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The Impact of Using Prezi for Teaching "Technology" for the Six Grade Students at Irbid 1st Directorate of Education from their Perspectives

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Abstract
This study explored the impact of using the Prezi program for teaching technology to sixth-grade students at the Irbid 1st Directorate of Education. Recognizing the necessity for engaging teaching methodologies in a subject as rich and diverse as technology, the study evaluated Prezi's effectiveness against traditional teaching methods. Employing a quasi-experimental design, two tools, a post-achievement test and an attitude scale, were used. Results indicated a statistically significant improvement in achievement and attitude for students taught using Prezi compared to those taught through traditional methods. The findings further revealed a direct positive correlation between students' attitudes towards learning technology and their academic achievements. This research underscores the potential of modern, interactive teaching methods, specifically Prezi, in enhancing student achievement and fostering positive attitudes towards learning technology.
Keywords: Prezi, Technology education, Sixth-grade students, Interactive teaching methods, Quasi-experimental research
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Introduction

The need arises for the existence of electronically programmed curricula that rely on advanced electronic programs commensurate with the era of modern technology, as it is characterized by suspense and attractiveness and reduces the feeling of boredom and commensurate with the capabilities and capabilities of our students, and raises the value of their educational achievement and their intellectual level, keeps pace with technical challenges and contributes to building the learner in an integrated building Able to compete with peers in the job market, with the increase in the use of e-learning, many electronic programs have emerged, especially for presentations, to improve and influence the learning environment, such as: (Emazing), (Prezi), (Power Point) and (Flash), and Prezi is the most modern program, its difference from other presentations is that it is based on cognitive theory and supports virtual society, Strasser (2014) indicated that the Prezi program is one of the appropriate programs to use during the lectures. It also enables students to create creative individual and group presentations, Perron & Stearns (2011) also emphasized that the Prezi program helps in enhancing cooperation between students in joint projects, and it is expected that it will be one of the important tools to enhance the knowledge base in social work. It is expected that the audio-visual maps provided by the Prezi Program for students will understand the content and enrich it, and build a knowledge base with a meaning that is easy to learn, preserve and use in a deeper way, so this research comes as a complement to the studies and research that have been based on e-learning,

What is Prezi? Where does it exist?

It is a web-based website for presentation applications and a storytelling tool that uses a single presentation image instead of a slideshow. An infinite number of text, images, video clips, etc. can be placed on this display image and all together in frames, allowing users to create nonlinear views, enabling them to zoom in and out through the visual map, also, it is possible to define the paths that link the frames and the different shapes as representing the arrangement of the information that is displayed, and this presentation can be developed in the browser window, then it can be downloaded so that there is no need to connect to the Internet when presenting the presentation (Laufer, Halacsy & Fischer, 2011).

This application is one of the important tools or means, which enables you to submit non-linear offers with ease, and this application is known as a zoom display tool, and it depends heavily on movement to the point that sometimes some of its users may get dizzy, and for this The reason is excellent for those people who swiftly move from one part to another in the presentation.

https://www.almrsal.com/post/513794

Brief history of Prezi

It is a company founded in 2009 by the founder, Somlai Adam Fischer, headquartered in Budapest

Hungary, where both (Sumlai Adam Fischer and Halacsy Peter) started work on Barzi in 2007, when they felt that the slides restricted their ability to develop and explain ideas. The company started on it in Budapest, the city in which Peter and Adam reside in May 2008 with the help of Hungarian Telekom (Hungary). After contracting with the Hungarian Swedish businessman Peter as CEO, the project opened in April 2009. Berzi received funding from the Sapling the Foundation, which owns the TED conference, as well as funding from Sunstone Capital, and in November 2009, Berzi opened his office in San Francisco.

Berzi Uses

The Freemium model is used

- Customers who use the Free Prize Public License must post their work on the Prize website.
- Customers who pay for the Enjoy Prize or prezi-pro license can create and share a secret Prize.
- Prezi also offers free license lessons for students and teachers.

http:// www.youtube.com/watch?v=tDfmyLz4keQ

Statement of the Study

Technology is a material rich in facts, concepts, applications, and theories, and therefore it needs effective teaching methods that raise learners' motivation and attract their attention so that they can absorb what they learn, and the impact of this learning remains, and this is what the traditional verbal methods based on indoctrination fail to do, the trend towards interactive methods and employing multimedia may be an appropriate alternative that meets the requirements of teaching technology, and thus the problem of study is reflected in the following main question: **What is the effectiveness of the Prezi program in achieving sixth-grade students in the subject of technology and their attitudes towards learning it**.

