A Proposed Instructional Model for Using Mobile Learning in Universities of Jordan

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Abstract

This study aimed to develop a proposed instructional model for the use of mobile learning in jordanian universities. The study followed the qualitative curriculum as required by the nature of the study, the number of study members for the qualitative aspect (19) faculty members for the academic year (2023-2024), the interview questions were built to explore the facts about the standard levels to be available in the instructional model. The results of the study revealed the stages of the proposed instructional model, and showed that the educational design obtained the highest percentage of standard levels to be available in the proposed instructional model. The study also concluded with a number of recommendations, the most important of which are: studying the effectiveness of the proposed instructional model using mobile learning among jordanian university students, and conducting a study similar to the current study of public and private schools.

INTRODUCTION

Learning theories have contributed to the extension of educational reality to many instructional models aimed at translating these theories into procedural methods that can be used to develop instructional, increase its effectiveness and efficiency (imran, 2008). The instructional model is defined as "an abstract mental framework, consisting of a set of interlocking and interactive concepts, has the ability to interpret generalized trends, and mutual relationships that prevail in the real world" (Al-Dafiri, 2017, p.217).

Mobile learning is a new stage for e-learning that does not adhere to limitations, as mobile learning is not just about converting subjects into electronic subjects, but rather the importance of mobile learning to nurturing students who are able to solve problems and adapt to the technology of the time (Al-Armiti, 2015). Mobile learning is defined as "learning that facilitates the learner's access to educational materials and contributes to the learning process, with the help of mobile techniques in wireless environments" (Al-Taqam, 2011, p.9).

There are many mobile learning techniques that offer many services, including sms, which allows the exchange of text messages; bluetooth, media service, and social media applications that have voice, image and video connectivity (Abu Rumman, 2016). The proposed model is based on psychological rules, where students' levels, learning patterns, orientations and individual differences take into account their orientations and individual differences (Al-Hasanat, 2005).

University education is one of the institutions that plays an active role in the development of human wealth and has received considerable attention due to its active role in responding to the requirements of society and national development plans (Amer, 2007). Many universities and institutes of higher education worldwide have used mobile learning such as (university of hong kong,

australia, thailand,.) Where these experiences have shown success using mobile phones in the teaching and learning process, and this places a responsibility on university education where it is supposed to be. Providing the best for students, which contributes to preparing them for the labor market, and to benefit ing it in improving the educational process for students (Al-Subai'i and Al-Ghamdi, 2014).

Statement of the Problem and Research Questions

The Prasertsilp (2013) study showed that the instructional model requires an organized structure to try to embrace and adapt to modern learning requirements, and that the construction of the instructional model needs to be reviewed by all mobile learning systems and the possibility of applying them in universities.

Wexionensia's (2009) study showed that research is moving towards the development of mobile learning by promoting concepts included in learning practices by providing a theoretical perspective of developing a useful model that coordinates meaningful learning scenarios and improves the learning process, as demonstrated by the proposal of a framework in the process of mobile learning includes theoretical knowledge that side by side with practical knowledge, where the goal of the framework is to use it as a guide to make mobile learning initiatives more sustainable. The study therefore attempts to develop a instructional model based on a range of instructional models in the use of mobile learning in jordanian universities, taking into account the link between theory and practice.

The Ngari (2015) study showed that the majority of teachers in higher education institutions use educational techniques without any educational guide, and mobile learning is considered as an educational technique with a positive indicator in achieving educational goals, but many mobile learning programs are used for learning purposes. Not based on a tutorial design model.

The Wali (2008) study also noted the growing interest in mobile learning, which did not achieve the objectives of this concept well, so the relationship between context (the attitude that calls for mobile learning) and the learning practices used in higher education institutions should be explored.

The researcher noted that while studying at the university for the two stages (bachelor's, master's degree) that what is used in mobile learning and its applications is often limited in the fields of communication and research, while there was no real employment based on organized steps in the teaching position or in the interest of activities educational. To the extent of the researcher's knowledge, there is no study that has been interested in developing a proposed instructional model based on mobile learning. In light of the previously presented importance of using mobile learning devices in the learning process, the researcher decided that mobile learning devices should be used in the teaching process in all its details. The study attempts to answer the following questions:

1. What is the proposed instructional model for using mobile learning in the learning process in jordanian universities?
2. What standard levels should be available in the proposed instructional model to enrich educational attitudes from the point of view of experts (faculty)?

Aimed Study

The current study aims to: develop a proposed instructional model for the use of mobile learning in jordanian universities and indicate the standard levels to be provided in the proposed instructional model to enrich educational attitudes.

Significance of the Study

The current study also derives its importance from the importance of developing a instructional model based on the principles of mobile learning, as it is concerned with educational perspectives by incorporating technology, especially the advantages of mobile learning in an innovative learning environment to innovate learning practices and education, and to provide learning resources that enhance skills knowledge of self-awareness, collaboration with others, and due to the complexity of contemporary learning environments, systems and models require expertise and competencies to provide high-quality education (Al-Hunaiyan and Al-Sharhan and Alhajri, 2017).

The results of this study can be used by decision makers in jordanian higher education, jordanian public and private universities, in knowing a proposed teaching model for the use of mobile learning. The study may benefit workers from jordanian public and private universities from learning the standards to be found in the proposed instructional model to enrich educational attitudes. The study is one of the first studies, to the knowledge of the researcher, which dealt with a proposed instructional model for the use of mobile learning in jordanian universities, and this study may help through the model that the researcher will find a special model in the use of mobile learning in teaching benefits workers in jordanian gloss.

Limitations of the Study

The Results of the Current Study are Generalized in the Light of the Following:

1. Human Boundaries: This Study was Limited to (19) Faculty Members.
2. Spatial and Temporal Limits: The Current Study was Limited to Jordanian Public and Private Universities from the 2023/2024 Academic Year.
3. The Study Tools were Limited to Interviews Because they are Suitable for the Nature of the Study and its Methodology, and Because it is the Work of the Researcher, the Sincerity of the Results of the Current Study Depended on the Sincerity and Consistency of the Tools.

Operational Definitions

Teaching model: defined as combining theoretical and practical aspects to help teachers and trainers understand the dynamics of learning (zheng and ferris, 2008). Defined as "an applied pattern of learning theories within the classroom, it proposes a set of structured actions that guide the implementation of teaching and learning activity to facilitate the educational process to achieve its objectives" (mubarak, ali and sadiq, 2016, p. 23). It is defined procedurally as: the set of teaching stages and procedures emanating from instructional models that use mobile learning devices in the teaching process, and the researcher is based on the structural theory in building the proposed instructional model.

Mobile learning: defined as the use of wireless devices such as smartphones and small tablets, which can be used in teacher-student communications for flexibility and interaction (bukharaev and altaher, 2017). It is defined procedurally as: the use of mobile learning devices in the teaching process by university students in jordan.

Experts: they are experienced faculty members at jordanian universities who specialize in using mobile learning in teaching.

LITERATURE REVIEW

Instructional Model

The instructional model is defined as "a guideline based on a particular learning theory, a set of preconceived outcomes and procedures that facilitates the teacher to plan his teaching activities at the goal level, implementation, evaluation, and organization of his work and tasks of teaching and teaching materials and experiences" (Abdullah, 2016, p.38).

The instructional model is a planned process in which school leaders, teachers, students are united around common goals and understanding how to reach these goals, and common concepts (Hubbell and Goodwin, 2019).

The researcher defines the instructional model as a study plan used to develop a specific design that helps guide a teacher's behavior within the teaching environment or during the implementation of practical activities. The instructional model refers to the materials and content used outside the classroom while using advanced concepts, working through problems, and collaborative learning within the classroom through mobile learning techniques.

Philosophy on which the Proposed Instructional Model is Based

The structural theory comes from the word construction or structure where it is emphasized that the new information is not based on what teachers say, although students repeat this information

repeatedly; his construction affects the environment of students and their community. Each student has his own ways of understanding and knowledge-building experiences that affect the learning process (Aldoobie, 2015).

The Foundations and Characteristics of the Instructional Model

There are basic principles for those interested in establishing a classroom that is consistent with the building foundations as follows: the learning process is centered on basic concepts, and the focus on self-initiative in questioning and interaction between students; problems and their examination; focus on knowledge-building and understanding learning; the reliance of the teaching method on analysis and interpretation, the proposal of problem solutions to create knowledge structures for students; and the transition of the impact of learning to new attitudes related to the working lives of students (Al-Dafi, 2017).

Standards and Stages of a Good Instructional Model

The availability of standards for the instructional model is important when the researcher determines the appropriate instructional model, including: the importance is determined by objectives that can be achieved accurately, easily in specific situations that help achieve desirable outcomes; teaching and interconnection in the elements of the model, and the lack of ambiguity, and the ease of understanding its steps and assumptions; the instructional model comprises a set of components in a correlation, causal or explanatory relationship, and is comprehensive by taking into account a set of elements such as: student characteristics, student treatment methods, classroom procedures, evaluation methods, and feedback (Qatami,Qatami and Abu Jaber, 2008).

