

Research Article

Analysis of the Nearpod Content Application to Test Creative Writing Skills

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Abstract

This study aims to analyze the content of the “Nearpod” application that engages students in interactive learning experiences; where students could participate in virtual reality; Using e-learning websites, tablet applications and smart devices to achieve the best student responses in the field of distance learning to improve the creative writing skills of Grade 10 students in Arabic language. The study targets students of the second stage to identify the availability of the digital elements that make up the application on both writing and reading axes, The study aims to measure effect of the interactive activities in the Nearpod to improve the standards of “Creative writing” which builds students writing skills (Fluency, Originality, Flexibility, Expansion). Based on the results obtained, which showed that the application included interactive activities that could be effectively invested in the design of virtual classes for creative writing in the Arabic language, which depends largely on the teacher’s effort in creating distinguished classes to attract students, monitor their responses, and follow up their interaction and development, The researcher presented a preliminary conception or proposal for the written expression classes and made recommendations regarding the necessity of exploiting the electronic content of the application “Nearpod” in designing the preparatory creative writing classes before the post-test writing.

Keywords

Creative Writing, Digital Content Analysis, Interactive Activities, Nearpod, Writing Skills

1. Introduction

The paper textbook is no longer the only source of learning. Curriculum developers must approach the digital world with professionalism and a deep understanding of the digital nature that dominates different life aspects. With the rapid technical development of the means, methods, techniques, and strategies of modern learning, the teacher has to look into digital content for technological compensation and digital applications in line with the student's need and modern digital learning.

The Nearpod application is a recent application, which has

strongly imposed itself because of its ability to attract students, provide an appropriate digital learning environment, keep up with the times and their needs, and meet the educational requirements of both students and learners.

In view of the need of the learner primarily to use tablet and electronic devices, this study was designed to test with impartiality and objectivity the interactive application activities, their classification, and schedule so as to provide an appropriate preparation for recommendations for use and adaptation in Arabic-specific written creativity courses.

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2. Study Background

The urgent need for sustainable communication in the educational system requires a transition from educational content analysis to digital content analysis and defines digital education as: It's an instructor-learner digital communication. [28]

Digital content is digital media, and comes in many forms, from text, audio, and video files to graphics and animation. Digital content usually refers to information available for download or distribution to electronic media, and content is re-analyzed from methodological, practical methods that rely on the language framework of a sender, message and receiver for the description of educational materials and for the evaluation of curricula for their development; In order to arrive at the extent of one phenomenon or concept, or one idea or more, the results of this process, together with the results obtained, through other methods are indicators that determine the direction of development and beyond. [22]

Since the material, book, or electronic application was merely a means of communication between the sender and the recipient [9], the researcher considered that this study should be presented to identify indicators and development trends, and to highlight one of the virtual electronic applications that took the form between the sender (teacher and learner) and the message (Nearpod). And for an objective, structured and quantitative description of the apparent content of a communication article. The communication material here is the Nearpod application.

3. Develop Creative Writing Skills

3.1. The Concept of Writing

Creative writing is one of the basic skills that the student learns while receiving the language, and as the students are distinguished and their creativity appears, they will weave the words and structures of the language with the most beautiful phrases, and the most elegant articles and stories, of which the distinguished becomes a new literary production.

Researchers and specialists have known many definitions of creative writing, including what Al-Sufi said that it is a type of writing, the purpose of which is to inform readers of what the writer wants to introduce them to, or present it to them, relying on his writing, description, explanation, clarification, examples, and evidence, according to a specific organization. And a clear plan. [26] or "it is a mental process in which the writer generates ideas, formulates and organizes them, and then puts them in the final form on paper" [24].

And because writing is a human act, a situational science and an elusive concept, according to Darrida [9], the researcher believes that whoever masters writing has to delve more in its field, and whoever does not master it should learn it and is able to do so, and from here comes the talk about learning to write.

3.2. Learn to Write

One of the most important questions in language learning and skills is: Can you learn to write? Like we learn to play, or to draw or dance? And is writing a talent or an acquired skill?

The answers in this area were mixed. Some felt that writing was navigating the world of talent and others were taking a different turn when framing for writing began with the development of learning tools or learning strategies.

