

The effect of using Google classroom on the development of the mental alertness of students of the Department of Educational and Psychological Sciences in the subject of measurement and evaluation

Prof. Nidal Muzahim Rashid Al-Azzawi¹, Khaled Walid Nofan²

1.Department of Educational and Psychological Sciences / College of Human Education / University of Tikrit / Iraq.

2.Department of Educational and Psychological Sciences / College of Human Education / University of Tikrit / Iraq.

corresponding author: Khalednofan612@gmail.com.

Introduction

The urgent worldwide to use educational platforms has affected education recently. Technology has shed new educational tools. It aims to use technological means to create interaction between the teacher and learner with less effort and time.

The researchers have found that the students' concentration and shattered mind, through reviewing previous studies, are among the big problems in education as they affect education and learning. They simply represent no interaction in terms of cognitive, mental and bodily activities with the surrounding environment. Thus, students cannot understand and deal properly with the information and events. So, mental alertness has been used as an dependent variable in this work.

ABSTRACT

The current research aims to identify the impact of using a Google classroom as an Educational platform on the development in the mental alertness of students of the Department of Educational and Psychological Sciences in the subject of measurement and evaluation. The study tests the validity of the following null hypotheses:

The first hypothesis is that there is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students that are taught using Google classroom and the average scores of the control group students who study in the traditional way in the Mindfulness Scale.

The second hypothesis states that there is no statistically significant difference at the level of significance (0.05) between the mean scores of the experimental group students before and after the experiment in the measure of mental alertness. The researcher approved the experimental design with a randomized control group with two pre and post tests, and according to this design, a sample of students from Tikrit University / College of Education for Human Sciences / Department of Educational and Psychological Sciences / Year Four was intentionally chosen for the academic year (2020/2021) (first semester). The research sampled (80) students. The researcher balanced the two groups in a number of relevant variables, namely: chronological age calculated in months, the third stage rate, intelligence test, gender variable, and the pre-measure of mindfulness of the two research groups. In order to conduct the experiment, the researcher prepared a mindfulness scale as a research tool. The number of items of the was 38 after collecting, analyzing and treating data statistically using the statistical program (SPSS) showing the following results:

1. There is a statistically significant difference at the level of (0.05) between the average scores of the students of the experimental group and the average grades of students of the control group in favor of the experimental group.
2. There is a statistically significant difference at the level (0.05) between the mean scores of the experimental group students before and after the experiment in the mindfulness scale.

KEYWORDS: alertness, google class rooms, effect, measurement and evaluations, education

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

RESEARCH PROBLEM

The scientific subject of measurement and evaluation requires some mental effort, thought attention, skill to duties, applications and mathematical operations. Some of its subjects depend on statistics and arithmetic means, which require logical and scientific thinking and careful observation of results (Suleiman, 2010). After the urgent need to use e-learning platforms in the recent period, e-learning became a global trend aimed at using technological means to achieve interaction and communication between teachers and learners in a short time, least effort and great benefit (Amin, 2020). Mindful people exert every effort to improve their abilities to understand from multiple sources and their thinking is diverse. They do this to solve the problems they face because mindfulness works to raise their level of performance by enhancing awareness of self-observation of self-acceptance. They also aim to reduce the commitment to ideas and beliefs (Khamis, 2013).

Thus, the current research problem appears in the following question:

What is the effect of using the Google class room on developing the mental alertness of students of the Department of Educational and Psychological Sciences in the subject of measurement and evaluation?

Research importance

Education is one of the important aspects of our time. It is characterized by the tremendous technological and scientific changes in various areas of life. It is significant to pay attention to education in a serious and scientific manner in order to keep pace with this development. Because education is one of the important means in dealing with the rapid developments that our world is going through today, we have transformed a huge amount of technical means, which make our lives change in light of developments. This is why the educational institution must keep pace with scientific education and prepare the learner to face everything new with guidance and direction (Nashwan, 1989). The importance of the educational assessment and evaluation course for the educational process is evident in providing a conscious and educated generation who is ready to build the nation and advance its future because educators and teachers are key influences in the course of the educational process, and in the life of the learner too (Drake, 2017).