The following sub-questions arise from main question:

1. What is the effectiveness of teaching using the computerized educational program according to Prezi in achieving students in technology?
2. What is the effectiveness of teaching using the educational program computerized according to Prezi in the directions towards learning technology?
3. What is the relationship between the achievement of sixth grade students in technology and their attitudes toward it?

Objectives of the study

1. Designing a computerized educational program in technology using the Prezi program.
2. Study the effectiveness of teaching by using the computerized educational program according to Prezi in the achievement of sixth grade students in the subject of technology.
3. Study the effectiveness of teaching by using the computerized educational program according to Prezi in the student's attitudes toward learning the subject of technology.
4. Knowing the relationship between academic achievement and attitudes toward learning technology for sixth-graders.

The importance of the study

The study benefits the following categories:

1. Those in charge of the technology curriculum, by improving the teaching methods of technology using the Prize program in computing educational content, interactively and multimedia.
2. Educational supervisors, by holding training courses for teachers, to urge them to use computerized educational programs according to the Prize program in teaching their required courses.
3. Teachers, by keeping up with the latest teaching methods that have recently appeared in the era of technology and knowledge, when using computerized educational programs according to the Prize program in teaching their courses.
4. Students, by developing their computer technology skills, which reflects positively on their level of achievement in technology and their attitudes towards it.
5. This is in addition to that this study constitutes an honest response to all calls, which call for the use and employment of technology in education, including the computer with its various and multiple-use programs.

Previous Studies

In the Hao Study (2014), it aimed to survey and explore the level of involvement caused by the Prezi Middle School Student Program in Taiwan, as well as to explore the relationship between this program and its tools while achieving levels of motivation, creativity and motivation to learn, to achieve the goals of the study, it was applied in the middle school in a rural area, where a geography teacher was relied upon to present the terrain to the North American region through the Prize program instead of using the PowerPoint program as an exhibition tool, and with the participation of the show with students, the presentation contains pictures, video and audio links And transcripts, and at the end of the lesson students fill out a survey tool about the degree of interaction and motivation that they got, students and teachers were interviewed on the topic. The study found that students possess high and medium levels of interaction and participation when relying on the Prezi program during the teaching and learning process, especially towards video, text and graphics in this program.

In a study conducted by Peters and Hopkins (2013) in an attempt to reveal the effectiveness of the Prize program in writing research papers and improving parental participation, and to achieve the goal of the study, the researchers followed the semi-experimental approach, the study sample included students of the arts class at the Craver Middle school in Colorado, USA, and the results of the study showed an increase in the average growth rate of middle school pupils in the language arts class with their subjects by 65% after using the Prize program, and the high rate of pupil attachment to parents Matters, as this was evident in the percentage of parents attending conferences led by students, where attendance rates rose, as before using the Prezi program it was less than 20%, and after using the Prezi program it rose to 95%.

Jacobson (2012) conducted a study aimed to use the Prezi program as a modern alternative to writing an article in a study unit entitled "The American Government Jake", the semi-empirical researcher used the semiconductor, So that the students prepared a three-minute presentation, explaining the relationships between the three branches of the federal government, and evaluating their pros and cons, and the study sample included a group of eighth graders at the American School in Tokyo, Japan, where the results of the study showed that there were no verbal errors in student registrations Audio within the presentations of the students, the study also concluded to increase the levels of participation compared to the levels of participation in writing the traditional paper article, with a decrease in the levels of students 'criticism of the participating articles. The study results also showed that the Prezi program helped the pupils to understand the material and organize it.

Al-Shammari (2011) conducted a study aimed at revealing the effect of using e-learning on the achievement of fourth grade primary students in science in the Kingdom of Saudi Arabia, in order to achieve the purposes of the study, the semi-experimental approach was used and a pre- and post-achievement achievement test was applied to the study sample, which consisted of (80) male and female students, the experimental group consisted of a male division (20 male and female students) (20 male and female), the control group consisted of a male division (20 male and female students) (20) female students, the study found that there are statistically significant differences in achievement between the two groups of the experimental and control group in favor of the experimental group (e-learning) and the study also showed that there are no statistically significant differences attributed to sex Or for the interaction between the teaching method and gender, the researcher presented any recommendations, the most prominent of which is the adoption of e-learning in teaching various educational materials and training students in the use of electronic programs.

