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| | |
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| د. علي أحمد ميلاد | مدير التحرير: |
| م. عبد السلام صالح بالحاج | سكرتير المجلة: |

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- Comparative Study of Vector Space Model Techniques in Information Retrieval for Arabic Language
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- The weibull distribution as mixture of exponential distributions
- Expressive Treatment of Post-Traumatic Stress Disorder (PTSD) in Sexually Abused Children
- English Students' Attitudes towards Studying English Poetry

Using Data Mining techniques in tracking the students' behavior in the asynchronous e-learning systems

العدد 13

Salem Msaoud Adrugi^a, Mustafa Almahdi Algaet^a, Tareg Abdusalam Elawaj^b**^aDepartment of Computer, Faculty of Education, Elmergib University****^bDepartment of Data Analysis & Computer, Faculty of Economic & Commerce, Elmergib University****1. Introduction**

Education is a comprehensive concept that contains methods of learning. A method of learning is a process that includes the procedures used by the teacher to achieve particular targets for the students. Some of the traditional methods of learning include distance learning, discussion, lecturing, teamwork, workable demonstrations, lab, programmed instruction solving problems, discovery, Inquiry and others [1].

Advances in communication and computers technology have altered classic methods for learning. Since 1960's much potentials and money have been placed in developing computer-based education systems. Currently, there is focus to use the computer and communications technologies in education, recently, distance learning classes can be self-based learning matters and threaded argumentations transferred over the web to concurrent classes where students and teacher communicate through audio, text, or video. On the other hand, distance learning provides fewer chances to measure the reactions of students so clear in a traditional classroom [1].

The evolution of computer technology has opened up new potentials for training and education. Currently, Computer-based learning techniques provide an environment to create reactive interfaces, due to the improvement of communications and computers technologies, it is potential to handle transport of image, text, and multimedia through internet. The usage of internet it is not limited to the place and time. People can learn any place and at any time as they desire [1].

Distance education is a mode of transferring education and materials to students who do not physically exist in a classic setting such as a schoolroom. The main advantage of Distance learning is that the students and the source of information exist in separated areas by distance and time or both. In other words the students and the source of information are geographically distant [2].

Distance education systems provide students with remotely access to materials whether they are at work or at home. The World Wide Web technology is very appropriate for building distance education systems. Using the web as a virtual classroom is a reasonable way to build up distance learning. The proposed Distance education system software is to be set up on a web server. The students can access the web server from a client (personal computer) linked to the server [2] and [3].

There are many significant data tables for electronic learning use behavior research such learner studying activities, learner's action log and as learner information as presented in table below that include the needed data for "data mining process". A set

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of common web log could assist to expound the phenomenon of electronic learning the behavior of users comprehensively. Add to that, it expounds the electronic learning users' behavior in various periods of time and various user groups that appropriate for several of data mining approach algorithms [4].

Table 1: significant Model tables for doing data mining

| name | description |
|----------------------------|---|
| mdl_user | Information about all the users. |
| mdl_user_students | Information about all students. |
| mdl_log | Logs every user's action. |
| mdl_assignment | Information about each assignment. |
| mdl_assignment_submissions | Information about assignments Submitted. |
| mdl_chat | Information about all chat rooms. |
| mdl_chat_users | Keeps track of which users are in which chat rooms. |
| mdl_choice | Information about all the choices. |
| mdl_glossary | Information about all glossaries. |

As well as, Figure below shows steps of user behavior model development.