In the last few years, there have been rapid technological innovations related to education. They are based on education. Ali (2021) points out to the use of the Internet in the educational process and

from there to e-learning, which resulted in the emergence of so-called educational platforms.

The use of educational platforms in learning processes stems from the philosophy of constructivism theory, as all learning processes must be centered around the learner. It is an active element in the educational process and through the interaction with the available tools drawn from the learning environment to build knowledge. The researcher believes that after the enormous information revolution, the challenge has become clear to the science and teacher of the need to develop their skills, methods, methods, and teaching models. Thus, they need to develop their educational platforms, which are an interactive educational environment that employs web technology and combines the advantages of electronic content management systems with social networks. These developments enable teachers to publish lessons, goals, and set duties. They implement educational activities, and contact with teachers through multiple technologies and teachers conduct electronic tests, distribute roles, divide students into work groups which help to exchange ideas and opinions between student teachers, share scientific content, and allow parents to communicate with teachers and know the results of their children, which helps to achieve high-quality educational outcomes.

One of the modern educational platforms is a platform Google Classroom. It is an educational platform provided by Google, that allows teachers to create assignments and present them to learners, whether in elementary studies or higher education. The teacher can then collect and arrange assignments, test students and communicate with them (wikipedia, 2021).

This platform allows teachers to integrate technology more in education and gradually dispense with papers. It is a means of virtual cooperation, effective educational guidance and continuous study follow-up, and this educational platform enables teachers to interact immediately, which gives a qualitative addition to the educational process (Al-Bayan, 2018).

Mindfulness makes the individual more aware of all aspects of personal memories and not simply paying attention to those aspects. Thus, the word mindfulness is used to denote activity in restoring a complete mind or full attention or attention to everything that the individual does (Atallah, 2019a).

Mentally alert individuals maintain knowledge of the development of events. An example of this is the development in computer software. This software makes people aware of the new categories of their applications, their selection of new developments and the challenges for the software to be accurate. Thus, they implement them, and these

developments may be appropriate from one context to another.

The researcher believes that the importance of university teaching as it is considered the factory and source for the leaders of the teaching and educational process.

From the above, the importance of research can be summarized as follows:

1. It is concerned with building a conscious and educated generation.
2. It is a basis for the progress of nations.
3. It is a new method of education and one of the features of modernity.
4. It determines self-awareness and mental openness for every student.
5. It is the stage that directs an individual's life towards a bright future.

The goal of the research

The current research aims to study the effect of using Google classroom on the development of mental alertness for students of the Department of Educational and Psychological Sciences in the subject of measurement and evaluation.

Hypotheses

The study confirms the validity of the following null hypotheses:

1. There is no statistically significant difference at the level of significance (0.05) between the average scores of the students of the experimental group and the average grades students of the control group in favor of the experimental group.
2. There is no statistically significant difference at the level of (0.05) between the mean scores of the experimental group students before and after the experiment in the measure of mental alertness.

Research limits:

The current research is determined by the following:

1. Fourth-grade students/ Morning Studies in the Department of Educational and Psychological Sciences / College of Education for Human Sciences / University of Tikrit
2. The first semester of the year 2020-2021

Definitions of terminology

First: the Google classroom

1. Google Classroom is a set of free productivity tools that include Gmail, Google Drive and the Docs app. This app helps to provide an educational environment in which the teacher is the

supervisor and the process manager who follows pupils and students all the time using tablets. The teacher can follow up on their assignments that are assigned to them with the help of these applications (Ibrahim, 2015).

2. It is a set of programs that Google provides to its users via the Internet for free. It only requires having a Google account with the ability to connect to the Internet from anywhere in the world, and through which it can create the types of computer files that you share with other predefined learners (Gerges, 2016).

Second :Mindfulness

1. Defining mindfulness linguistically:

Linguistically, mindfulness is the state of being awakened and attentive vigilant. It is any careful precaution. The vigilant is an alert person who is in the waking state (Hadid & Hadid, 2005). It is the mental capacity to absorb the moment in which the individual is experiencing an absorption characterized by flexibility and ability to perceive things in more than one perspective (Al-Najashi, 2020).