One of the best-known books in this field is *The Talent Myth*, through which the author believes that talent is only the assumptions she makes about other people's abilities, which prevent us from developing our skills. [4]

According to what Barbara sees, learning to write lies in a great secret, which is the word "write" and repeat and try again, and you will fail, and then fail more lightly until you gradually succeed. [20]

Roy Peter Clarke developed 49 strategies necessary to learn to write for each writer in his "Writing Tools." The author's investigation in his collection said that the constraints of writing began. Open to the author of the idea stores; because the act of writing makes one a better student, a better friend, a better citizen, a better teacher, and a better person. [22]

As for Rabab'a [25] he mentioned in his book "The Skill of Writing and Teaching Models" nine models for learning to write inspired by the models of scholars who specialize in designing models for learning to write, namely:

- 1) Warren Model.
- 2) Swales Model.
- 3) The Me Whoter model and problem-solving.
- 4) Flower Model.
- 5) Flower & Hayes Model.
- 6) Clark & Inavice Model.
- 7) Grabe & Kaplan model.
- 8) The White & Arndts Model.
- 9) Model Hanley & Horren & Cole.

As for Kasawneh seeing the creation of writing as a creative process that calls for the actions of mind and depth of processing, and the accuracy of the treatment of the subject matter throughout the writing, [7] "in addition to the fact that the writing mechanism is an effective way to teach students how to use the thinking strategy in general and critics in particular" as Maktoof said [23].

The researcher embracing the idea that writing skills can be acquired, she believes that writing has been studied in accordance with diverse educational strategies and modern technological learning methods, necessitated by the need for distance learning in the digital age; Hence the importance of interactive activities developed by different applications and educational sites.

3.3. Interactive Activities

Hamdan defines interactive electronic activities as a set of written texts, spoken words, animations, statics, music and educational games, so that all the elements are integrated in an

intelligent interactive way so that the child can interact with the program according to his mental development. [6]

Kadwani defines interactive activities procedurally and considers that they are purposeful electronic educational activities that are planned in advance, taking into account integration and diversity, including the development of concepts. [21]

Asr divides the interactive activities into two parts: the pattern of individual interactive electronic activities, and the pattern of participatory interactive electronic activities. The learner interacts with it as he sees it, through specific steps, the beauty of achieving educational goals, as the fun of learning and the effectiveness of education when combined with an educational activity takes it out of its theoretical framework into the vastness of life, and gives learning vitality, movement, freedom and realism. Through it, the learner acquires experiences, knowledge, and attitudes, values and morals that satisfy his desires, meet his needs and develop his interests and inclinations" [15].

Asr has summarized the characteristics of interactive e-learning activities as follows: "suspense and attractiveness, motivation, flexibility, realism." [15]

These characteristics are not hidden from the teacher who uses interactive technology in teaching, as the reality of "distance education" made him deal professionally with educational applications and sites rich in interactive activities that attract the student and attract his attention and interaction all the time.

4. Digital (Electronic) Content

4.1. Definition of Digital Content

Before starting to define digital content, it is necessary to define the concept of digitalization, which is the process in which non-electronic materials (books, manuscripts, newspapers, audio materials, visual materials) are converted into files that can be dealt with through computer technology [5].

The term "digitization" leads to another term, which is the digital content, which defines as the digital version of the educational content of one of the courses, which depends in its composition on the usual media (texts, images, audio and video objects) through a web site, with digital content incorporating a range of knowledge, experience and skills to be acquired. [3]

As for Al-Far and Shaheen they define it as rich content with multi-interactive components in the form of multiple or non-multiple software on the Internet. [19]

Awaf and Zaidan they define it as a digital design of educational content based on the reputation of multimedia and superior, and interactive and participatory elements, subject to the standards of designing digital content and access and availability systems via mobile media. [17]

Badr defines it as a digitally generated multimedia-supported learning package; So that the learner can in-

teract with her, his or her peers or his or her teacher in such a way that he or she can achieve educational goals. [2]

As for the researcher, the educational digital content is defined as a set of educational media, applications and websites through which lessons are provided with attractive interactive activities that help learners by operating their senses in "distance learning" without temporal or spatial obstacles. In view of the effectiveness of digital learning and its link to the contemporary electronic learning environment, there was talk about its characteristics and advantages.