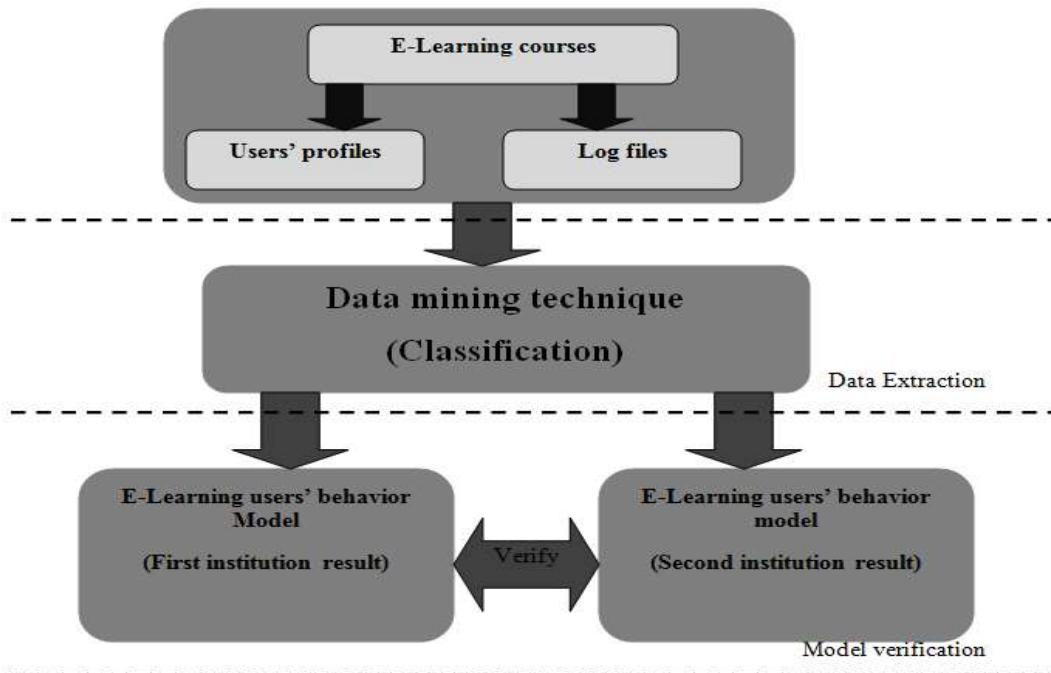


Figure 1: steps of user behavior model development

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2. Problem statement

Usually, asynchronous E-Learning bolsters work relations among students and with instructors, even when participants - students or instructors - cannot be available online at the same time of the course. In other words , asynchronous e-learning systems does not require from the student and the teacher to be attending at the same time; therefore, the problem of tracking students' behaviors in the online courses has appeared in such systems [5].

3. Aims and Objectives

Asynchronous e-Learning method is a learner-centered education method that utilizes online education resources to simplify data sharing outside the constraints of place and time amongst a web of people. The online education resources utilized to boost asynchronous E-learning include electronic mailing lists, email, threaded conferencing systems, blogs, wikis, and online discussion boards. However, there is a problem in such systems that relate to track students' behaviors in the online courses has appeared. So that the main aim of this study is to design an algorithm that depends on data mining techniques in order to give the teachers a report that assess the students' behaviors in the asynchronous e-learning systems that use online courses. The following major objectives that will be completed in this Article:

1. To collect the data and preprocessing, both steps are integrated into one extended phase of building a data warehouse from the student's activity logs.
2. To apply data mining techniques to give the teachers a report that assesses the students' behaviors in the asynchronous e-learning systems that use online courses.
3. To find out the results.

4. Literature Review

This section will include some of the related works about "Data Mining techniques in tracking the students' behavior in the asynchronous e-learning systems" related works shows the importunacy of design an algorithm that depends on data mining techniques in order to give the teachers a report that assess the students' behaviors in the asynchronous e-learning systems that use online courses. As well as, discuss design scenario, implementation techniques, and some of requirements analysis and specification.

During the past few years, because of the important benefits and advantages it brings for all participants, the usage of communication and information technologies in the pedagogical domain has become widespread and prevalent all around the world. according to the dynamic and effective role of education and instruction in the national development policy, these kinds of training drew more interest and attention from the prestigious and major universities. Thus, these universities began to establish electronic learning sections one after another. Moreover, there were lots of un-resolved issues which affecting and

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impacting both teachers and students performance. Firstly, lack of communication and collaboration facilities caused learners to feel unsupported and lonely [6]