2. It is constant monitoring of experiences and intentionally focusing attention on the present moment rather than being preoccupied with past experiences or future events (Atallah, 2019b).

A theoretical framework and previous studies

Technological and informational developments have imposed themselves on all aspects of life. They made the world a small village, and these developments have dominated the educational reality in the whole world by exploiting the modern designs in facilitating the educational process. This is through using these designs in teaching. Over the past decades, many software and educational environments have been used in teaching, starting from the computer with its simple software, through e-learning, blended learning, virtual classes, and various interactive environments, most of which have proven effective in education (Al-Naim, 2016).

The use of educational platforms in learning processes stems from the philosophy of constructive theory as that all learning processes must be centered around the learner. It is an active element in the educational process through the interaction with the available tools. It uses the learning environment to build his own knowledge (Saif, 2018). Thus, we find that educational platforms have a role in providing learners with the necessary information and skills for learning, self-development, developing creative thinking and making the learner control the educational process and manage time. Also, the education system should not be limited to

the traditional teaching style in the classroom, but it is necessary to employ the necessary tools for the success of the development of individuals in the social life in the era of revolutionary knowledge (Bassiouni, 2007). Hence, e-learning platforms provide easy access to the information without diminishing its cognitive value. In addition, it saves money and time as well as avoids stagnation and breaks boredom by adding fun and encouraging methods.

Google Classroom educational platform

In 1995, Tags was generated at Stanford University in the United States by Larry Page and Sergey Brin who were doctoral applicants. The idea began to create a search engine that uses links and determines the importance of the pages shown on the screen based on its importance. It launched the first search engine *Backruh*. After a period, the researchers changed its name to Google's view. The application to organize the world's information and the universal access are useful and smooth. The Google company is based mainly on scientific research, and was the product of university students' research. Its main goal is to provide information to all those who need it. It is used in the field of education and all life aspects to provide solutions and applications that originate in the educational institutions supporting the educational process. This is after e-learning has come into actual application and approved by various educational institutions and for all stages. From here, Google has produced more than fifteen applications for the educational process to make it easier for users of the company's applications. The company included these applications in G Suite that provides all operations management processes through this portal. The system administrator can create accounts and control all business (Amour & Almeat, 2016).

After the expansion of e-learning, there was a rapid adoption of e-learning use. These institutions were searching for systems and applications that would manage the learning process. Many applications for e-learning management appeared, which made the company create a special application for learning management called Google Classroom in May 2014. It is an application for institutions and individuals that collects a group of applications in one interface. Through its experience, the company has shown that educational institutions are directed to benefit from the services of these applications in educational processes, and from here was the birth of the Google classroom application in 2014, which is an application that we can launch. It has the name of an educational platform that allows educational institutions of all kinds to manage the educational process in their institutions. Thus, the classes are recorded, educational materials

downloaded and all processes related to follow-up classes and learners are carried out. The teachers are able to use of the system independently and hold the scientific material and short exams. Students can communicate directly and it allows the learners access their classes independently, take their exams, and communicate with their teachers or colleagues extensively. This is done through the Internet, and the company imposed on the person wishing to use it to have a Gmail account (Khamis, 2013).

Second : alertness mental

Brief history

The origins of mental alertness belongs to the philosophy of Buddhism and tradition, which began in India and spread in the Far since the middle of 2000. This indicates that mental alertness inception is linked to the religious movements rather than psychology which was seeking to be vigilant mental application from the practice of applications. Meditation, or increasing the positive qualities of the individual such as awareness, wisdom, and compassion. This may help individuals to develop positive features (Al-Feel, 2019).

The past three decades have witnessed a wave of popular and academic interest in the psychological benefits of mindfulness, and its important role in dealing with cases of introversion, closed-mindedness, anxiety of all kinds of depression and tension situations. This is by deciphering the automatic relationship between those thoughts, habits and unhealthy behavior patterns and their emotional connections addressing them. They coexist with an open mind, which is reflected positively on the strengthening of the organization behavioral self (Asimi, 2012).