The instructional model is based on stages: model philosophy; cognitive, skill and emotional model objectives; model content; teaching strategies; educational activities; and evaluation methods (Tharwat and Hasuna, 2002).

Mobile learning

It is defined as any activity that allows students to be more productive when using or interacting with information with a digital device that is regularly carried by the individual and has reliable communication, and can be used anywhere and at any time by wireless access (Fakomogbon and Bolaji, 2017). Students are easily viewed as accessing educational materials via wireless networks and mobile devices (Akman and Kocoglu, 2017)

Mobile Learning Characteristics

The Exchange of Files Between Students Themselves and the Teacher is a Feature of Mobile Learning, and the Majority of Mobile Devices have Reduced their Cost, and the Small Size of those Devices is Easy to Navigate, and Access to Educational Information Faster Through the Services Provided by Mobile Learning Devices with Downloading Notes E-Books (Bukharaev and Altaher, 2017).

Standard Levels of Mobile Learning

The quality of electronic materials is seen by assessing the quality (text, graphics, multimedia), text clarity, the organization of hyperlinks, and the use of appropriate methods and techniques (Kazaine, 2015).

Mobile Learning Models

The general framework for mobile learning is represented by devices, learners and social aspects, and the framework represents the overlaps between devices and the student to form the ability to use the devices; the interaction between the student's organs and the social aspects is the scientific framework for the use of mobile learning, where it promotes collaboration between students and enables them to access and identify relevant information and redefine their goals. Rethinking their understanding of concepts, mobile learning also provides a knowledge environment in which students interact remotely (Koole, 2009). The figure that explains the general framework of mobile learning
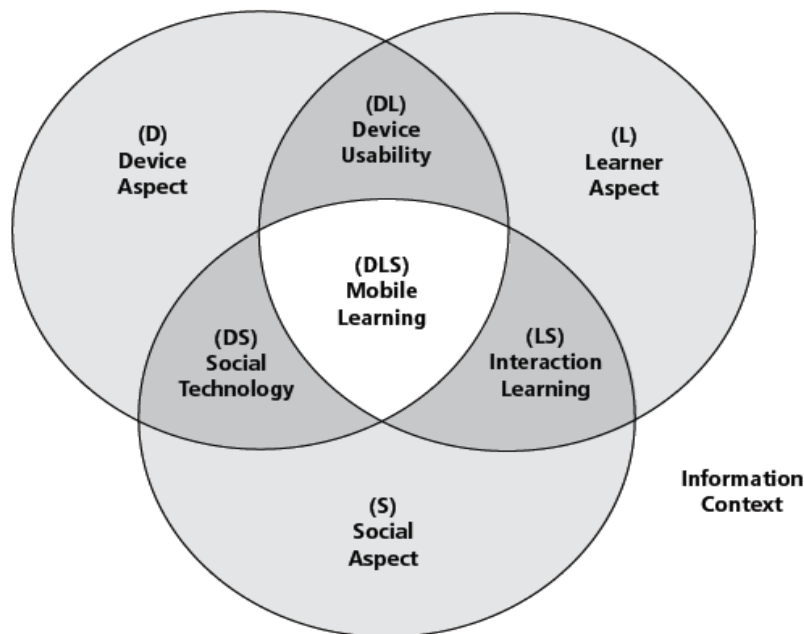
Figure 1. General Framework of Mobile Learning(Koole, 2009, p:27)

Park's Framework

Park proposed an educational framework of mobile learning where it focused on two different types of distance learning (individual learning, collective learning), identifying four types of mobile learning: first, socially high transactions; second, individually high transactions; third, socially low transactions; and fourth, transactions low individual (Eloho, 2013), the following figure shows park's framework of mobile learning.
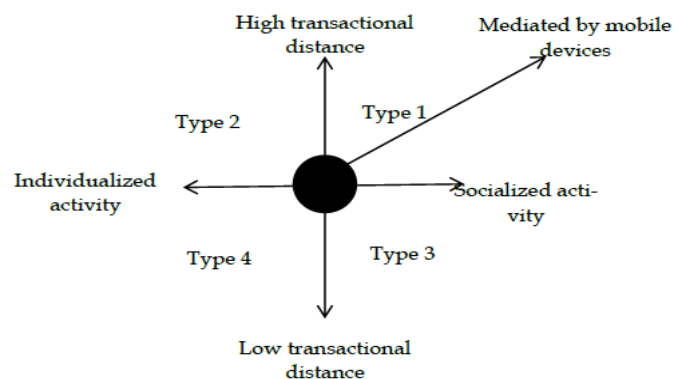

Figure 2. Park's Framework of Mobile Learning (Eloho, 2013, p:24)

Shih's Model

The shin mobile learning model was created to support the design of education of mobile learning and includes the following: sending multimedia messages with mobile phones to motivate teachers; searching the web for information related to the use of hyperlinks; and discussing colleagues in learning through messages text, audio, video; producing a digital story about what students have learned through audio or video notes; applying what has been learned in a simulation environment such as educational games (Moses, 2008), the following figure illustrates the steps of the shin model
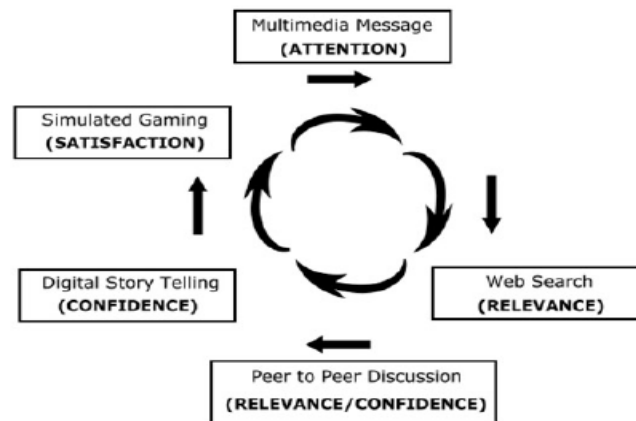
Figure 3. Shih's Model of Mobile Learning (Moses, 2008, p:25)

Mobile learning model design structure

The mobile-based instructional model includes online and classroom activities, classroom instruction focuses on teacher guidance and online activities focus on students' use of multimedia to encourage self-learning according to a program directed by teacher; before starting the mobile learning model the teacher divides the subject into mini-modules suitable for mobile learning and building a database of the network, the teacher can formulate a mentoring program at any time and place, but discussion activities are conducted in the classroom to explain theoretical knowledge, either extension knowledge is done through online search and discussion in groups simultaneously or insynchronously, and tasks are assigned in groups outside the classroom, where after completion what has been accomplished can be displayed with mobile phone, and teachers evaluate the performance of students by conducting a comprehensive assessment through internet (Zhang and Yu, 2017), the following figure illustrates the structure of the mobile learning model.

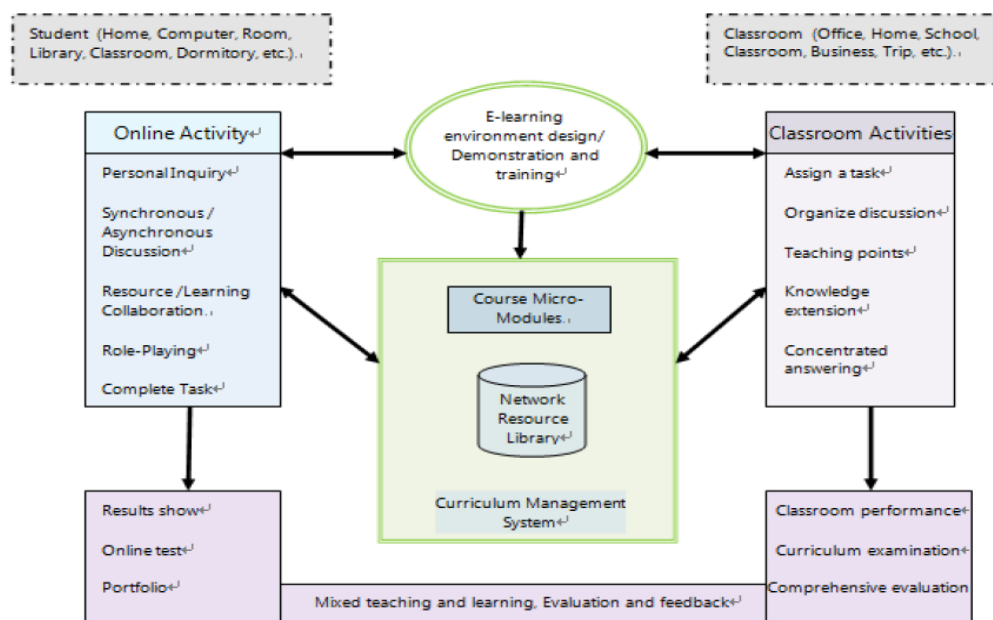Figure 4. Mobile Learning Model Structure (Zhang and Yu, 2017, p:3644)