Seifan (2008) conducted a study aimed at revealing the impact of the two methods of e-learning and blended in the achievement of the ninth basic students in applied computer programs. The study sample consisted of (64) students who were randomly selected, the first experimental group consisted of (32) students (e-learning), and the second experimental group (32) students (blended education), the study used computerized generalization software, two evaluation tests (theoretical and general) and notes preparing for unit lessons, the study found significant differences between the average scores of the first experimental group (e-learning) and the average of the second experimental group (blended learning) in the practical and theoretical tests as a whole in favor of blended learning, and the study recommended employing blended learning in the teaching and learning process, and holding training courses for designers in all their specialties To activate the method of blended learning in various curricula.

Al-Mahya (2008) also conducted a study to measure the effect of second-generation e-learning use (0.2) on cooperative learning skills, and the sample consisted of (51) male students from the amount of teachers at King Khalid University in Abha, they were divided into two experimental groups that were taught in a collaborative way using the second generation of e-learning, which included Google Docs, and the second group was taught using traditional e-learning, the semi-experimental approach was used, and the tools used by a researcher were a tool for measuring cooperative learning skills in the environment enhanced with computer networks, and the study revealed a low level of cooperative generalization in the two groups, there were no statistically significant differences in cooperative education between the two groups, and the study recommended providing higher education institutions with tools for the second generation of e-learning, and the training of faculty members in the developments of e-learning.

Al-Hudhaifi (2007) conducted a study aimed at knowing the effect of using e-learning on the level of achievement in the science subject for the third intermediate grade students, and developing their mental abilities and their attitudes towards science, and the researcher used the semi-experimental approach, two experimental groups were chosen, one of which studied the science subject through the use of electronic educational software, and the other controlled the science subject in the traditional way. The study revealed a statistically significant difference between the mean scores of students of the experimental group and the control group in the post-implementation of the achievement test for the benefit of the experimental group that was studied using e-learning, as the value for achievement reached (3.56), which is a statistically significant value at the level of (0.01), as for trends and capabilities, there is no fundamental difference between the two methods (e-learning, and the traditional method), where the value of "T" in relation to the trends was 0.45, which is not statistically significant. As for mental abilities, the value of "T" was (0.89), which is also not statistically significant.

Method and Procedures

Study Population and its Sample

The study population consisted of all sixth graders in Irbid, studying For the Technology Curriculum, in the governmental schools for the academic year (2018-2019) of (2920) students, The sample of the study consisted of (184) female students from the sixth grade students in the basic school of Ruqyah Bint Al-Rasoul Elementary School for Girls, who were chosen intentionally because the school contains a large number of sixth-grade students, a computer lab in the school provided the most recent equipment connected to the Internet, and the number of computers suitable for the number of the experimental group.

The study sample was divided into two groups in a simple random manner:

1. An experimental group of (92) female students from the sixth basic class, the Communications and Information Technology Unit studied using a computerized educational program according to the Prezi program.
2. A control group of (92) female students from the sixth basic class, they studied Tthe Communication and Information Technology Unit using the traditional way.

Study Approach

This study followed the approach of quasi-experimental research Qusai Experimental Design, to suit it for the purposes of the study, and the inability to fully control the conditions of field experience, represented in the study of the effectiveness of the Prize program in developing the achievement of sixth-grade students in the subject of technology and their attitudes towards it.

Two study tools

I. Direct post-achievement test

The objective of this test is to measure the achievement of the sixth grade students in the Communications and Information Technology Unit, to verify the effectiveness of using the computerized educational program according to the Prize program in learning and teaching this unit, as the goals and skills that were included in the Communications and Information Technology Unit from the Technology Book were worked out For the sixth basic grade in the light of the results of the process of analyzing this unit, in order to build a special specification table, aimed at achieving balance in the test, and to ensure that it measures a sample representative of the goals, skills, and content of the subject in which achievement is to be measured, and thus poverty has been formulated The test sessions, which consisted of (15) paragraphs of the substantive questions, and (5) paragraphs of the essay questions, formulated by relying on the textbook, the teacher's guide, and previous studies related to the subject of the study.

Test Validity

After preparing the initial image of the test, the researchers presented it to a panel of arbitrators consisting of (4) arbitrators with expertise in the field of education and technology education, and educational supervisors in addition to technology teachers for the sixth grade, in order to express their opinions and observations about the test.