What is mindfulness:

Mindfulness is one of the basic concepts for all the elements of dialectical behavioral therapy derived from the contemplative theory in the Buddhist tradition. It is the openness to the world of unpleasant thoughts, feelings and experiences. It includes coexistence of the experience in the present moment in a balanced manner (Asimi, 2012).

In clinical psychology, it relies on two components. The first is constant attention to the progress of experience. The second is an attitude of openness, curiosity, and acceptance, and most of its definitions highlight attention and awareness. It was described for the first time as a therapeutic practice, and is often an aid in behavioral and cognitive interventions. In addition, there are four aspects for the mind: (1) observation, (2) serenity, (3) awareness, and (4) the experience of the present moment (AL-zubeidi, 2012).

J (1989) state that it is a state of awareness that is characterized by the active distinction of drawing events that leave the individual open to everything new. It also makes the person sensitive to both context and perspective. In contrast, the feelings of the individual are conceptualized as a state of mind characterized by excessive dependence on previous categories and individual differences, according to which it depends on the context and the vision of alternative aspects of situations of ideas (Demick, 2000). Langer and Moldoveanu (2000) believe that mindfulness is a form of psychotherapy and these perceptions have levels such as a psychological process or a specific technique, or it is a scientific method, or a group of techniques (Abdel-Hamid, 2015).

Previous studies

Studies related to electronic platforms

1. Amour and Almeat (2016) conducted a study aimed at showing the effectiveness of the Google classroom program on acquiring biological scientific concepts in the blood unit of (133) tenth grade students in the Negev district in Palestine. The study relied on the quasi-experimental approach. In their work, there was a statistically significant difference at the level of significance (0.05) between the mean scores of the experimental and the average scores of the control group students in the acquisition test in favor of the experimental group.

2. Ghandem (2016) also attempted to show the effect of using Google applications in developing the acquisition of sixth-grade students in Tulkarm governorate of scientific concepts and their attitudes towards accepting technology. The study used the quasi-experimental approach, and the study sample consisted of (140) students chosen in a simple random way. The study showed that there was a statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students, and the average scores of the control group in the achievement test and the measure of trends toward technology acceptance and in favor of the experimental group.

Previous studies on mindfulness

1. Abdel-Hamid (2015) studied the effect of an educational program on developing mental alertness and reducing psychological tension among students of teacher training institutes in Iraq. The study relied on the experimental method, and the sample of the study consisted of (64) students who were chosen by a simple random method. They are divided into two groups: an experimental group consisted of (32) students, to

whom the program was applied through sessions, and a control group consisted of (32) students.

The program affected the development of mindfulness as rates of mental alertness increased psychological tension decreased among the experimental group.

2. Ismail (2017), in the Arab Republic of Egypt at South Valley University, aimed to identify the relationship between psychological flexibility and mental alertness among students of the College of Education. The study used a descriptive method, and the study sample consisted of (84) students. It appeared that there is a positive correlation between psychological flexibility and mental alertness among students of the College of Education.

Research methodology and procedures

First: Research methodology:

The researcher adopted the experimental design with equal groups of two pre and posttests. This helps the researchers achieve the study objectives, and reach honest results for the current research variable. This approach is one of the most efficient and accurate scientific research methodologies because it has a set of characteristics and advantages.

Second :Experimental Design :

Since the aim of the current research is to identify the education in developing the mental alertness of students of the Department of Educational and Psychological Sciences in the subject of measurement and evaluation, the researcher relied on the experimental design with a random control group with two pre and post tests. This is to achieve the objectives of the study. Also, at the end of the experiment, mindfulness was measured in the post on the students of the two groups.

Group	The pretest	Independent variable	Dependent variable	Post test
Experimental	Mindfulness Scale	Platform Google Tags Class Room Education	Mindfulness	Mindfulness Scale
Control		The usual way		

- The experimental group is the group whose students studied the educational measurement and evaluation course using the Google class room educational platform.
- The control group is the group whose students study the subject of educational measurement and evaluation in the usual way.
- Mental vigilance is the second variable that is measured by the scale of mental alertness, which was built by the researcher for research purposes.