1. The Latest Mobile Learning Model

A new model of mobile learning in a smart environment, where the teacher controls the learning environment in terms of hardware, content presentation and accessibility; to enhancing brainstorming (Al-Hunaiyan, Al-Sharhan and Alhajri, 2017), the following figure shows the shape of the model
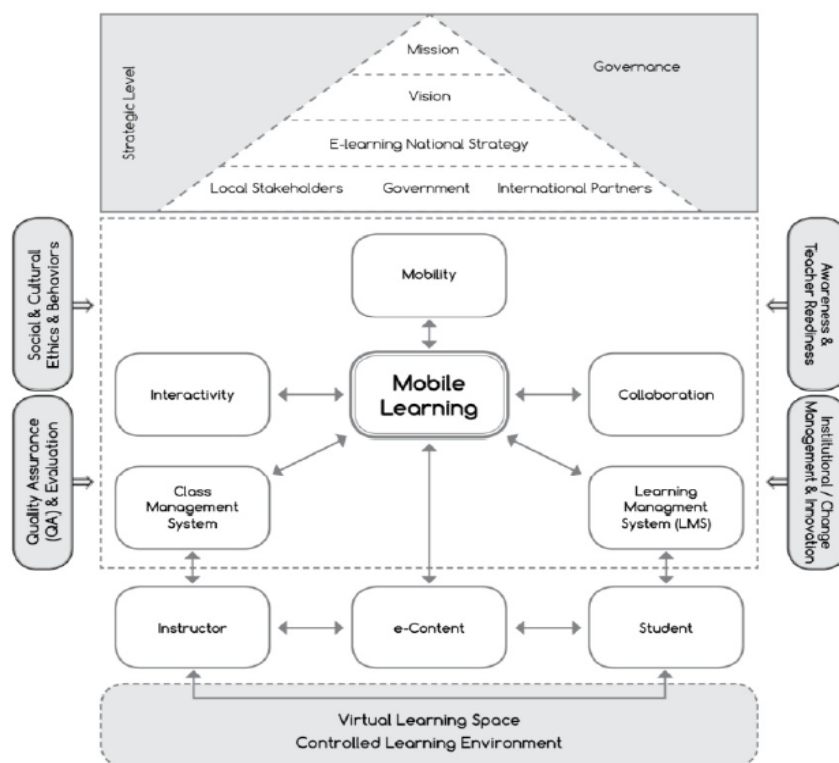
Figure 5. The Latest Model of Mobile Learning (Al-Hunaiyyan, Al-Sharhan and Alhajri, 2017, p:46)

2. Educational Applications of Mobile Learning in Instruction

Mobile learning does not replace formal education but provides ways outside the classroom, and mobile learning is not just the use of tools, but depends on the design of mobile learning content as follows: creating quick and simple interactions, and preparing flexible materials that can change according to the needs of the student, to contribute to the learning experience using the characteristics and limitations of mobile devices, use mobile phone technologies as a learning medium and not just a tool for distributing learning content, and designing materials with student-centered approaches (Demir and Akpinar, 2018).

Projects have also been based on the use of mobile learning such as learning go, which is largest mobile learning cooperative project, focusing on how to successfully use mobile learning to give students a chance to access learning anywhere and at any time and stimulate out-of-school learning; there was a univercity of helsinki project that aimed to have instructional solutions that help access information and share it among students and teachers using different devices to support education in multiple situations (Al-Selk, Shura and Al-Qatsh, 2014).

Previous Studies

Wali (2008) study aimed to explore learning activities that can be employed through mobile learning; the study sample included students from different university colleges in higher education institutions and first and second year students in britain, assuming that they were using technology; the results referred to the introduction of a model that presents learning activities and how to use them within the context, as well as mobile devices of all kinds important in mobile learning that enable students to engage in different learning activities.

Hamza and Ajami's study (2013) aimed to identify a list of educational and technical criteria that must be met in the employment of mobile learning in e-training programs, and to achieve the goal of the study. A questionnaire was presented to a group of experts and specialists in e-training, mobile learning and training technology; the results referred to a set of criteria distributed over topics such as: preparation of audio sources, visual sourcing, course on the website and communications, activities and the content of the course, training activities and the content of training activities.

Al-Shahat (2014) conducted a study aimed at building a proposed model for the employment of mobile learning in educational situations and demonstrating its effectiveness in achieving and developing the trend among the students of the preparatory seminar in cairo; the study sample included (60) students divided into two groups: experimental and controlled, each involving (30) pupils; to achieve the objective of the study, the researcher prepared a list of the standard levels of the proposed model; the results showed mobile learning model that included (16) learning tools that adopted, (4) learning strategies, (6) patterns of interaction, and (12) mobile learning activities.

Afi, Omari and Zidan (2016) aimed to develop quality standards for the educational design of e-learning courses in dammam university and building special models to evaluate it, the sample of the study included experts and specialists in the field of e-learning and e-learning techniques and a sample of faculty members at dammam university; to achieve the objective of the study, a list of standards for the quality of educational design was formulated, including 10 general standards, 20 sub-standards and (170) performance indicators that measure the achievement of standards; a progressive measure was designed to assess the quality of the educational design of e-learning courses; the results referred to a range of areas for the quality of educational design, including the general description of the course, the objectives and outcomes of the course, the design of the content, learning strategies, technical design, e-learning techniques and performance evaluation; performance includes the following criterion: the course employs appropriate evaluation strategies to measure the effectiveness of learning, and to assess student progress in comparison with learning goals

Mubarak, Ali and Sadiq (2016) conducted a study aimed at designing a instructional model based on structural theory; to achieve the objective of the study, literature and previous studies were analysed; the study indicated that the design of the proposed model includes objectives, philosophy, characteristics and elements.

Zhang and Yu (2017) study aimed to test the impact of learning based on a mobile learning model; study sample (197) students, to achieve the objective of the study, afour-indicator questionnaire was designed (knowledge, skill, learning process, method, attitude and values); a test was also used to assess the impact of learning; a test was designed to measure the quality of mobile learning; students improve their learning habits, improve learning process, improve proficiency in knowledge, skills and practical ability and enhancing the quality of learning through mobile learning, the results indicated that mobile learning can bring enthusiasm, initiative and creativity to students, and help improve the quality of learning and the multiple communication functions of the communication platform to reach learning everywhere.

Summary

After reviewing previous studies and research, it is noted that there are agreements with the current study. Studies of Wali (2008), Al-Shahat (2014), Zhang and Yu (2017) and Mubarak, Ali and Sadiq (2016) addressed the content of the mobile learning model in instructional where previous studies focused on presenting a perception (model) that presents learning activities and how to use it within the context.

The studies also referred to a set of criteria for adopting mobile learning such as Hamza and Ajami (2013), Afi, Omari and Zidan (2016), zhang and yu, and each referred to the quality standards for mobile learning, including the preparation of audio sources and the preparation of visual sources.

What distinguishes the current study from previous studies is the development of a instructional model on how to use mobile learning through mobile devices in jordanian universities, to reach a clear-cut model that benefits higher education institutions and faculty members and students.

METHODS

Since the aim of the study is to develop a proposed instructional model for the use of mobile learning in jordanian universities, the researcher adopted the qualitative curriculum as required by the nature of the study, its questions and its objective. As the qualitative approach in which the

researcher provides comprehensive explanations of the subject of research and adopts the fine details and extensive explanations of the phenomenon and then clarity from the comprehensive perspective of the subject of the research, the results are represented in explanatory sentences.

Study Personnel for Qualitative Data

With regard to the qualitative aspect of the study, the 19 faculty members and the 25 students were interviewed by the bachelor's students from the faculty of information technology and instructional technology (graduate studies) from public and private universities who are willing to answer the interview questions.

Study Instrument: Interview

After reviewing the relevant literature and reviewing the previous studies and guiding them, and based on the nature of the data to be collected and according to the methodology used in the study, and to achieve the objectives of the current study, the researcher based the interview questions for faculty members and students to answer the question second, what standard levels should be available in the proposed instructional model to enrich educational attitudes from the point of view of experts (faculty)? To obtain reflections and insights from faculty experiences to explore the facts about the standard levels to be found in the proposed instructional model. The interview is one of the tools for collecting qualitative data in many qualitative researches, for several considerations, including: interactive dialogue, relatively informal approach, and more knowledge rebuilding than) Mason, 2002).