The arbitrators made observations from them, the need for more questions that focus on the applied side and problem solving in line with the vision adopted by the technology approach in the past and modern, coordinating the test paragraphs, and leaving blanks between the essay questions to answer students on the test paper itself, and I have benefited from the opinions of the judges in Focus on questions that simulate the practical side and solve problems, re-coordinate the test paragraphs and take them out permanently.

Reliability of the Test

After applying the direct post-achievement test on the sixth graders, the stability coefficient was calculated using the equation of (Cronbach Alpha), and the value of the coefficient of stability reached (0.72),

which is a percentage consistent with the educationally accepted stability coefficients, which ranges between (0.95 - 0.60) (2005 Odeh).

II. Scale of the trends towards learning technology

A scale was built to identify the attitudes of the sixth graders of basic education towards learning technology subject using some measures of trends mentioned in some previous studies such as (Hamdan and 2012 (Melhem, 2013) study), with the aim of knowing the extent of students' attitudes when learning the Communication and Information Technology Unit The second unit of the technology book, using the educational program computerized according to Prize, with what this program may provide for the increased readiness and motivation of students to learn eagerly and motivated, which seeks to work to modify their attitudes towards learning the subject of technology.

The scale consisted of (42) items, which included phrases formulated in a positive way that enhance students 'confidence in themselves and their attitudes toward learning technology, and phrases formulated in a negative way that reduce students' confidence in themselves and their attitudes toward learning technology, and to ensure the validity of statistical analysis, work was done to reverse negative paragraphs during The analysis and represented in paragraphs No. (2,3,4,5,6,11,15, 28,29,30,34) for the purposes of the study.

Validity of the Scale

To ensure the accuracy of the content of the scale of the sixth-grade students 'attitudes toward learning the subject of technology, it was presented in its primary form to a group of arbitrators represented by faculty members specializing in curricula and teaching methods, education and psychology at the Jordanian Al-alBayt University, as well as technology supervisors, in addition to teachers and teachers Technology who are studying technology for the sixth grade, as there are (6) arbitrators.

This is to make sure that its clauses measure students 'attitudes toward learning the subject of technology, and to make sure that each of them is formulated in a proper and understandable way, and to put in place appropriate adjustments in order to arrive at a scale through which we can measure the attitudes of students of the sixth basic class towards learning the subject of technology with the greatest degree of accuracy, after reviewing the jury's observations and suggestions, which are to coordinate and amend some paragraphs, such as: I think technology is a boring material that does not arouse enthusiasm, instead of: technology is dry and boring material that does not arouse enthusiasm, and omitted some of the scale's (6) items which are: I can easily succeed in the subject of technology, and I think that the subject of technology is difficult, and I think that the technology teacher treats her students harshly, and I feel that the subject of technology is enjoyable, and I feel bad when I study the tests for the subject of technology, and I like the subject of technology, and the necessary adjustments were made, which the body saw Arbitration is appropriate, and the scale became composed of (36) paragraphs.

Reliability of the Scale

After applying the scale of attitudes to sixth graders, and gathering information and data, the stability factor was calculated using the equation of (Cronbach Alpha), and the stability factor reached (0.730), which is an acceptable value for the purposes of scientific research in educational studies and research (Odeh, 2005).

Statistical Treatments

In this study, the Social Sciences Statistical Package (SPSS) was used in conducting statistical analyses, and the methods used in the study are:

First: the statistical methods used in codifying the study tools

1. (Cronbach Alpha) equation to check the stability of the direct post-achievement test, and the scale of trends towards learning technology.
2. Difficulty and discrimination coefficients to analyze the test items.

Second: The statistical methods used to answer study questions and test their hypotheses

1. Mathematical Averages, Standard Deviations for Describing Student Achievement of the Experimental and Control Groups in Direct After-Achievement Test, and Measuring Attitudes Towards Learning Technology Subject.
2. To examine the significance of the difference between the mean achievement and trends of the experimental and control groups, after isolating the differences that may arise from the pre-measurement, as the accompanying monovariance analysis (ANCOVA) is more sensitive to experimental designs.
3. (Pearson Correlation Coefficient) to examine the relationship between academic achievement and attitudes toward learning technology.