Third :Defining the Research Community:

The study uses fourth-grade students / morning studies in the Department of Educational and Psychological Sciences / College of Education for Human Sciences / University of Tikrit for the academic year 2020/2021 as a study population.

Fourth :Equivalence of the two research groups:

Before starting the experiment, the researcher was keen to establish parity between the students of the two groups of research in some variables that might affect the safety of the experiment, and these variables are:

1. The chronological age of students is calculated in months.
2. Average score of last year for the third grade.
3. Gender
4. Intelligence test
5. The pre-scale of mindfulness.

Fifth :Mindfulness scale tool:

The researcher relied on the definition of John Kabat for mental alertness. He defined it as a situation where the individual is aware of the high concentration on the reality of the moment and recognition without staying recessive on the ideas concerning attitude or emotional reaction to the reality or the situation.

- 1- Determining the goal of the scale:

The goal of the mindfulness Scale is to measure the impact of the Google classroom on developing students' mental alertness.

- 2- Honesty (Validity)

In the field of psychological measurement that honesty is one of the most important indicators that should be met in psychological and educational standards (Maloney, McGUIRE, & Daniels, 1988).

The researcher extracted the following types of honesty:

- Content Validity

This validity is the extent to which a text measure "specific content, themes and processes to be measured and achieved through this kind of logical analysis of the content based on the scale. It is of two types:

- Face Validity

After identifying the 38 items of the scale, their alternatives and instructions, and for the purpose of calculating this type of honesty, the scale was presented in its initial form to a group of experts in the field of education and psychology to express their opinions and observations about its validity. The experts expressed the item suitability for the scale, and the suitability of the alternatives specified for the answer and made amendments accordingly.

- Logical Validity

This type of validity was achieved by defining mindfulness and its fields taking expert opinions regarding the extent to which the scale paragraphs cover these areas.

2. Construct Validity

Building validity is more complex than other types of validity because it depends on the assumptions of the theory which could be verified. Thus, the so-called sincerity training premise cares about honesty construction or sincerity premise configuration. It also cares about the scores of agreement test with a particular theory or a group of components from the theory in a particular area.

- Stability of scale:

The researcher verified the reliability of the scale on the Elva Cronbach equation to calculate the test reliability, as the reliability coefficient reached (0.83) which is a good and acceptable ratio.

- Description of The Meter color

After verifying the validity and consistency of the scale, it has become in its final form thirty-eight items containing (32) positive and (6) negative. Each was followed by five alternatives :always, often, sometimes, rarely, never in addition to the scale being associated with its instructions.

Applying The Experiment:

The researcher made sure that the two groups of research are equal, prepared the achievement test plans, teaching of both methods and the adoption of a measure of mental alertness and approval of experts on the instruments. Then, the researchers apply the experiment f on members of the two groups on Sunday (20 20/ 11 / 1) until the day Wednesday (2021/03/02).

This is followed by applying a pretest measure of mental alertness on the individuals two groups (experimental as electronic (and) control as paperand on(20 20/ 11 / 3).

Presentation and interpretation of results

Table (2) The arithmetic mean, standard deviation, and t -value of the two research groups for developing mindfulness

group	number	SMA	SMA	Arithmetic mean difference	Standard deviation of the difference	Degree of freedom	T -value		Statistical significance 0.05
		Pre	Post				Calculate d	Tabular	
Experimental	41	68.883	75.814	6.930	7.094	78	4.273	2.00	Function
Control	39	68.658	69.7805	1.120	5.211				

Table (2) shows that the arithmetic mean of the pre and post experimental group test are (68,883) and (75,814) respectively. The difference between them is (6.930) and the arithmetic average of the pre- control group is (68,658) and the arithmetic average of the post control group is (69.7805). The difference between them is (1.120) and the difference of the standard deviation of the experimental group is (7.094). Thus, there is a difference of standard deviation of the control group (5.211) . To identify the significance difference between the two groups, the researcher used the t- test for the two independent samples the significance of statistical differences at the level (0.05) as the value of T calculated the amount of (4.273) higher than the value of tabulated T value(2.00) . The degree of freedom is (78) and this means having a statistically mean difference between

First: Presentation of the results:

1. Verifying the first hypothesis, which states the following:

There is no statistically significant difference at the level of significance (0.05) between the average difference between the scores of the experimental group students that studied using the Google classroom and the average difference between the scores of the control group students that studied in the usual way the scores of the mental alertness scale.