Interview questions on the standard levels to be provided in the proposed instructional model were prepared to enrich educational positions from the point of view of experts (faculty) by reviewing theoretical literature and related previous studies such as (Kattayat, Josey and Jv, 2017) and (Kazaine, 2015).

Validity

The apparent validity of the arbitrators were verified by presenting the interview questions in its initial form to a group of 17 arbitrators with specialties in curriculum and teaching, instructional technology, evaluation and computer science, in order to ascertain the diversity of the interview questions, the clarity and brevity of the questions, the integrity of the language, the objectives are specific and clear, the questions are raised to the recipient's attention, and any amendments or suggestions that the arbitrators deem appropriate.

After reviewing the views and observations of the arbitrators, the interview questions were reviewed and amended based on the proposals of the arbitrators and any amendments they found appropriate, and the amendments were the reformulation of some questions, the deletion of some questions, and in the light of the amendments the interview questions became in its final form. Distributed as follows:

1. Interview questions for faculty members to reveal the standard levels should be available in the proposed instructional form to enrich educational positions consisting of 6 questions.

2. Taking into account that validity is a specific characteristic of qualitative research, the researcher derives the facts by collecting data directly.

Reliability

In order to verify the stability of the study tool, the researcher calculated the stability of the interview questions by following the stability of the analysts, where one of the colleagues who had the ability to perform the analysis was called after training on the analysis by the researcher, to calculate the number of agreement and the number of agreement of difference according to the equation cooper calculates the analyst agreement coefficient on the interview questions using the following equation:

$$\text{Agreement coefficient} = \frac{\text{Number of Times the Agreement}}{\text{Number of times agreement + number of times not a deal}} * 100\%$$

Accordingly, the Resulted in a Set of Data Described in the Following Table:

Agreement	difference	Total	Percentage Agreement
31	2	33	93,9%

It is Obviously from the Previous Table (1) that the Average Coefficient of the Interview Analysis Agreement was (93.9), a High Percentage from which to be Assured of the Stability of the Interview Questions.

RESULTS

The findings regarding the answer to the first question state: " what is the proposed instructional model for using mobile learning in the learning process in jordanian universities?"

To answer this question, the study came up with a model for the use of mobile learning in the learning process in jordanian universities, and by looking at theoretical literature on the construction of instructional models occupied according to the structural theory, and theoretical literature on the use of learning mobile in education and teaching, the researcher identified the basic elements of the model, and by looking at the results of previous studies in the use of mobile learning in education and instructional, and benefiting from the analysis of the results of the qualitative study and the resulting standard levels due to be available in the instructional model proposed to enrich educational attitudes.

The model expresses a future vision of the stages of the experience of using mobile learning in learning and teaching (especially instructional), and the following figure shows the proposed model with its components, dimensions and relationships between them, and horizontal arrows indicate the transition from one stage to another, and intermittent arrows indicate to feedback.

Proposed Instrctional Model

The aim of the model: the model aims to help universities use mobile learning in the learning process (especially instrction) according to building theory. The study proposes a model for the use of mobile learning in the learning process (instrction) based on the results of the qualitative study, which was the standard levels to be provided in the proposed teaching model to enrich educational attitudes. Referring to the theoretical literature of the study and the models of mobile learning.

Benefit from the results of previous studies (Wali, 2008) and Shahat (2014), (Ireri and Omwenga, 2015) and (Mubarak, Ali and Sadiq ,2016). All the results of previous studies have agreed on how to use mobile learning in the learning process. The importance of the proposed model lies in avoiding randomness, and the steps can be determined in a logical sequence that ensures that the use of mobile learning in instrction is achieved properly and according to a specific theory, in addition to including the results of the reality of the field of jordanian universities from the standard levels to be available in proposed instrctional model to enrich educational attitudes.

The process of using mobile learning is summarized in the learning process (instruction) in five stages as follows: (1) preparation stage; (2) planning stage; (3) design stage; (4) application and mechanism of action; and (5) evaluation stage.

Stage1: Preparation stage, the first stage seeks to create the conditions and requirements of the use of mobile learning in instructional, and the preparation is to identify the requirements for the successful use of mobile learning in instruction:

1. The Appropriate Infrastructure for The Mobile Learning Environment.

The nature of mobile learning indicates that the introduction and proper application of mobile learning requires the availability of a range of essential things: the availability of the necessary infrastructure for mobile learning, including the provision of modern wireless devices, wireless networks, and internet connectivity services using wireless devices, wireless accessories such as printers, speakers and additional chargers, including the provision of platform-friendly drivers and application selections, teaching and learning activities, mobile learning materials and programs such as interactive multimedia education software, and books electronic, electronic libraries, all of which require selected experts and stakeholders to establish that structure.

2. The Human Side (Educating Faculty, University Students, and Parents).

The role of an active teacher is the one that generates motivation among students and encourages them to use mobile learning to benefit them in the learning process. The importance of keeping up with faculty is the newthings, which is mobile learning from these innovations, where a range of perspectives representing diverse and rich experiences and stories are reviewed by a group of teachers who use mobile learning devices in instruction. Each story reflects insights and perceptions of how teachers get the most out of the content, tools, and networks available to them, because teacher education is reflected in students and the right use of mobile learning.

Educating students and parents is important in the use of equipment to serve instruction by informing them of the benefits of using mobile learning where undergraduate students can - especially for those who live far from their universities. Teachers and doctors are also provids aware of the responsibility towards the use of mobile learning, and what their roles are for the success of the teaching process. In general, human awareness needs to be intensified by the efforts of the ministry of higher education and the management of jordanian universities.

3. Statement of The Role of The Ministry of Higher Education and Universities.

The role of the ministry of higher education in setting accreditation and quality control standards for mobile learning is highlighted. One of the roles the ministry of higher education is innovation, employing international best practices in instruction.

4. Institutional and Material Support.

The use of learning devices, programs, and learning techniques is a material requirement for universities and students, so it was a setup to try obtain material support from international or local public and private institutions for the success of mobile learning, and that the material matter should not remain suspended by the student alone.

5. Show The Philosophy and Principles of The Model That Focuses on Continuity.

The definition of theory in advance is useful to help the teacher to guide his instruction procedures and know the aspects of the instruction process, to identify the characteristics of the student related to the instruction process to guide his goals and procedures, and to miss theoretical literature in the planning of methods of knowledge and areas of educational research, and the need instruction theories in the preparation, rehabilitation and training of teachers.

Stage 2: Planning, mobile learning requires the planning process to provide the basic requirements for mobile learning, where planning is necessary and focuses on the completion of the events sought by the organization, and the development of an appropriate plan that includes objectives, allowing these plans to be monitored periodically, modified and developed in a timely manner in line with the circumstances. Future and ensuring objectives, as well as based on the optimal use of material, financial and human means.

The plan is an official document outlining the procedures for using mobile learning in instruction, with the aim of achieving learning objectives within a specific time frame with a statement of the educational applications used, as well as activities, tasks and material costs.   The planning phase includes:

1. Long-Term Technological Plan.

The technological plan is based on the introduction of mobile learning programmes and applications, flexible and responsive to any variables, realistic, not overestimated, encompassing all aspects of the educational institution in the sense that it includes productive, financial and other aspects, and covers a reasonable period of time.

Building a mobile learning plan is crucial after learning about the factors influencing the use of mobile learning in introduction, and the constraints that limit its use, to take those factors and constraints and work to reduce them.

2. Identify and Analyze the Needs of Students.

There are needs for students that must be satisfied and provided to them in order to perform their duties to the fullest, and the methods and programs to provide them vary according to the same need, and these needs that are taken into account in the preparation of the technological plan: the need for self-esteem as the human person naturally looks forward to recognizing his skills and, abilities and admiration for them.

The issue of identifying needs is important when building the instruction model, and identifying needs takes into account programs, techniques, how to communicate and provide educational services for students.

3. Identify The Characteristics of the Target Group.

Understanding the characteristics of students at the university level helps to provide students with the opportunity to go through different experiences, guide them to the ways of searching for information, understand concepts and ideas related to life and the future, stay away from methods of ridicule or unconstructive criticism, and provide experiences commensurate with the level of students.

4. Identify The Previous Requirements.

Identifying the previous requirements is the starting point for the construction or development of educational programs and the selection of applications for the teaching position, it is the first and most important step to be taken as the requirements are a definition of the form of the program or a description of what this program can do for the function for which it was designed.

5. Setting General Goals.

The objectives represent the focal point on which the input of the educational process is based, and the end point at which the various inputs meet during the overall evaluation of the educational process during the school year.

The objectives are used as a basis for decision-making on how to organize university life, and the importance of the objectives is that they define the educational policy of society, determine the general characteristics of students, and help determine the objectives, content and methods of instruction.