4.2. Digital Learning Characteristics and Features

The importance of activating digital learning lies in the nature of the era and the urgent need for sustainable learning, under the most difficult circumstances, "and the use of mobile digital content based on interactive multimedia in teaching and presenting the educational material has an effective and positive role in the learner receiving and interacting with it, due to what is characterized by its constituent elements It is one of the repetitive modes of properties that address all the senses of the learner. [17]

It also adds fun through their innovative tools and presentations, and reduces the process of explanation and exaggeration, so the information is transmitted faster and supports the process of interaction between learners and their group activities, and the teacher can retain more than 80% of what he has learned through the senses of hearing, sight and practice at the same time [17].

It became clear through reviewing the educational literature that there are good characteristics of digital learning that a number of researchers talked about, and he [2] concluded in his research "The effectiveness of mobile learning based on digital learning units in the production of digital content among graduate (masters) students in the College of Education, the most important characteristics of the digital learning units, and he said all of this from what was reported by the researchers Abdul Basit and Erilmaz Meltam [27] as follows:

- 1) The digital learning units consist of a group of elements such as sound, images, video, graphics, maps, animations, etc., in a way that makes educational situations fun, effective, and learning continuity.
- 2) Tradability on all operating systems.
- 3) The possibility of reusing it in new educational contexts to achieve different goals, in a way that facilitates access for its users in all fields.
- 4) Easy access through the Internet with the ability to search and retrieve, which saves purchase and production expenses for its users.
- 5) There is no need for specialized programs to display and use it, facilitating its use.
- 6) The diversity of its content and its reliance on the different senses facilitate its use and circulation.
- 7) The diversity of its content and its reliance on the dif-

ferent senses of learners makes it the most appropriate to take into account the individual differences among learners.

- 8) The possibility of updating in the same content according to developments.
- 9) Small in size, digital learning modules are small in size to focus the learner's attention, with a width material ranging from 1 to 15 minutes.
- 10) Interactive: by allowing the learner to interact with the content in different ways that suit the target group and its age and mental level.
- 11) Supporting the activity-based orientation and activating the learner's role in educational situations.

According to her practical experience in the field of teaching, the researcher adds a list of additional characteristics of digital learning units:

- 1) The readiness of some educational websites to provide the teacher, through special accounts, with the interactive class reports that he completed with his students, accompanied by statistics and figures of student participation rates, class interaction and active attendance.
- 2) The ability to share files with other teachers or make them public while searching on the website or application; This allows the exchange of experiences between teachers and the making of additional electronic copies of their work and interactive activities designed by the teachers.
- 3) The existence of the multi-play feature and unlimited digital media used in the digital content of educational applications and websites.
- 4) Digitizing the classroom assessment of the work done by the learner, and the ease of assigning roles to learners for quick browsing through the options of classroom or home work that can be accomplished remotely and at any time.

As for the characteristics of digital content in general, a number of scholars have addressed this, most notably Shalaby [13], Al-Ghamdi [18], and (Badr [2] extracted the most important of these characteristics as follows:

- 1) Honest representation of reality: The quality of the content is related to the extent and accuracy of its representation of reality.
- 2) Simplicity in representing reality: Presenting information, processes, and relationships that are linked together in a simplified form.
- 3) Regular: presenting information in the form of a hierarchy and orderly sequence to facilitate its understanding and interpretation.
- 4) Explanation: Explain the content and topics so that the student can easily understand.
- 5) Internal consistency: the consistency of all content elements without duplication or conflict.
- 6) Comprehensiveness: for all topics and information related to the subject of learning in an integrated manner.

- 7) Generalization: The possibility of generalizing information in different educational situations and contexts.
- 8) Abstraction: It includes abstract concepts and presents their theoretical background to facilitate their understanding.
- 9) Economics: it is limited to the required information and topics only.
- 10) Clear identification: its specifications, conditions and requirements for use.
- 11) Rooting: It is based on philosophical and theoretical foundations and principles.
- 12) Utility: It seeks to achieve outcomes that would increase the effectiveness and efficiency of learning.