In order to verify this hypothesis, the data of the pre- and post-mental alertness scale were unpacked and the difference between the experimental and control was found. Then, they are statistically treated using the t-test for two independent samples .The results were as listed in Table (2) which shows the scores for the pre and post exams, and the difference between them.

the averages of the two groups of research for the development of their vigilant mentality, and in favor of the experimental group. Thus the null hypothesis is rejected and the alternative hypothesis is confirmed.

2. Verifying the second hypothesis, which states the following:

There is no statistically significant difference at the level of significance (0.05) between the mean scores of the experimental group students in the pre and posttests of mindfulness.

In order to verify this hypothesis, the pre- and post-mental alertness scale data were conducted for the experimental group and then statistically treated using the T-test for two correlated samples. The results were as listed in Table(3) which shows Scores of the pre and post exams.

Table(2) The arithmetic mean, standard deviation, and T -value of the experimental group and the difference between them in the scores of the pre and post mindfulness scale

t test	num ber	Arithme tic mean	deviation Standard	Arithmetic mean of growth	standard deviation	Degree of free dom	T -value		indication
							Calculate d	Tabu lar	
Pre	41	68.883	25.37453	6.930	7.094	40	32,347	1.68	Function
Post	41	75.814	30.02341						

From the table above, the arithmetic mean of the pre-experimental group is (68.883) and the arithmetic mean of the post experimental group is (75.814). The growth between them is (6.930) and the standard deviation of the pre-experimental group is (25.37) and the standard deviation of the post experimental group is (30.02). The difference of growth between them (6.930) and to identify the significance difference between them, the t-test was used.

There is a significance of statistical differences at the level (0.05) as the calculated t value (32.347) is higher than the value of tabular value (1.68) with a degree of freedom (40) . This means that there is a statistically significant difference between the mean of the two research groups in the pre- and post-tests of mindfulness and in favor of the post-test, thus rejecting the null hypothesis and accepting the alternative hypothesis.

Second: Interpretation of the results:

The researcher attributes the reason for these results to the nature of the Google classroom .It helped the fourth stage students to develop their mental alertness, by addressing the topics that meet their interests. It also takes into account their preferences, and their trends through the educational platform that was followed in teaching. Because the activities included in the platform have different goals and dealt with realistic problems, enabling them to practice these activities in life situations suits the fourth stage who are about practicing the teaching profession. This modern platform and its applications provided the opportunity for students to persevere, listen and think with flexibility and great attention, which contributed to reaching this positive result.

CONCLUSIONS

In light of the researcher's findings, the following can be concluded:

1. It is possible to apply teaching using the Google classroom educational platform to fourth-stage students / Department of

Educational and Psychological Sciences in the subject of measurement and evaluation.

2. Google Classroom has proven its effectiveness and has led to positive results for students of the fourth stage / Department of Educational and Psychological Sciences in the subject of measurement and evaluation.

REFERENCES

- Abdel-Hamid, H. I. (2015). *The effect of an educational program on developing mental alertness and reducing psychological tension among students of teacher training institutes*. (Master). University of Tikrit, College of Education.
- Al-Bayan. (2018).
- Al-Feel, H. (2019). *Modern educational variables on the Arab environment, rooting and localizing*. Cairo: the Anglo-Egyptian Library.
- Al-Naim, R. A. (2016). *The educational platforms " courses of educational available through the Internet , i 1 , , Republic of Egypt Arab* . House of Sciences for Publishing and Distribution: Dar Science Publishing and Distribution.
- Al-Najashi, S. b. A. (2020). Predicting the dimensions of innovative thinking through mental alertness variables and intentional and spontaneous mental distraction among university students. *Saudi Journal of Psychological Sciences* (65).
- AL-zubeidi, M. (2012). *Psychological stability and its relationship to wakefulness*
- The mentality of middle school students*. (Published). University of Diyala, College of Basic Education.
- Ali, M. A. (2021). *E - learning technology and comprehensive quality requirements*.