6. Determining the Specifications of Devices (Mobile Learning Devices).

The use of learning devices in instruction is important in determining the specifications of these devices so that you can properly complete the instruction process. The presence of cpu at a reasonable speed, ram with proper storage capacity, and an image identification card with entries, a wifi id card, are essential lyceums. And an external storage unit.

7. Training of Faculty and Students.

Universities that want to use mobile learning need to train teachers on how to successfully conduct a teaching position by using appropriate mobile learning applications for each instruction position, how to deal with activities and tasks through mobile learning devices, and how to conduct the evaluation process through those applications, how to follow students' mobile learning paths according to their abilities and characteristics, and how to proceed with collective and individual learning through mobile learning devices, ensuring a suitable learning environment. This is through teachers' communication skills and various pedagogical methods.

8. Control the Security of Information.

Information security control is an important topic and is addressed when planning, because information security is linked to the user's confidence in mobile learning, and one of the simplest types of protection is the use of the user identification system, the reliability and legitimacy of use. The protections are aimed at ensuring that the system or network is used by the person authorized to use it. They include: passwords of all kinds, smart cards used for identification, biological identification devices that rely on the attributes of the user related to their biological construction, and encrypted keys and can include what are known as electronic locks that define access areas.

9. Set the Time Frame.

The time frame is determined by the total time in which the goals are expected to be achieved, and the time frame is tailored to the objectives. The types of time frames vary from short to long-term, depending on the objectives and the extent to which they are achieved.

10. Determine How The Incentive System Works.

Educational institutions, especially the administrative aspect, which implements the incentive system, benefit from several things that arise by focusing efforts, identifying their feasibility and the achievements of their employees, and this is a reason for the administration to be aware of the reality of performance and production, and in short-term aspects, through interest in incentives, which contribute effectively to the statement of the calendar data of these key aspects within the organization.

11. Determining The Capacity of Communication Networks.

The network helps teachers to quickly and easily communicate with each other, using programs such as e-mail, chat programs, whether it be written conversation, or, by voice, image and other modern means of communication, and when determining the ability of communication networks based on hajj the more electronic materials to download, applications and programs used, the better the ability of the networks to have the effect of improving the instruction process.

Step 3: Design, the design phase is a process of describing how learning will be done, by writing measurable goals, developing test paragraphs, defining the instruction strategy, identifying sources, and prototype specifications.

The design stage is to draw up an integrated mental map that will guide faculty and university management on how to implement and take firm and flexible steps towards the goal, and to draw the specifications under which the work will be carried out.

The Design Phase Includes:

1. Designing a Learning Environment

The educational environment is the greatest concern of educators, and how to prepare them, to achieve educational goals, and the school community must provide an educational environment with positive values, principles and practices, which form a new school culture, and we mean a positive educational environment that contains a system of positive values, customs, traditions and practices by members of the school community, where the educational environment is not limited to the educational process, but takes into account the educational process, and serves the student environment, the teaching and learning environment, the healthy and safe environment, and the use of educational methods modern.

2. Design Mobile Learning Content in its Various Forms.

Mobile learning content, which includes (audio, image, video, mobile information) is designed to develop mobile lessons as follows: first we have to understand the design techniques, and work on a list of key content that must transfer the browser to a number of short pages, which is be the student from moving to the information specified according to his need, and do not overuse unnecessary graphics or add video clips, or audio that is not suitable for viewing, pages that need to be downloaded for a long time lead to students' boredom, sometimes forcing them to retreat, and to be careful to increase or change information as needed while taking into account the importance of time, provide synopsis and full electronic information about the lesson, its objectives, its review, and the necessary exercises.

3. Design Educational Position.

The design of the educational position takes into account the wishes and interests of students, so when the student feels the teacher engages him in the discussion and consults his opinion and respects what he says and assigns him some tasks, there is a feeling that he is a desirable person which increases his motivation to learn, but if the opposite happens the student neglects and takes

advantage of the blood of the method of dictation and instructions and the disregard of his opinion, the result will most likely be negative.

4. Design Mobile Strategies.

Modern e-learning strategies in instruction are mobile strategies such as: survey strategy, educational gaming strategy, training and practice strategy, private teaching strategy, collaborative learning strategy, and strategy e-scientific flights, e-presentation strategy, e-practical presentation strategy, simulation and role-playing strategy.

All previous strategies are aimed at helping students build a cognitive structure, mental structure in which facts are organized, develop thinking skills, and work independently with students.

5. Artistic Design (Artistic Parts).

The artistic design includes: first, the line that is one of the most important elements of the artwork, taking into account the content and applications, and there are multiple forms of calligraphy such as horizontal, vertical, zigzag, straight, non-straight line, diagonal line, parallel line, perpendicular line, curved line, and spiral fold; second, space: where the area consists of length, width and height; lighting and its shades are especially in the preparation of images and videos.

6. The Quality of Electronic Courses.

The quality of the electronic courses is determined by the following: first, general information on the course such as the name and objectives of the decision, and the provision of a special record for each student in which each student registers his data, the number of times he or she enters and the time taken; the various means where the text is taken into account in terms of its size and color, its linguistic validity, the clear meaning, the punctuation marks in the writing correctly, and the alignment of the text to the right to determine the point at which the eye begins to read.

7. Educational Services.

Mobile learning provides educational services such as: first, undergraduate students , especially those who live away from their universities or students of unrelated education on a regular basis, can receive tasks or activities assigned to them, or provide the delivery date of student projects using sms services. Sms to get information easier and faster than phone conversations; participating in the implementation of operations and tasks in a group (participatory) image, so that many students and teachers can use the infrared function option in personal digital devices or use the wireless network such as bluetooth so that teachers can use it to distribute work on students easily and naturally.

8. Taking into Account The Principle of Individual Differences.

There are many starting points in the computer-based e-learning lesson, and the paths that suit each student are branched out to achieve the goals set according to their characteristics. The use of mobile learning according to the characteristics of students is in itself an interest in individual differences, where individual learning is involved in individual differences where it focuses on the cognitive abilities, and the skills of the learner of other students, where the student is seen in all respects, content is not a set of facts and metaphors it is a complex that includes all aspects of the student, his potential and his motivations.

9. Design Interactive Applications and Programs.

Designers and teachers are involved in the design of applications and put them on different platforms, introducing interactive scientific content, attracting students, and providing open channels of unlimited communication.

By designing its own educational application, the teacher can use some advanced technologies in the presentation of information, and use many advanced tools and mechanisms to support a progressive presentation of his scientific material in a fun way, by inserting and sharing some attractive images and videos. With the students.

10. Observe the Standards of Content Dissemination.

11. Easy-to-Use Screen Design.

Good user interfaces include allowing tasks to be easily finished, without the need for complications, graphic design, printing art, and content output greatly support interfaces in terms of

helping to improve design, and final output to attract students, and it is necessary to maintain a balance between jobs the actual technology and aesthetic designs are at the forefront to reach a system that not only implements operations, but is also usable and adaptable to the needs of students.

Stage 4: Application and Mechanism of Action, The Application is an Evaluation of The Design, Which Includes Experimental Testing And Field Trials. The Application Includes:

1. Creating Previous Experiences and Skills.

This is important for the teacher to know the information and mental skills available to students related to the subject of the lesson, and that information is necessary to start learning a new subject, by using those experiences in preparing for the lesson, and to link the subject of the lesson to their previous experiences which gives facts make sense and make learning functional.

2. Exalting Current Experiences and Skills.

Experiences are shared through mobile learning applications and programs designed by these programs and applications, where they allow to provoke discussion, dialogue and opinion, provide the opportunity to ask questions, and the existence of a system of strengthening in different forms, linking the teaching position to the reality of the lives of students, and directing students to conduct experiments projects and scientific activities.

3. Choose Educational Resources (Guidance of References and Resources, Learning Instructions, Learning Topics).

The construction of open educational resources is as follows: first, preparation, includes determining the quality of the target students, determining the type of content, describing learning units, determining the duration and evaluation criteria, and selecting teaching methods and techniques; it can be used, search for relevant content, and verify the quality of content; online participation, fourthly, publishing and follow-up, is posted on an open educational resource platform, collecting feedback from students, and reviewing content to improve it.

4. Determine the Shape of The Content.

The forms of digital content vary, including: first, image information where it can be shared through networks; second, video that delivers information instead of plain text where videos can be made through mobile learning devices; interaction; fourth, e-books that take into account modern content and attractive design; webinar includes marketing academic content, hosting experts in a particular discipline, and e-mail newsletters that are used to develop useful and publishable content.

5. Excite the Content Through the Problem Solution Method.

Educational content based on problem solving is raised by identifying the nature of the problem, analysing it into parts so that it is easy to address and finding solutions, collecting information and identifying its sources, collecting and generating ideas to deal with it, identifying available options, and evaluating proposed ideas and options available according to objective principles, the implementation of the pilot work, and directing students to work together to generate a large number of ideas and solutions, choose the appropriate solution and test it in preparation for acceptance, evaluate the steps used in solving the problem and evaluate the final result.