It must be pointed out here that there are other characteristics that teachers themselves may see and discover from their experiences in using digital learning, designing systematic lessons and converting them into digital content, which has high-quality features that occupy students' senses and motivate them to participate and interact in various ways and using a huge amount of learning and knowledge media.

5. Method and Procedure

The entire world is heading towards digital transformation in all fields, and education - under the current circumstances - is one of the most important areas that digital learning has entered from the widest doors due to the need of the times, the aspirations of sustainable education, and the opportunity to learn at all times.

And with the great acceleration in this field, educational applications and websites have appeared that provide digital educational content, aspiring to present lessons, design curricula, and present them interestingly and enjoyably for the student. Among the most important of these applications, and perhaps the most famous of them - currently - is the Nearpod application, which the researcher decided to address in this study.

The researcher relied on the digital content of the Nearpod application and a set of lessons designed through the application, which are lessons that appear through the search engine, Nearpod Library.

This qualitative study follows the descriptive approach using the content analysis method. To describe and analyze samples of creative writing lessons designed through the Nearpod application in order to judge them and develop a proposed concept for preparing lessons for creative writing for the Arabic language; To develop students' writing skills, and produce written texts based on Rubric assessment criteria, while marking, the student's ability to use language creatively is demonstrated.

6. Descriptive Analytical Method

This study is a qualitative research, where the researcher

adopts the descriptive analytical approach because it is the approach that describes a problem or a phenomenon, in order to identify its truth on the ground, and express it qualitatively by describing and clarifying its characteristics, as well as by giving it a numerical description through numbers and tables that show the amount, size, or The degree of its connection with other phenomena.

The descriptive method does not only aim to describe the phenomenon and collect information, but also aims to organize and classify information to help the researcher reach conclusions and generalizations that help him develop the reality he studies. [14]

Therefore, the researcher set out to define the research problem related to the necessity of paying attention to digital content in electronic applications (Nearpod) specifically, and the extent to which it contains activities that contribute to bringing students to the educational session of creative writing, to reach conclusions capable of adopting experimentation through lessons designed to support and develop students' writing skills.

7. Content Analysis

Content analysis consists of collecting data from various aspects of the messages that result from the means of communication. This analysis usually includes simple classifications or tabulation of specific data. [1]

Since content analysis is a research tool used to describe the apparent content and the explicit content, the researcher sees accordingly the validity of this analytical method for examining the electronic applications that have replaced the material or the textbook in the digital world, hence the need to study the content (content) of the Nearpod application.

8. Digital Content Analysis

8.1. Classification and Arrangement of Content Elements

This step came to answer the first study question: What is the digital content of Nearpod application?

The digital content of the Nearpod application consists of the My Lessons page designed by the teacher and is present in each account that is created, and the teacher enriches that page with

lessons that he designs or that he imports from the Nearpod Library; the lessons in the library are considered public lessons, that is, their designers voluntarily placed them in the Nearpod library for public use, and to allow all those looking for lessons to view them, make copies in their own library of them, or re-modify them as required by their lessons. [12]

As for the Reports page, it is the page that contains the reports of lessons that have been made or implemented by the teacher; After the teacher gives the lesson and the students subscribe via the lesson access code, the teacher requests a copy of the general report; To keep it and learn about students' performance through it, the Nearpod application provides a summary of student participation, participation rates and student marks.

According to what the teacher sees, the Sub Plan page is a page for developing alternative plans such as treatment plans for the weak students, plans for gifted care, or plans for extracurricular activities.

As for the Nearpod Library, it is the public library through which you can search for lessons that the teacher wants to benefit from, and it is available to everyone by placing it in the public status.

Next to the library is the Nearpod Certified Educator, which provides the teacher with courses in the use of the application, and other training camps, through which the teacher can earn certifications and promotions for the package, or become a Nearpod Certified Educator.

As for the lessons, the researcher was unable to import Arabic lessons except what some colleagues voluntarily share through participation links. When browsing the Arabic creative writing lessons, she found that the library is devoid of them, while the various creative writing lessons are available in English, as detailed later.