According [7], Educational Data Mining (EDM) has become an emerging study field utilized to extract knowledge as well as to find out patterns from electronic-learning systems. The pedagogic system in Albania is presently facing a number of affairs such as training personalization, identifying learners' needs, as well as predicting the student interactions quality. Educational Data Mining (EDM) provides a group of techniques and approaches, which can assist the educational system to conquer these affairs. The main objective of Lile' study was to introduce Educational Data Mining (EDM), by describing and depicting a step-by-step process utilizing a set of techniques and approaches such as K-Means (Clustering), Attribute Weighting (Weighting by, Relief, Information Gain, Uncertainty Hi-Squared), Association Mining (FPGrowth, Apriori , GSP, Create Association Rule) , Tree Induction (Classification), in order to attain the goal to find out beneficial knowledge from the (Moodle LMS). Analyzing and resolving mining results enables pedagogic institutions to better organize the learning process as well as to allocate resources in order to ameliorate the students' learning experience and boost their profits. A paradigm of data mining for Moodle data was proposed depends on several approaches and techniques.

This Educational Data Mining (EDM) work allowed locating as well as identifying information about electronic learning processes that do very well and could be utilized as good examples. The Educational Data Mining (EDM) investigated in this study allows analyzing, resolving and better understanding the teaching and learning processes by applying data-mining approaches and techniques. The empirical results shown that the data-mining paradigm presented was able to gain logical, comprehensible and actionable feedback from the LMS-data describing and depicting students' learning conduct patterns.

Concentrated and focused on the overall LMS effectiveness and performance at Epoka University as well as the Moodle-data mining process [7]. Moreover, mining the Moodle-data allowed recognizing and identifying the most effective and efficient methods to the teaching process that can be utilized to enhance and boost the education process. In order to further test the effectiveness and efficiency of the proposed model or paradigm and to increase and raise the generality of the research, more extensive experiments and experiences should be conducted by utilizing larger LMS data-sets.

According to [8], every domain has benefited and profited from the growth and development of Information and Communication Technologies (ICT). On the other hand, education is one such section with the rapid and fast deployments of electronic learning systems. Learning and teaching in electronic learning domain is a serious and important business and there is a requirement for processing of information in order to enrich and fertilize the experience of learning as well as to tap the potential and possibility of the growing electronic learning business. On the other hand , ALMazroui aimed to investigate and examine the requirement for data mining, identify and recognize the

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problems within electronic learning that data mining can solve and dissolve as well as present the existing and available approaches and methods, presently available open research challenges and defiance as well as the future directions in this field. Applications based on data mining within electronic learning systems is a rapidly and speedily growing phenomenon. Learning analytics and Educational data mining are two streams of survey focused in solving electronic learning issues utilizing data-mining approaches and techniques and approaches. Among them predictive modeling and designing has particularly interesting and entertaining applications on predicting and divining student performance and execution as well as the usefulness of electronic learning systems. Furthermore, There are presently many open research challenges as well as defiance that subsist in this domain, specially centered around ethics and data privacy. Deployment of data mining approaches and techniques within commercial electronic learning systems needs a joint effort by the educationists, the learners and the ICT specialists..

The main goal of [4] research is to develop and improve appropriate models and paradigms to describe the electronic Learning users' behavior and conduct in order to meet an effectiveness and efficiency of educational development. moreover, an approaching to the unknown and obscure similar pattern of electronic Learning use behavior model from various electronic Learning systems is the significant starting point to fabricate more appropriate general electronic Learning use behavior paradigm. From the web-log, users' movements and activities history in electronic learning framework is hidden in the most significant factors. Chayanukro research suggested new paradigm that could explain the pertinent of broader electronic Learning users' conduct and behavior. Add to that, the research presents the universal and useful paradigm that is hidden in the framework history, which can be contributed and participate for other higher establishments and institutions in term of utilizing electronic Learning system. furthermore, it is an advantage for the others higher establishments to utilize this paradigm rather than make a new paradigm which is incur cost and time for developing the new paradigm of electronic Learning users' behavior and conduct as well as the pattern and style of two paradigms confirming could be the basis for further research in users' conduct function of newer version of Moodle.