6. Multimedia Selection.

Multimedia is Recorded or Direct, Recorded Offers allow Interaction Through Means of Communication with Teachers or Students, and Includes The Following Multi-Application Elements: Text, Image, Animation, Sound, Video, and Creative Authoring Programs, Such as: Director, Authorware, Simulation Programs and Data Production Programs.

In Addition to Employing Multimedia in Programme Design, Educational Classes, Which have Made Diversity and Enrichment in Educational Content, Preparing Tests, Educational Entertainment Programmes, Encyclopedias and Dictionaries, Global Education Systems, Specialized Education Systems are among The Most Where Multimedia is Used.

7. Activate the Participation and Opinion Clause Simultaneously and Asynchronously.

Mobile learning programs and applications provide the opportunity for students to share others and express their opinion sins simultaneously where a number of students interact with each other at the same time but at distances, as happens in video conferences but it is a one-way interaction, or asynchronous communication where students interact at different times, such as in groups discussion groups and bulletin boards.

8. Implementing Mobile Learning Activities.

The Use of Mobile Learning Directed from The Structural Theory Focuses on The Activity Performed by Students Outside The Classroom, Which Allows Them to Conduct These Activities in Groups, or Individually.

Mobile Learning Activities are about Completing Activities Anytime, Anywhere, And Using Different Learning Resources And E-Library.

9. Preparing Learning Tasks.

The information available within the sources is analyzed and extracted from them the required knowledge and skills, the organization of the educational resources that have been used, the participation of colleagues in the same group in the list of sources for the learner by sharing webmix or other, as well as collecting, organizing knowledge and information in the form of an educational product, and then the educational product of the task is presented to the teacher to receive feedback, make the required adjustments to the educational task and deliver it to the calendar.

10. Following the Method of Asking Questions to Develop Possibilities.

The method of asking questions follows several considerations, including: determining the availability of previous learning requirements where they are designed in the previous requirements, using questions in preparing students for the lesson in order to raise their motivation for the lesson, attracting students to explore the information themselves, and knowing the extent which students understand what students have learned during lesson, questions to link teaching points, develop types of thinking among students, develop the skill of discussion and dialogue among students, encourage them to ask questions themselves.

Stage 5: Evaluation, Mobile Learning Evaluaution, the Use of Self-Assessment Methods and Guidance Tests for Students to Provide Them with Feedback, and The Formative Evaluation in Taking The Form of Evaluating The Performance of Students and Conducting a Periodic Evaluation of Them. The Evaluaution Includes:

1. Evaluaution Types

The Following Types Include:

a) Tribal evaluaution, which is done before the start of the instruction process with the aim of knowing the willingness of students to learn, this means identifying abilities and knowledge that are a necessary condition for learning, and the importance of this type of evaluaution in the planning of programs according to the level of each student (individual education programs). This is by classifying students into homogeneous groups in the level of skills or orientations and hobbies and depends on the tests of preparation and personal data.

b) the structural (formative) evaluaution, which takes place during the learning process, begins with the beginning of learning and keeps pace with it during the course of the class. One of the objectives this type evaluaution is guide students' learning in the desired direction, identify the strengths and weaknesses of students, to address weaknesses and avoid them, give the student a clear idea of his performance, and stimulate his motivation to learn and continue.

c) The final evaluaution, which comes at the end of the instruction process, which focuses on monitoring student marks in special records, issuing student-related judgments such as completion, success, failure, and judging the effectiveness of the teacher's efforts and the use of mobile learning.

2. The Variety of Evaluaution Methods.

Mobile learning lends the use of methods of evaluation, including:

a) Indications That are Prepared to The Extent Which The Learner is Aware of The Knowledge, or Skill Without Feeling Stressed, Such as Taking Exams.

b) Conduct Interviews, Which Reveal Students' Opinions and Ideas About a Particular Topic or Knowledge, and Reveal Their Feelings Toward a Particular Idea or Topic.

c) Concept Maps (Thinking Maps), Used to Evaluate Conceptual Construction, are a Means of Arranging and Organizing Ideas, Explaining how Students Relate to The Concepts They Have Learned.

d) Creative Evaluaution, Uniqueness, Nurturing Talent and Innovation at The Individual Level, in Which The Student is Left Free to Provide Proof of how he Employs Many of The Available Resources in Mobile Learning in Learning The Specific Subject.

e) Practical Evaluaution, Where The Extent to Which The Practical Skills and Procedures Learned by The Student are Applied, be it Laboratory Skills, Mathematical Skills, Computer Skills, Reading Skills, Speaking.

3. Self-Evaluation

One of the characteristics of self-evaluation is to involve students in determining levels and trials for application in their work, and to make judgments regarding the extent to which they achieve these levels, self-evaluation is a tool for learning, monitoring and self-control of performance.

4. Send The Assessments After Viewing the Content.

Mobile learning applications and programs allow the teacher send an immediate Assessment of Student Performance after The Content is Viewed, Through Discussion and Questions Included in The Instruction Position.

5. Prepare A File On The Performance Of Students.

The student file is a way to evaluate the student according to the work he has accomplished, which takes a year to collect, documenting the student's work, which reflects the extent of his efforts, progress and achievements in a field or course cumulatively. Performance files can form the basis for other types of evaluation.

6. Taking Into Account The Design Of Electronic Tests.

The design of electronic tests depends on determining the educational and technical specifications of the form the interaction interface, the screens of the content the test, the number of elements contained in each screen, and the time of each item.

There are many online test-creating programs, including: first, websites such as marker, google forms; second, software such as quiz creator and hot potatoes.

Mobile learning is based on online exams with new types of questions including multimedia, feedback, instant enhancement in various formats, ease of data use and flexibility in testing.

7. Transparency-Based Calendar.

E-exams indicate a variety of mobile learning methods, transparency in the presentation of results and non-bias for a particular group, electronic tests show feedback and grades instantly, use more than one type of evaluation is an opportunity to inform students about their performance from the outset.

8. Continuous Evaluation.

The evaluation and obtaining the level of students is the beginning of the development students for their knowledge and skills through constant research about information and how to benefit from it, identifyweaknesses, improve the creativity and critical thinking, how to benefit from the experiences of others. Students' Use of Mobile Learning to Develop Their Knowledge, Experience and Skills is Important.

The Results of the Answer to the Second Question States: "What Standard Levels Should be Available in the Proposed Instructional Model to Enrich Educational Attitudes from the Point of View of Experts (Faculty)?

To answer this question, i conducted personal interviews with (19) faculty members of the faculty of information technology and communications and specialists in education technology. The

specifications of the faculty interviewed varied in terms of instruction experience, gender, number of computer courses received by the faculty member, materials he studied through mobile learning, the date and time of the interview.

The qualitative data extracted from the answers of the faculty were analysed. The results of faculty interviews indicated the standard levels to be inclouding in the instruction and indicated in table (2) arranged according to the frequency of their presence in faculty interviews. Here is a view of these results:

Table 2. Descending Order of the Proportion of Standard Levels to be Available in the Proposed Instructional Model to Enrich Educational Attitudes from the Point of View of Experts

No.	Standard Level	Frequency	Percentage
1.	The Educational Design Included in (Analysis of Learners' Characteristics, Goal Setting, Content Analysis, and Choosing the Right Strategy).	11	58%
2.	Publish and Use Content to Communicate Within Content Dissemination Standards (Audio, Image, Link Standards).	7	37%
3.	Multimedia and Exciting That Bring Sire to Reality and Take it into the Minds of Students.	7	37%
4.	Instruction Strategy that Achieves Goals Easily and Suits the Characteristics of Learners.	7	37%
5.	The Artistic Parts that Deliver Electronic Materials Clearly, Simply And Interestingly.	6	32%
6.	Identify and Analyze Needs to Make Learning More In-Depth and Impactive.	6	32%
7.	The Quality of E-Courses and Content That Encouragestudents and Draw Their Attention not to Consider Mobile Learning as a Waste of Time.	6	32%
8.	The Extent Which Goals are Achieved.	6	32%
9.	Clarity and Ease of use	6	32%
10.	Content Design Includes Appropriate Methods and Calendar Methods.	5	26%
11.	Artistic forms are Reflected in The Quality of Electronic Materials and The Achievement of Goals.	5	26%
12.	Taking into Account Individual Differences.	4	21%
13.	Feedback has to do With The Quality of Education.	2	11%
14.	A Good Mobile Learning Infrastructure.	2	11%
15.	Telly Time, Effort and Space.	2	11%

it is Noted from Table (2) That (58%) Faculty Members Believe that the Most Standard Level of Duty in the Proposed Instructional Model is (Educational Design Included in (Analysis of Learners' Characteristics, Goal Setting, Content Analysis, and Choice of Appropriate Strategy).

