The Impact of using E-learning Environment Based on Mobile Learning to Develop Community Partnership in Teachers of Individuals with Disabilities

Aicha Amry,[a] **Hessa Al-Musaad** [b]

[a] **Prof. Aicha Bleyhesh Amry, Associate Professor of Education Technology, Faculty of Education, Taibah University**
Abamri@taibahu.edu.sa
[b] **Prof. Hessa MohammedAl-musaad, Assistant Professor of Special Education, Faculty of Education, Taibah University**
hmusaad@taibahu.edu.sa

Abstract. This study aims to identify the effect of using e-learning environment based on mobile learning to develop community partnership in teachers of individuals with disabilities in Saudi Arabia. An e-learning environment based on mobile learning has been implemented with android application and iPhone application. The application involves five disabilities (Intellectual disability, Visual impairment, Hearing impairment and Learning disabilities) and there are three types of participation for each disability (useful references, experiences of teachers and parents of children with disabilities and contact and inquiry) .The results indicated that degree of using mobile learning in teachers of students with disabilities is moderate and some teachers are unskilled in modern technology media in general There are significant statistically differences in using mobile learning .and mobile learning in particular in teachers of students with disabilities according to the type of disability favoring (experiences of teachers and parents of students with disabilities).

Keywords: Mobile learning, Community partnership and Teachers of students with disabilities.

1 INTRODUCTION

Electronic Learning aims at creating an interactive environment enrich with multiple applications that enables the student to reach learning sources at any time and from everywhere. It is a method of learning by modern communication means with its multi-media like videos, graphs, research mechanisms, electronic libraries and information websites whether at distance or inside the classroom. Therefore, the aim is to use technology with its all types to teach students in a less time and effort. Also, it presents content involving captions, exercises, interaction and a partial or total follow-up in the classroom or at distance through software and applications in computers or through the web.

Mobile learning is a form of electronic learning. It presents educational content via mobile enabling student to free access at proper time and place. According to Stat Count there is a rise with 42% in using mobile from 2012 to 2017 compared to computers which have a decline with a percentage of 48%, so teachers have to benefit from this technique in teaching students in general and students with disabilities in particular Educause Learning Initiative (ELI, 2010).

Amry (2018) suggests e-learning promotes educational process turning it from rote learning to creativity, interaction and skills development. It involves all forms of e-learning in which it uses the most modern methods in education, publishing and recreation via computers and the web and the appearance of new forms like mobile learning which enhances individual education in which the learner pursues his learning according to his abilities, speed of learning and previous experiences.

Great development in information techniques and increase in using electronic instruments have brought about a new term in education called Mobile Learning. The aim of using Mobile Learning in individuals with disabilities is to make them achieve their full potential and reach educational, social adjustment and independence (Amry2014).

Additionally, Mobile Learning presents a lot of services including access to Internet, sending e-mails, exchange of multi-media files and messages and applications of immediate video communication (Shams Al din, 335;2016).

Keskine and Metcalf (2011) define Mobile Learning as a form of e-learning which occurs at any time and place via mobile phones, PDA, Ipod etc, (page 20).

Dahshan (2010) and Chen, HR, Huang, HL (2010) give some reasons for using Mobile Learning as follows:

1-Significant increase in using Mobile Learning because it is cheap than before.

2-Several services presented by Mobile Learning as it can be accessed at any time and place.

3-Spread and prevalence of distance learning forms which needed by societies. There is a significant increase in distance learning around the world.

4-Taking part in eliminating problems of traditional learning.

Study of Al Amry (2014) aimed to identify level of using Mobile Learning in post graduates at Al Yarmok university and its obstacles. The sample consisted of 342 of male and female graduates of Faculty of Education. The results indicated level of using was moderate with a mean of 3.32.

From this point Saudi Arabia has involved in using Technology to promote people with disabilities (Intellectual disability, Hearing disability, Visual disability, Learning disabilities and Autism) according to 2030 vision.

Using information technique to enhance performance in individuals with disabilities is an urgent requirement. It is not limited to modern technique in as much as replacing traditional working methods with mechanical ones and creating manpower prepared to use technology in work (Al Shaer, 15, 2004).