5. Methodology

The common process of Educational Data Mining (EDM) includes four steps, they are: data collecting, pre-processing, data mining application, and interpreting the generated results. On the other hand, a similar process has been utilized which follows slightly various approaches in collecting data and pre-processing steps. Both steps are amalgamated into one single extended phase of building and creating a data warehouse from the student's activity logs. This method makes it possible to monitor, observe and study the students learning behavior and its related tendency more in depth. The utilize of On-Line Analytical Processing (OLAP) as well as Data Warehouse (DW) tools in electronic-learning is gaining publicity among virtual universities and educational institutes

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5.1 Methods of E-Learning

There are different methods of E-Learning as follows:

5.1.1 Traditional E-Learning

It is highly created web courses; these web courses and material have depth of preparation and content, and are commonly created by experts and connoisseurs, and to give the student a real understanding and grasp of the subject and topic.

5.2 Asynchronous E-Learning

It also called Rapid Self-directed. This is commonly related to one particular aspect of the topic, and the courses are created quickly and susceptible to change. The students work at their own pace. It could be relied on Intranet, Internet, DVDs, Networks, or CDs, and may contain access to teachers through discussion forums or bulleting boards.

Asynchronous E-Learning bolsters work relations among students and with instructors, even when participants - students or instructors - cannot be available online at the same time of the course. It is thus considered as a key component of flexible and adaptable e-learning. In practice, many learners take and attend online courses because of their family, combining instruction with work, asynchronous nature, and other obligations. Asynchronous electronic learning process makes it possible for students to log in to an electronic learning environment at any time they desire. And send messages to instructors or peers (other students) or download online materials. Learners may spend more time expurgating their contributions or opinions, which are usually assumed more thoughtful comparing to synchronous E-Learning [9].

Asynchronous E-Learning method is a learner-centered education method that utilizes online education resources to simplify data sharing outside the constraints of place and time amongst a web of people. Asynchronous learning method is relied on constructivist notion, a learner-centered approach that affirms the significance of asynchronous peer-to-peer interactions. This tactic merges self-study method with asynchronous interplays to improve learning, and it can be utilized to simplify learning in conventional on-campus teaching, continuing education and distance education. This combined web of students and the electronic web in which they communicate and contact are referred to as an asynchronous education network [10].

The online education resources utilized to boost asynchronous E-learning include electronic mailing lists, email, threaded conferencing systems, blogs, wikis, and online discussion boards. Moreover, Course management systems such as Blackboard, Campus Cruiser LMS, WebCT, Sakai, and Moodle, have been promoted to boost online interaction, permitting users to access and upload multimedia, organize discussions, and reply and post to messages. These asynchronous methods of telecommunications are sometimes complemented with synchronous components, including videoconferencing, voice and text

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chat, phone conversations, add to those meetings in virtual environments, such as Second Life Official Site, it is a three-dimensional virtual environment where users can communicate and socialize using free text and voice chat. As a result, discussions can be simplified amongst groups of learners [11] and [12].

Asynchronous education's greatest advantage to learners is the independence it gives them to access the preceptorial materials from any place, and at any time they need. This permits for accessibility for various learner populations, on-campus learners, ranging from conventional, to working professionals, to global learners in foreign nations. Asynchronous education environments supply a "high degree of interactivity" between users who are separated both temporally and geographically and give learners many of the social advantages of face-to-face communication. Since learners can express their opinions and ideas without interruption and obstruction, they have much more time to think on and respond to their classmates than in a classical schoolroom [13].

Most of research displays that the time needed to initially design and resolve an asynchronous course is similar to that of a conventional synchronous course. But, many of asynchronous courses have the probable to reach and connect far more learners than a classical course and course-wide modifications or updates can be spread far more efficiently and speedily than classical lecture models [14].

5.3 Synchronous E-Learning

It is also called Rapid controlled, because it is managed at real times, for example in internet classrooms or phone-ins. It is managed in sets time, with a live teacher. All students log on at the specific time and can communicate to the peers under the control of the teacher. The course may hold weeks or more [15].

Synchronous education refers to an education environment in which every student participates at the same time. Lecture or session is an example of synchronous education in a face-to-face communication environment, where teachers and students are all at the same time and in the same place. Before advanced technology allowed for synchronous education environments, many of online teaching took place via Asynchronous education ways. Since synchronous instruments that can be utilized for teaching have become obtainable and available.