Where a Faculty Member Answered (23 Years Experience, 25 Courses)

"Yes, as The Design Process itself Takes Into Account The Logical Steps, The Methodology That Ensures The Analysis of Learners' Characteristics, The Identification of Educational Objectives, the Analysis of Educational Content and The Selection of the Appropriate Instruction Strategy (Such as Mobile Learning), Materials, Educational Methods and Methods. The Right Calendar".

While a Faculty Member Answered (5 Years Experience, 12 Courses)

"Contributes Significantly to The Setting of Educational Objectives in Educational Design Through The Interpretation and Classification of the Subject."

Faculty Member (32 Years Experience, Partial Courses)

"Yes, Because Content Design is Related to Objectives, Goals are Linked to Strategies and Therefore is Generalized.""

The Faculty Member Answered (30 Years Experience, 40 Courses)

"Educational Content Design is an Essential Element of The Quality of Education Standards, Especially for Specialists in The Field of Education Technology, The Reason is The Existence of Educational Materials and Tools to Display Content for Each Educational Situation."

as The Faculty Member Answered (20 Years Experience, 5 Courses)

"The Objectives Must be Clear, The Style of Content and The Way The Organization is Organized Must Exist."

Faculty Member (10 Years Experience, Lots of Courses) Answered

"Educational Design Guides The Design of Educational Content in its Traditional and Digital Forms."

The Previous Quotes are Consistent With The First Paragraph, Which Stated That One of The Standard Levels to be Available In The Proposed Instruction Model to Enrich Educational Attitudes is The Educational Design of All Elements (Learner Characteristics, Objectives, Content and Appropriate Strategy).

37% Followed by The Second Paragraphs (The Dissemination and Use of Content To Communicate Within The Content Dissemination Criteria (Audio, Image, Links) Criteria). The Third (Multimedia and Exciting That Brings Reality Closer and Firmer into The Minds of Students). and The Fourth (Instruction Strategy That Achieves Goals Easily and Suits The Characteristics of Learners)

Faculty Member (15 Years of Experience, 30 Courses)

"The Most Important Thing for Mobile Learning is to Publish and Use Content to Communicate, Publish Content and Content Creation Standards (Audio, Video, Links Standards) Video Standards are No More Than 7 Minutes, and Text they Appear Through The Screen Size within Specific Sizes, The Design within the Frame Specified for it. In Addition to Non-Time Criteria, The Quantity of The Material and The Sequence in the Order, The Communication Criteria Should be Simultaneous and Asynchronous (Form) Criterion That is Viewed Then Read or Communicated Directly. Mobile Learning is Part of The E-Mail Only Some Issues Such as Size And What is Important is Communication.""

Faculty Member (10 Years Experience, Lots of Courses) Answered

"Content Design is Based on The Vision of The Design of Education and is Infolded and Goes According Its Standards and Perceptions."

Male Faculty Member (32 Years Experience, Partial Courses)

"it is Important to Communicate Information to the Learner in a Simple Way Through the Criteria (Text) that Affect Learning."

While the Faculty Member (23 Years of Experience, 25 Courses)

"Good Educational Media that are Relevant to Educational Content That is in Line with the Characteristics of Learners and that will Bring Reality to Mind and Speed up the Learning Process for Learners with Ease and Ease.""

as a Faculty Member Answered (30 Years Experience, 2 Courses)

"Promoting Stimuli that Enhance the Educational Position and Deepen Understanding, Deepen Learning and Inculcat Information in Students' Minds."

a Faculty Member (30 Years Experience, 10 Courses) Replied

" Multi-Media and Especially Multi-Senses in a Thoughtful Way Learning Becomes More Effective. it Helps in Two Directions A - Acquiring Knowledge by the Learner B - Retaining Knowledge in the Learner's Memory, the More Effective the Means Help to Retain Knowledge.""

With Regard to Teaching Strategies, the Male Faculty Member (23 Years Of Experience, 25 Courses)

"The Learning Strategy is Part of the Teaching Design Steps, So The Instructional Designer Must Take the Instruction Strategy Appropriate to the Characteristics of Students that Suits them and is in Line with the Nature of the Educational Content."

a Faculty Member (30 Years Experience, 2 Courses) Replied

"when Designing a Variety of Innovative and Modern Educational Strategies, they Contribute to the Development of Quality Standards."

Added Faculty Member (47 Years Experience, 10 Courses)

The choice of strategies is different from traditional, so I choose the strategy and i want to know what tools are available (student type, goals, content). Mobile learning has its own strategies because it has its own tools and content that is shared by modern means, the strategies vary but are more advanced."

The faculty member (23 years of experience, many courses)

"Designing learning strategies makes it easier for the learner to find and follow effective ways of learning."

Added faculty member (32 years experience, partial courses)

"Strategies Depend on the Objectives and Category Used, as the Use of Categories Requires Precision in Choosing the Best Methods, Preferably Caring for Learners in Terms of Characteristics, Cognitive Background, and Related Outputs Related to Quality Correlation."

Previous quotes are consistent with paragraphs 2-4, which indicate that one of the standard levels to be met in the proposed instructional model to enrich educational attitudes is to publish content within standards related to image, sound, text and video; it is a teaching strategy that suits the target group of standards that enrich educational attitudes.

Followed by 32% the fifth paragraphs (the technical parts that deliver electronic materials clearly, simply and interestingly), the sixth (identifying and analyzing the needs for learning to be more deep and influential), and the seventh (the quality of electronic courses and content that encourages students and draws their attention by not considering mobile learning is a waste of time, the eighth (goal-achieving range), and the ninth (clarity and ease of use).

Where a Faculty Member Mentioned about the Artistic Parts (30 Years Experience, 2 Courses)

"it has a Major Role in Communicating these Electronic Materials Clearly and Interestingly and Works to Promote Stimuli that Enhance the Educational Position and Work to Establish Understanding, Deepen Learning and Entrench Information in the Minds of Students."

Added Faculty Member (47 Years Experience, 10 Courses)

"there are Sub-Criteria Such as whether the Formats that Provided the Content are in Keeping with the Objectives;

As Noted by a Faculty Member (30 Years Experience, 40 Courses)

"its Role is Vital and Essential if it is not Good, There is no Point in Displaying Flawed Content in its Text and Images."

A Faculty Member (23 Years of Experience, Many Courses)

"The Information Must be Clear in Terms of the Size of Text Synos, Shapes and User has Appropriate, Comfortable Colors to Look at and Bring The User."

"Need experience because needs analysis is a key element in the design of education and because mobile learning has become a technological innovation that is easy to generalize for use by students," Said A Faculty Member (30 Years of Experience, 2 Courses) on Identifying and Analysing Needs to Make Learning More In-Depth and Influential.

Added Faculty Member (47 Years Experience, 10 Courses)

"the Theory of Satisfying Needs in the Science of Communication the Recipient is Looking for what Responds to his Needs, If the Teacher Can Respond to the Needs Of the Learner Will be More In-Depth and Influential Learning."

As Noted by A Faculty Member (30 Years Experience, 40 Courses)

"It Greatly Affects the Basis of Student Learning and its Needs an Important Entry that Must be Met to Gain Knowledge."

While with regard to the quality of e-courses and content, students are encouraged and distracted by the lack of time-consuming mobile learning, the faculty member (30 years of experience, 40 courses)

"Of Course, Because Good Content Encourages Students to Use it, And The Content That is not Good is Alienated and Exposed to it and in Their View it Will be Considered a Waste of Time."

Pointed Faculty Member (30 Years Experience, 2 Courses)

"Of Course, Whenever the E-Courses are Characterized by a High Production that is Characterized by Honesty, Stability and Includes all the Excitements of the Educational Situation and its Variables All of you /it has not Been an Active Role in Mobile Learning.""

A Faculty Member (5 Years of Experience, 12 Courses)

It has A Great Role to Play in the Interest of Students and to Stimulate their Motivation to Continue Education."

With Regard to the Extent to Which the Goals Were Achieved, A Faculty Member (47 Years Of Experience, 10 Courses) Was Mentioned.

"How Educational Goals Have Been Achieved, and How Far The Course of Education Designed for the Students in Person has been Able to Achieve"

Added Faculty Member (20 Years Experience, 5 Courses)

"Mentions with the Goal and has no Predetermined Level, to Achieve and Accept the Goal".

With regard to clarity and ease of use, a faculty member (23 years of experience, a lot of course) mentioned "ease of use: education software must be tailored to interface standards so that they are easy to use and user-friendly."

A Faculty Member (9 Years Experience, Not Receiving Courses) Noted

"The Easy-to-Use Interface Positively Affects Learning."