8.2. Apply the Analysis to the Units of Analysis

To answer the second question: What interactive activities contribute to creating creative writing lessons in Nearpod?

The researcher browsed the activities available to be used and activated through the application, and classified them according to the creative writing skills (fluency, expansion, flexibility, originality) (to review the creative writing skills: Khalaf Allah [8], Ali, Saeed Awad [16], Al-Sumairi and Al-Agha [11], Maktoof [23], Zaytoun [10] and Saadah [12] as shown in Table 1.

Table 1. Classification table of classroom activities and practices according to creative expression skills through the application (Nearpod).

Nearpod activity	Description of activities	The skill for which the contribution rate is expected to be served by the activity	Activity Contribution Ratio
Collaborate Board Audio Recording	The Collaborative Board allows you to create and modify sentences, phrases, and paragraphs.	fluency	22.2%

Nearpod activity	Description of activities	The skill for which the contribution rate is expected to be served by the activity	Activity Contribution Ratio
Matching Pairs Fill in the plank	Open Answer Question: It provides a non-traditional or typical answer, which helps the student to add to it, modify it, and write more. Voice recording option: The student benefits from recording his voice and practicing fluency in oral expression. Connectivity activity: to use the lexicon, plural, singular, opposite and synonym in the appropriate place. Fill in the blank activity: for methods, structures, formulating sentences, and putting punctuation marks in their appropriate place.		
BBC, YouTube Web Content Collaborate Board Poll	Referral options on news channels and YouTube sites have the flexibility to access information and see other points of view. The Internet browsing option allows free browsing and benefit from electronic resources. Collaborative Work board: to check, paraphrase, improve phrases, and benefit from peer input. Voting through Paul's activity for opinion and point of view.	Flexibility	16.6%
Audio Recording Open-Ended Question Drew it PDF Viewer	Audio recording: It helps in the production that is not repeated, original and unique, and it is the student's work exclusively. Open writing shows the originality of the writing, and the teacher can distinguish the students' writings and detect the transfer or plagiarism. Drawing activity contributes to brainstorming, idea generation, and production.	originality	16.6%
Nearpod 3D, Simulation, Sway, VR Field Web Content Slides Draw it Open-Ended Question	These activities allow linking knowledge to reality and expanding through seeing nature scenes or entering into the work atmosphere through the embodiment of the idea. This is useful, for example, in scientific articles Like watching a landscape pictured in three dimensions, as well as news channels and websites A collaborative solution is useful in exchanging and expanding ideas and supporting the main ideas with supporting ideas and details for expansion	expansion	44.4%

8.3. Execution of the Special Form in the Analysis

The researcher reviewed the contents of the application by searching the Nearpod Library, and the following table shows the number of lessons on creative writing by searching by the search engine for keywords (creative writing and writing) as in Table 2.

Table 2. Nearpod Library content table of Arabic writing lessons.

Subject	keyword on search engine	Age group	Components			Total
			Activities	Lessons	Video	
Arabic	creative writing	1-12	0	0	0	0
	Writing	1-12	0	0	0	0
	creative writing	1-12	0	0	0	0
all the subjects	Writing	1-12	0	0	0	0
	Writing	9-12	0	0	0	0

As for the English language and the lessons included in the application in its public library for the development of creative writing skills, it became clear through research in the word "writing" that there is a somewhat rich content, so the researcher continued to Classification of writing types (persuasive writing, argumentative writing, informational writing, narrative writing, and descriptive writing) as shown in Table 3.

Table 3. Nearpod Library content table of English writing lessons.

Subject	keyword on search engine	Age group	Components			Total	
			Activities	Lessons	Video		
English language	Lan-	Descriptive Writing	9-12	2	2	1	5
		Argumentative Writing	9-12	6	1	1	8
		Information Writing	9-12	10	0	2	12
		Narrative Writing	9-12	6	2	1	9
		Opinion Writing	9-12	2	4	1	7
		Persuasive Writing	9-12	5	4	2	11
		Story	9-12	8	0	2	10
English language	Lan-	Descriptive Writing	1-12	6	18	6	30
		Argumentative Writing	1-12	12	28	17	57
		Information Writing	1-12	22	14	13	49
		Narrative Writing	1-12	12	40	33	85
		Opinion Writing	1-12	10	27	27	64
		Persuasive Writing	1-12	9	35	32	76
		Story	1-12	13	39	34	86

Then the researcher compared the two previous tables, and the result was as follows: See Table 4.