Some epitomes of synchronous education environments are having learners who are monitoring a live streaming of a schoolroom or class take part in a chat and having instructors and learners take part in a class through a web conference devise , for example Skype, Blackboard Collaborate, WebEx, and Adobe Connect. These synchronous experiments can be planed and designed to strengthen and evolve teacher-student and learner- learner relationships, which can be a gauntlet in distance education systems [16] and [17].

5.4 Conclusion and Expected result

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A deep study of some “Data Mining techniques in tracking the students’ behavior in the asynchronous e-learning systems” related works shows the importunacy of design an algorithm that depends on data mining techniques in order to give the teachers a report that assess the students’ behaviors in the asynchronous e-learning systems that use online courses. Add to that, illiterate a set of techniques and approaches such as K-Means (Clustering), Attribute Weighting (Weighting by, Relief, Information Gain, Uncertainty Hi-Squared), Association Mining (FPGrowth, Apriori , GSP, Create Association Rule) , Tree Induction (Classification), that are used to introduce Educational Data Mining (EDM). Furthermore, some approaches and methods were discussed in the previous section. As well as, it is concluded that, applications based on data mining within electronic learning systems is a rapidly and speedily growing phenomenon.

Table 2: Expected result

| | mdl_us er | mdl_us er_stud ents | mdl_l og | mdl_assig nment | mdl_assign ment_submi ssions | mdl_ cha t | mdl_c hat_u sers | mdl_ choic e | mdl_g lossar y |
|----|--------------|---------------------------|-------------|--------------------|------------------------------------|------------------|------------------------|--------------------|----------------------|
| 10 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| 20 | 1 | 1 | 1 | 2 | 3 | 3 | 3 | 3 | 3 |
| 30 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| 40 | 3 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 6 |
| 50 | 4 | 4 | 5 | 5 | 6 | 6 | 6 | 6 | 7 |

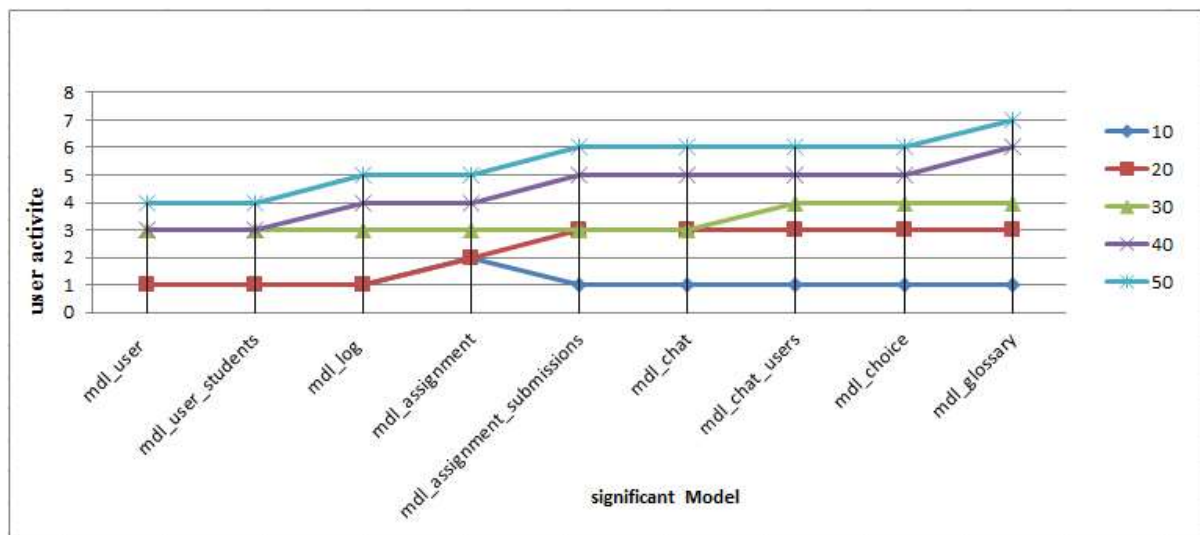


Figure 2: Expected result

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يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :

- أصول البحث العلمي وقواعده .
- ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءاً من رسالة علمية .
- يرفق بالبحث تزكية لغوية وفق أنموذج معد .
- تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .
- التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للتعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلاً .

تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأولويات المجلة وسياستها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

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