The quotes are consistent with paragraphs 5 to 9, where they explained that one of the standard levels to be available in the proposed instructional model to enrich educational attitudes is technical; electronic is a standard that encourages students;

Followed by 26% Paragraphs 10 (Content Design Includes Appropriate Methods and Methods of Evaluation) and 11th (Artistic Forms Reflected in the Quality of Electronic Materials and the Achievement of Goals)

Where A Faculty Member (23 Years Experience, 25 Courses)

"Analyze Educational Content and Choose The Right Teaching Strategy (Such as Mobile Learning), Materials, Educational Means and Appropriate Calendar Methods."

While A Faculty Member (5 Years Of Experience, Not Taking Courses) Referred to Art Forms

"The Higher the Quality (Display Quality) of the Crop on the Students, The Graphics Achieve the Goal.""

The Quotes are Consistent with Paragraphs 10 and 11, Explaining That Content Design Includes Appropriate Methods and Methods of Evaluation;

Followed by 21% Taking Into Account Individual Differences as A Faculty Member (23 Years of Experience, 25 Courses) Indicated

The Process of Taking into Account Individual Differences in Learners is Part of the Psychological Foundations of the Learning Process.

Added Faculty Member (47 Years Experience, 10 Courses)

"Dealing With Multiple Types of Intelligence and Individual Differences Between Students and Therefore the More We Enrich Multiple Media, Especially The Multiple Senses, in A Thoughtful Way, Learning Becomes More Effective."

Quotes Refer to the Criterion of Individual Differences as an Essential Part of Making Learning Effective.

The Lowest 11% Were for the 13th Paragraphs (Feedback Had to Do With the Quality of the Upper; The 14th (Mobile Learning Infrastructure); and the 15th (Shorthand Time, Effort and Space).

Where A Faculty Member (23 Years Experience, 25 Courses)

"Producing E-Learning Material that Provides All the Interaction, Evaluation, Feedback and any Other Requirements that the Learner Can Need."

Added Faculty Member (32 Years Experience, Partial Courses) on Infrastructure

"Infrastructure, Cost, and Potential of A Person".

A Faculty Member (10 Years Of Experience, 10 Courses) also Mentioned The Shorthand Time, Effort and Place ."The Student is Attracted at any Time of Engaging Content with Video.""

Quotes refer to three criteria (feedback, infrastructure, time, effort and space) that have the lowest percentage of other standard levels.

The researcher believes that the previous answers indicate the need to pay attention to the characteristics of the target group by presenting the content in a modern, attractive and clear way, through artistic roles that work to attract the attention of students.

The answers indicated that the needs of the learner are met by reducing effort rather than personal attendance and abundance in time, especially in the case of weather conditions that prevent students from being present in the classrooms.

The answers also referred to the focus of the learning process "students", which is the responsibility of the process of research, exploration and investigation to achieve self-learning by reference to multiple sources, but the researcher noted through interviewing the faculty that the absence of a learning culture of the student alone needs guidance and follow-up, where the courses are not considered to offer him anything and this is explained by a faculty member as follows "the culture of students does not learn alone need guidance, guidance and follow-up, where the courses are not considered to offer him anything." therefore, the principle is when developing a student's qualification plan to become a qualified labour market.

DISCUSSION OF RESULTS

Discussion of the findings regarding the answer to the second question states: "what standard levels should be available in the proposed instructional model to enrich educational attitudes from the point of view of experts (faculty)?"

The second question targeted the standard levels to be provided in the proposed instructional model to enrich educational attitudes from the point of view of experts (faculty), where it contained (15) due standards in the proposed instructional model, to enrich educational attitudes, and show that the results to some extent, (Hamza and Ajami's study, 2013). The study of (Afi, Omari and Zidan, 2016).

The Standard (Educational Design Included in (Analysis of Learners' Characteristics, Goal Setting, Content Analysis, and Choosing the Right Strategy) Came with the Highest Frequency, with the Educational Process Consisting of Ten Components: Identifying the Educational Content to be Taught; and Determining the General Educational Objectives. Procedure; Evaluating the Student's Introducing Behaviour; Identifying A Strategy that Suits the Abilities of Students; Organizing Students in Large or Small Groups; Determining the Time; Determining where to Learn; Selecting Learning Sources; Evaluating Performance; and Feedback, Which is an Ongoing Process of Assurance from the Effectiveness of Learning (Al-Adwan and Al-Hawamda, 2010).

The researcher attributes the result to the fact that the success of mobile learning depends on the appropriate educational design that takes into account all elements of the curriculum, and considers all educational variables.

The result is that the educational design considers the components of the educational process to be interlinked, so that it seeks to regulate contents, control processes and achieve objectives; educational design.

The instructional design contributes to the development of teachers' capacities in educational institutions by integrating educational design science and its programmes into professional preparation programmes for teachers and trainers to bring about change.

Next came the criteria that focus on the dissemination of content and its use to communicate within the standards of content dissemination (standards of sound, image, links), multimedia and excitement that brings reality closer and firmer in the minds of students, and the instruction strategy that achieves the goals easily and suits the characteristics of learners. The quality of electronic materials is seen by assessing the quality (text, graphics, multimedia), text clarity, the organization of hyperlinks, and the use of appropriate methods and techniques (Kazaine, 2015).

The researcher attributes the result focus of mobile learning on the media side of communication, which led to the activation of that aspect through the dissemination of content, voice, image, links and the integration of multimedia where the content is brought closer to reality and the choice strategy according to mobile learning in accordance with the characteristics of students.

The result interest in the quality of digital educational material not just the physical aspect of mobile learning. Followed by the criteria that dealt with the technical parts that deliver electronic materials clearly, simple, attract attention, identify and analyze the needs to make learning more in-depth influential, quality of electronic courses, content that encourage students, draw their attention not consider mobile learning as a waste for time, and how objectives are achieved, clarity and ease of use.

The technicalities of user interface design are taken into account through mobile devices, the success of mobile learning depends on what matters to the capabilities of the mobile device, technological software, the network capabilities through which communication is made, as well as digital content, including components. Elements and the way it is handled (Al- Chernoubi, 2011).

The availability of standards for the instructional model is important when determining the appropriate instructional model, including accuracy and clarity in the ease of linking teaching procedures and interconnection in the elements of the model, the lack of ambiguity, the ease of understanding its steps and assumptions (Qatami, Abu Jaber and Qatami, 2008).

The researcher attributes the result to linking quality content artistic parts that deliver the content correctly. The result is that clarity and simplicity in accessing content, links, access to content and answering questions reduces the complexity of mobile learning applications, due to the instructional design that takes into account the objectives of the educational institution and the teacher. Followed by content design standards that include appropriate methods and methods of evaluation, art forms reflect on the quality of electronic materials and the achievement of objectives and taking into account individual differences.

Among the rules that take into account the following instruction methods (transition from the physical to the abstract; the transition from simple to complex; feedback; the principle of taking into account individual differences) (Al-Huwaidi, 2005).

The woods model is used in instruction by setting goals, identifying and disclosing basic requirements through the initial calendar, equipping the necessary tools and means at the observation stage, preparing business cards in the form of questions for each stage, preparing evaluation methods commensurate with the phases of the model and providing space students have to implement the model stages through collaborative working groups (Abu Jalenbo, 2015).

The researcher attributes the result to use means in most disciplines, because it helps to interest the student, satisfy his need for learning, makes the student more willing to participate in the process of education and helps to increase his participation positively.

The result is due to the concern of faculty members about the principle of individual differences, which is one of the basic principles in the education process. The use of mobile learning applications is a practical application of the principle of individual differences. Followed by feedback criteria related to quality education, good mobile learning infrastructure, shorttime, effort and space. Through the mobile learning model, the teacher controls the learning environment in terms of hardware, content presentation and accessibility; in addition, the feedback process is transmitted from the system to the teacher in relation to student performance (al-hunaiyyan, al-sharhan and alhajri, 2017). To properly introduce the mobile learning system, there are fundamental things that need to

be made available: the availability of the necessary infrastructure for mobile learning (al-subai'i and al-ghamdi, 2014).

The researcher attributes the result to the interest of the faculty members in feedback as information about the performance of the student and is done from the evaluation of students. The result is due to the student's ability develop himself through the feedback receives. Infrastructure is the foundation of mobile learning, without a well-equipped infrastructure, mobile learning may not work and the teaching process with mobile learning becomes bogged down. The researcher believes that the use of mobile devices can follow the process of teaching outside the classrooms, it is obvious that it will shorten the time and effort that would allow the opportunity to learn at any time without setting time or spatial parameters, which reduces the effort of student.

Recommendations
1. Study the effectiveness of the proposed instructional model using mobile learning among jordanian university students.
2. Taking into account the standard levels should be available in the proposed instructional model to enrich educational attitudes.

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