Results of the Study

It consists in answering the sub-questions emanating from the main study question, which is: What is the effectiveness of the Prezi program in achieving the sixth grade students in technology and their attitudes towards learning it? to answer these questions, the appropriate hypotheses related to each of the sub-study questions were put in place, to test these hypotheses and analyze their results using the appropriate statistical treatments provided by the Statistical Packages Program (SPSS) and to answer the first sub-question question: What is the effectiveness of education using the educational program Computerized according to Prezi in the achievement of students in technology? The researchers formulated the following hypothesis:

The results of the first hypothesis and its discussion

The first hypothesis stated that: There is no statistically significant difference at the level of significance (α = 0.05) between the two direct post-academic achievement averages in the subject of technology, for sixth-graders in the public schools in Nablus due to the method of teaching (educational program calculated according to Prezi, traditional way). To test the first study hypothesis, arithmetic averages and standard deviations were extracted for students of the control group (who studied in the traditional way), and the experimental group (which was studied using a computerized educational program according to Prize in the pre-tests (school marks in technology) and post, and the results were as in Table No. (1).

Table (1): Mathematical Averages and Standard Deviations for Female Students' Marks in Pre and Post Tests according to the Study Groups

Group	No.	Pretest (school marks in technology (score of 30))		Posttest	
		Mean	Standard deviation	Mean	Standard deviation
Control	92	18.24	8.03	20.54	5.63
Experimental	92	19.07	7.96	23.01	4.87

Table No. (1) Shows an apparent difference in the arithmetic mean for the achievement of female students in the post-test. The mean of the control group (20.54), the mean of the experimental group (23.01), and to indicate the significance of the statistical differences between the arithmetic methods, the accompanying mono-variance analysis was used (ANCOVA) The results were as in Table No. (2) as follows:

Table (2): Results of the mono-variance analysis accompanying the effect of using Prezi in teaching 6th grade students in the control and experimental groups on the direct post-achievement test

Source of variance	Sum of squares	df	Mean of squares	F	Sig
Pretest	0.384	1	0.384	0.014	0.907
Teaching method	140.408	1	140.408	5.011	*0.028
Error	2493.649	89	28.019		
Total	2634.057	91			

** Statistically significant at the significance level (α =0.05)*

Table (2) shows the rejection of the null hypothesis, and hence the presence of a significant difference between the mean achievement of the students of the control group (α = statistic at the significance level (0.05) and the experimental group on the total score for the direct post-achievement test, due to the (traditional) method of use of the program Computerized education according to Prize, for the benefit of the experimental group that studied the communications and information technology unit from the technology book for the sixth basic grade using the computerized educational program according to Prezi.

This can be attributed to the advantages provided by the computerized educational program according to Prezi during the educational process, including: providing educational content in an organized, accurate and sequential manner in the form of frameworks or paragraphs on the display in an interesting educational style, and providing an educational environment that enjoys a huge momentum of direct real interaction, and providing learning procedures to master, it is not possible to move from one idea to another except after making sure that the first idea is fully mastered, providing internet sites closely related to educational content, and adapting to individual capabilities and interests, which made the student a major focus in the process Educational learning, by connecting it to the scientific knowledge on its own rather than providing it ready, and the use of multimedia such as sound, still and moving image, written texts, colors, video clips, simulation of experiences, and the use of Internet sites to provide educational content through the computerized educational program, while giving the student's feedback, mastery of learning and reinforcement in a timely manner, placed the students in a learning environment characterized by active learning, which increased the effectiveness and enjoyment of learning.

To answer the second sub-study question, which is: What is the effectiveness of teaching using the computerized educational program according to Prezi in the attitudes towards learning technology? The researchers formulated the following hypothesis:

The Results of the Second Hypothesis and its Discussion

The second hypothesis stipulated that: There is no statistically significant difference at the level of significance (α = 0.05) between the average trends towards learning technology, for sixth-graders in the government schools in Irbid due to the teaching method (computerized educational program, traditional method).

