievement desire for self-realization, and may be so as to achieve the status of social better for them and prove that they are less efficient than males age.

The researchers noted that the students interesting and serious learning to have more students. Perhaps the acquisition of some of the families of computers at home and spend most of the students time at home gives them a greater opportunity to use the computer to learn as much time as possible in the study using Breeze programs and thereby increase their ability to attainment, unlike students who spend most of their time outside the home, and the interaction students with Breeze program



was more than the students, so that most of the students to exploit the break times between the class in the use of Breeze program, and the researchers noted through the records visit the computer lab that students frequency computer lab was more than students.

The result of this study agreed with the result of each of the Gaoud (1993), Ajlouni (1994), Abdul Qadir (1997) studies. And statistically significant differences in favor of females. as well as it differed with Hilat study (2003) which showed that male superiority over females. And also disagreed with the study of each the almostafh (2002), and Afattanat (2005), and alomari (2006), and Mawajdeh (2006). Which showed no differences between males and females. It can be attributed to the different nature of the sample in this study from the previous studies.

Results of the study relating to the interaction between the method and gender has shown no statistically significant differences between the average performance of the group (experimental) that learned by using the computer group (control group) that learned by the traditional way due to the interaction between the way and gender, and this means that the use of teaching computer-way, as well as to use the traditional method of teaching as much impact on gender symmetric, it has been attributed to the similarity of the environmental and economic conditions, and cultural for both sexes. Also the educational conditions experienced by male and female students converged in the study of this educational material. And the gender (male, female) has no effect on the acquisition of eighth grade students to the concepts of the environment in the geography.

The result of this study agreed with the result of the Gaoud (1993), and alhsanat (2005), and alomari (2006), and Mawajdeh (2006) studies. Differed with Ajlouni study (1994). and it can be attributed to the different the sample from those studies at the time the place.

### **Discussion of the results relating to the second question:**

The results of the study shown in table (6) that the students' attitudes towards breeze program has improved positively after make a experiment comparing their attitudes before the experiment, and this result can be explained by that the computer diversifies information display and make the learner to continuous interaction and work on the transfer of learner success to success, and this is what reassures the learner, also the Little, 1990, Pacey, 1991 pointed to receive a learner of information through the computer helps in the formation of positive attitudes towards learning computer because it teaches the way that suits him and the way that corresponds to his needs at a time when learning it wants, which encouraged him to continue to learn.

Perhaps what is available in the Breeze program of images, multimedia and sound effects and mobility and

documentaries and enrichment activities, which are not used by students in the normal teaching, perhaps so they can follow the lesson fun and happiness and high motivation, in addition to that the lack of fear of answering the questions, and the method of consolidation, dialogue, discussion and exchange of roles, and interact with the device, leading to increased student self-confidence and thus the formation of positive attitudes towards Breeze program, the result of this study agreed with the result of each of the Abu Omar (1998), and Jabir and Abu Omar (2000), and Abu Lum (2003) and Smith, 2001 studies.

### **RECOMMENDATIONS**

In light of the results of the study, we come up with the following recommendations:

- Recommendations in the field of teaching:
  1. Expansion of the computerization of the geography curriculum.
  2. Diversity in teaching methods, to suit the different grades and focus on non-traditional ways of learning, such as using a computer.
  3. The need to hold training for geography teachers related to computer use and design of Breeze programs to geography courses.
  4. Provide schools with Breeze programs for various subjects and grade levels, and the need for cooperation of the teachers at the school and the directorate level in the preparation and design of Breeze programs in the beginning of the semester through workshops.
- Recommendations in the field of research:
  1. Increasing attention to research and studies dealing with the impact of the use of Breeze programs in achievement in various subjects for the Study of geography, and other materials and different levels of study.
  2. Conducting more research and studies on the role of Breeze programs in the computerized collection to get the results can be generalized to a large scale.

### **REFERENCES**

- Abdul Latif A (2002). the effectiveness of using the hypertext and computerized multimedia on the immediate and delayed achievement of historical concepts of the first year of secondary students and their attitudes towards history, unpublished Ph.D. dissertation, Al-Azhar University, Egypt.
- Adria O (2009). Breeze Review: More than Buzz? [Web Log comment] Retrieved from <http://www.rethinkpresentations.com/prezi-review-more-than-buzz/>
- Al Harithy Dakil D (1990). The Effect of Programmed Instruction in Teaching Geography to Low Achievers in The Intermediate School of Saudi Arabia. Dal, 51(11).3611.
- Bernhardt B (2006). Presentations that Keep Your Audience Interested and Awake. The Haworth Information Press, 50, 315-318.
- Cooley M (2000). Human Centered Design. In R. Jacobson (Eds.), Information Design (59-81). Cambridge, MA: The MIT Press.

- Craig RJ & Amernic JH (2006). PowerPoint Presentation Technology and the Dynamics of Teaching. *Innovative Higher Education*, 31, 147-160. Doi: 10.1007/s10755-006-9017-5
- Daniels L (1999). Introducing Technology in the Classroom: PowerPoint as a First Step, *Journal of Computing in Higher Education*, 10 (2), 42-56.
- Eiadat Y (2004). Educational computer and its educational applications, Dar Al Maseera for publishing, distribution and printing, Amman, Jordan.
- Harris S (2004). The Point of Thought? *Government Executive*, Sept. 50-56.
- Lorang T (2010). Prezi versus PowerPoint. [web log comment]. Retrieved from <http://imagediapartners.blogspot.com/2014/03/prezi-versus-powerpoint.html>
- The Ministry of Education (2006) the National Strategy for Education, Amman Jordan.
- Rockinson- Szapkiw A, Knight A & Tucker J (2011). "Breeze: Trading Linear Presentations for Conceptual Learning Experiences in Counselor Education", *Counsel for Higher Education Pedagogy*, Blacksburg.
- Stone R (2001). Virtual Reality in the Real World: A personal reflection on 12 years of human-centered endeavor. ICAT, December 5-7. [http://www.berks.psu.edu/Documents/Academics/Prezi\\_CreatingPresentations.pdf](http://www.berks.psu.edu/Documents/Academics/Prezi_CreatingPresentations.pdf)