Finally, the researcher made a table of the creative writing skills available in a sample of 20 creative writing lessons in English to calculate the frequencies and percentages for each activity that is expected to contribute to the development of the four creative writing skills (fluency, flexibility, originality, and expansion) and the following lines detail that.

Table 4. Comparison between the content of the application in Arabic and English.

language	keyword	Age group	Total number of lessons
Arabic	Writing	12-9	0
		1-12	0
English	Writing	12-9	62
		1-12	447

8.4. Preparing a Schedule of Unpacking the Digital Content of the Interactive Activities and Their Repetitions

The researcher investigated the interactive activities in a random sample of 20 creative writing lessons in English and tracked their availability in those lessons, their frequency, and availability. See Table 5.

Table 5. Table of interactive activities and skills that are expected to be developed through the application.

skill	Interactive activities in the lessons	The number of times	repetitions	percentage
fluency	Collaborate Board	26	.074	7.4%
	Matching Pairs	4	.011	1.1%
	Fill in the plank	1	.002	.28%
	BBC, YouTube	6	.017	1.7%
Flexibility	Collaborate Board	26	.074	7.4%
	Web Content	11	.031	3.1%
	Slides	39	.112	11.2%
	Poll	18	.051	5.1%
expansion	Draw it	31	.089	8.9%
	Open Ended Question	38	.109	10.9%
	Collaborate Board	26	.074	7.4%
	Slides	39	.112	11.2%
originality	Nearpod 3D, Simulation Sway, VR Field	0	0	0%
	Web Content	11	.031	3.1%
originality	Open Ended Question	38	.109	10.9%
	Drew it	31	.089	8.9%
	PDF Viewer	2	.005	0.5%

9. Results of the Study

To answer this question: *What is the digital content of Nearpod App?* The researcher browsed the application and its content through the teacher's options in the golden package that allows him to create lessons, design treatment plans or

care plans for the gifted, or reinforcement classes for the subject's lessons and its various skills, and it became clear that the digital content in Nearpod is rich with everything that would.

Changing the course of traditional education, towards fully digital learning via application, and possibly for curriculum design as well.

To answer the second question: *What interactive activities*

contribute to creating creative writing lessons in Nearpod? The researcher made a design table, which the authoritative arbitrators reviewed, and they made some formal and typographical notes, in which the researcher classified the classroom activities and practices according to the skills of creative expression through the Nearpod application.

Fluency, expansion, flexibility, and originality. The researcher found that the digital content in Nearpod is rich in interactive activities that help in developing students' creative writing skills.

What is the availability of creative writing lessons in Arabic and English in the application by searching keywords in the search engine on Nearpod? To answer this question, the researcher designed questionnaires that were presented to arbitration to test the validity of the tool and the internal consistency. To unload content from interactive activities and calculate frequencies and percentages.

The researcher concluded that the interactive activities in Nearpod greatly attract students to creative writing sessions and their interaction with them, thus allowing for practical experimentation in later studies in the field of teaching creative writing skills in the Arabic language.

10. Conclusion

Through the results of the study, the researcher believes that it is necessary to enrich the digital content of the Nearpod with lessons serves various language skills, the most important of which is creative writing, due to the richness of this program in interactive activities that can be apply to develop and improve sub-writing skills, which are fluency, expansion, originality, and flexibility. The researcher also sees the possibility of designing supplementary treatment plans and courses of study through this application, which would provide activities that enhance the skill of creative writing.

The researcher recommends an experimental study to demonstrate the effect of applying Nearpod on creative writing skills For a certain group of students, in a move to intensify work to design Arabic digital content in the Nearpod and include it in the digital curricula, in line with the global trend towards digitizing education, and dispensing with curricula that depend entirely on textbooks.

Conflicts of Interest

The authors declare no conflicts of interest.

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