- Alexandria The House of University thought.
- Amin, R. A. (2020). The Role of the E-Learning Management System, Google Classroom, to Solve Problems Related to Traditional Learning. *Journal of Sri man Raya for Human Studies*, 16(36).
- Amour, Y. S., & Almeat, M. M. (2016). The Effectiveness of the Google Classroom Program on Acquiring Biological Scientific Concepts in the Blood Unit of Tenth Grade Students in the Negev District. *Journal of Educational and Psychological Sciences*(24).
- Asimi, R. (2012). Mental alertness and Mental Health *Journal of Arab Education for Gulf States* number, 10.
- Atallah, M. K. M. (2019a). Mental alertness as a mediating variable between organizational difficulties *Assiut University Journal* 35(2).
- Atallah, M. K. M. (2019b). Mental alertness as a mediating variable between organizational difficulties *Assiut University Journal*, 35(2).
- Bassiouni, A. H. (2007). *E-learning and mobile education*. . Cairo: Dar al-Kutub Scientific Publishing.
- Demick, J. (2000). Toward a mindful psychological science: Theory and application. *Journal of Social Issues*, 56(1), 141-159.
- Drake, I. (2017). Measurement, Evaluation, and a Course in the Educational Process *Al-Sarraj Journal in Education and Community* (1).
- Gerges, M. M. M. (2016). The effectiveness of a program based on communicative theory using some interactive Google applications in developing some digital skills and engaging in education among students of the Faculty of Education *Journal of Arab Studies in Education and Psychology*(70).
- Ghandem, M. A. M. (2016). *The effect of using Google applications in developing the acquisition of sixth graders in Tulkarm governorate of learned concepts and their attitudes towards technology acceptance*. (Master Unpublished). Al-Najah National University in Nablus, The College of Graduate Studies.
- Hadid, N., & Hadid, R. (2005). *The International Scientific Conference on the Distinguished Performance of Organizations and Governments, University of Algiers, Faculty of Law and Economic Sciences, Department of Management Sciences*. Paper presented at the The International Scientific Conference on the Distinguished Performance of Organizations and Governments,, University of Algiers,
- Ibrahim, E. (2015).
- Ismail, H. K. S. (2017). Understanding the relationship between psychological flexibility and mental alertness among students of the College of Education. *Egyptian Journal*, 70.
- J, L. E. (1989). Minding matters: The consequences of mindlessness–mindfulness. In *Advances in experimental social psychology* (Vol. 22, pp. 137-173): Elsevier.
- Khamis, M. A. (2013). *Theory and Educational Research in Learning Technology*. Cairo: Dar Al Sahab for Publishing and Distribution,.
- Langer, E. J., & Moldoveanu, M. (2000). Mindfulness research and the future. *Journal of social issues*, 56(1), 129-139.
- Maloney, M. J., McGUIRE, J. B., & Daniels, S. R. (1988). Reliability testing of a children's version of the Eating Attitude Test. *Journal of the American Academy of Child & Adolescent Psychiatry*, 27(5), 541-543.
- Nashwan, Y. H. (1989). *New in science learning* Amman: Dar Criterion for Publishing and Distribution.
- Saif, A. A. N. (2018). *The effectiveness of the EDMODO electronic platforms environment based on the educational pillars in developing the skills of engaging in education and electronic interaction among educational technology students at the Faculty of Specific Education*. (Master Unpublished). Fayoum University, Egypt
- Suleiman, A. A. M. (2010). *Measurement and Evaluation in Human Sciences* (1 ed.). Cairo Dar Al-Kotob Al-Hadith for Publishing and Distribution.
- wikipedia. (2021, 1-1-2021). E-learning. Retrieved from <https://ar.wikipedia.org/wiki/%D8%AA%D8%B9%D9%84%D9%8A%D9%85%D8%A5%D9%84%D9%83%D8%AA%D8%B1%D9%88%D9%86%D9%8A>