To test the hypothesis of the second study, the arithmetic averages and the standard deviations of the attitudes of female students of the control group (which were studied in the traditional way), and the experimental group (which were studied using the educational program calculated according to Prezi in the measures of pre and post trends, were extracted, and the results were as in Table No. 3 of the following:

Table (3): Mathematical Averages and Standard Deviations for Female Students' Marks in Pre and Post Measurements of Trends Scale by Two Study Groups

Group	No.	Pretest		Posttest	
		Mean	Standard deviation	Mean	Standard deviation
Control	92				
Experimental	92				

Table No. (3) Shows an apparent difference in the arithmetic mean in the dimensional trend scale. The mean of the control group was (2.49), while the mean of the control group was (2.66), to clarify the significance of the statistical differences between the arithmetic averages, (ANCOVA) was used and the results were as in Table No. (4) as follows:

Table (4): Results of the mono-variance analysis accompanying the effect of using Prezi in teaching on 6th grade students in the control and experimental groups on the scale of attitudes toward learning technology

Source of variance	Sum of squares	df	Mean of squares	F	Sig
Pretest	0.001	1	0.001	0.006	0.939
Teaching method	0.650	1	0.650	7.218	*0.009
Error	8.019	89	0.090		
Total	8.676	91			

** Statistically significant at the level of significance (α=0.05)*

It is clear from Table No. (4) the rejection of the null hypothesis, and therefore there is a statistically significant difference at the level of significance (0.05) between the average trends of the students of the control group and the experimental group due to the method of teaching (traditional, the use of the educational program calculated according to Prezi) in favor of the experimental group that studied Communications and Information Technology Unit using the computerized educational program according to Prezi.

This can be attributed to: Exit from the traditional nature of technology classes with their performance in the computer lab, and the great social interaction, inside the computer lab through the work of female students in groups, and the design of the computerized educational program according to the distinguished Prezi with a huge momentum of interaction and multimedia, which made learning more enjoyable a with special ease for students with low achievement, by providing the student with psychological comfort not to feel shy or embarrassed, by giving the wrong answer or getting low marks, the computerized educational program according to Prezi worked to attract the attention of female students and increase their motivation towards learning, perfecting its steps accurately and quickly, and breaking the classroom routine, in an era characterized by tremendous scientific and technological development, used by the majority of society groups, including primary and secondary school students, which helped to develop the trends of female students Towards learning technology.

The Results of the Third Hypothesis and its Discussion

The third hypothesis stated that: There is no correlation relationship with statistical significance at the level of significance (α=0.05) between academic achievement and attitudes towards learning the subject of technology for sixth-grade students.

To test the hypothesis of the third study, the Pearson Correlation Coefficient between the marks of the sixth grade students in the post achievement test, and their marks in the scale of attitudes toward learning

technology subject were calculated and the results were as in Table No. (5) as follows:

Table (5): Correlation coefficient between academic achievement and attitudes towards learning technology

Achievement test		Attitudes towards technology		Value of "R"	Sig
Mean	Standard deviation	Mean	Standard deviation	0.379	*0.010
18.65	7.96	2.56	0.29		

** Statistically significant at the level of significance (α=0.05)*

It is clear from Table No. (5) The rejection of the null hypothesis, and therefore the existence of a statistically significant relationship at the level of significance (α=0.05) between academic achievement and the trends towards learning the subject of technology. It also shows out that the value of the correlation coefficient (Pearson Correlation Coefficient) is equal to (0.379), which is a positive value, indicating the existence of a direct correlation relationship between the trends towards learning technology and academic achievement, for students who had high trends towards learning technology, their level of achievement was high.

This can be attributed to the existence of a close relationship between the subject matter and the student's life and environment, working to generate a positive trend towards learning this subject and thus increasing achievement in it, and the presence of a positive impact of using the computerized educational program according to Prezi, in developing the attitudes of female students towards learning the subject of technology, as a result of the modern and interesting methods it provides in teaching, which had a great impact on the students 'minds and their attitudes towards learning the subject of technology, thus increasing their achievement in it, in addition to that technology is a science based on systemic treatment, for all means Which is used to produce the things necessary for human comfort, and the continuity of his existence, and the more people deepen in them, he discovered new things, and his knowledge of them increased, which generates a positive trend towards them, thus increasing their achievement.

Recommendations

1. Reconsidering presenting the content of the study materials in general and technology in particular, to suit all levels of cognitive, mental and skill students, by introducing advanced, interesting and interesting teaching methods using various computer programs, the most important of which is the Prezi Program.
2. Providing the necessary tools, supplies and techniques in schools to benefit from technological innovations, the most important of which is computerized educational programs, as they have a positive impact on developing students 'skills and improving their level of achievement.
3. Holding seminars and workshops for teachers of various specializations, to make them aware of the importance of activating computerized educational programs and employing them, as a technological innovator in the field of educational work, and training them in that.
4. Producing computerized educational programs according to the Prize program for different educational subjects, by the Ministry of Education, and circulating them to schools.

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