A study of Mtebe and Raisamo (2014) used a model of "Unified Theory of Acceptance and Use of Technology" to identify students' intentions to use Mobile Learning in Higher Education in Eastern Africa. The sample consisted of 823 students. They were selected from five Higher Education Institutions and were tested according to research model via regression variance. The results indicated four factors having a big positive effect on accepting Mobile Learning in students: expected performance, expected effort, social influence and facilitating conditions. It appeared expected performance is the strongest predictor.

Al Osemi study (2015) focused on using modern educational techniques in resources room and the difficulties teachers of students with learning disabilities face. Their number was 67 in Al Qasim area. The study found there are significant statistically differences between means of responses of teachers of students with learning disabilities about using educational techniques in favor of teachers having training courses in education techniques.

Study of Al Amry and Al Mosad (2018) indicated the importance of using modern educational techniques in special education and activating vocational development skills in teachers of students with disabilities. It concluded some teachers of students with disabilities are not skilled in modern education technology media.

Study of Zahrani (2018) aimed to determine the impact of using e-learning environment based on mobile learning via NEARPOD on achievement in education techniques in female students of faculty of education at princess Noura Abd Alrahman university. The study sample consisted of 60 female students (control group=30, experimental group = 30). The results indicated female students who used e-learning environment based on mobile learning by watching presentations of educational Google applications unit, educational videos and electronic interaction to answer questions were high achievers. This suggested e-learning environment based on mobile learning via NEARPOD was effective in increasing achievement in female students. Al Agami (2007) defined community partnership as " activities done by community members to serve educational process and are based on volunteering, commitment, awareness, disposition, passion and transparency. These activities can be theoretical or can be practised directly or indirectly" (91).

Gohr (2010) defined community partnership as a basic element in activating efforts to improve education and increase effectiveness of educational institutions so civil society institutions help to eliminate education problems and the gap between available resources and big ambitions to achieve a quality education for everyone.

Faculty of Education in Saudi Arabia pursued to issue the organizational manual of partnership of school, family and society (2018) that involves;

a-Definition of partnership; cooperation and integration between school, family and society in designing programs and activities and observing and evaluating them to increase effectiveness.

b-Importance of partnership.

1-Activating reciprocal trust between the partnership parties.

2-Activating mutual responsibility between the partnership parties.

3-Exchange of expertise and taking advantage of skills and potential of the partnership parties.

4-Increasing effectiveness of programs delivered by school.

5-Increasing family skills in dealing with its children.

6-Feeling proud of successes and accomplishments between the partnership parties.

7-Activating comprehensive development in students.

c-Aims of partnership;

1-Emphasizing the integrated and cooperative relationship between school, family and society.

2-Improving quality of education.

3-Activating the concept of citizenship in society.

4-Increasing community responsibility.

5-Developing values and life skills in learners.

6-Participating in solving challenges and difficulties school faces.

7-Participating in improving learning and teaching in students.

Flata (2014) made a pilot study to identify the reality of family partnership in special education and its role in improving level of services and knowing parents' opinions about the extent of their communication with school. It also examined to what extent the school did its role to emphasize contact with parents.

This study was implemented on a random class sample selected from the population of families of children with disabilities in a number of provinces in Saudi Arabia via e-questionnaires and analysis. The results concluded 71% of the participants communicate with school for the benefit of their children and this percentage is promising. Also, there were different attitudes in parents concerning special education services delivered to their children. The percentage of parents having positive attitudes is 39%. Also, the study indicated a number of obstacles families face like transportation, contact, attending meetings, lack of necessary services in classroom environment and non understanding of their needs by the school.

Additionally, it appeared school administration seeks to involve parents in delivering services through survey and diagnosis. The ratio of agreement was 40%. According to parents opinions the school has to organize programs to raise awareness about people with disabilities and services presented to them, deliver directed training programs and distribute simple instructional manuals .The study results suggested that 38% of parents consider the school does its duty in terms of raising awareness and organizing training programs for family and society. This percentage is low so we have to increase these programs.

Accordingly, this study enhances community partnership via using e-learning environment based on mobile learning in teachers of students with intellectual disability, autism, visual disability and hearing disability.

2 THE STUDY PROBLEM

Modern Technology plays an important role in promoting education through activating the role of teacher, student and parent and creating an attractive educational environment. Also, it presents a new concept in educational process known as mobile learning which is a primary component of e-learning and combines e-learning and traditional learning. Mobile Learning is implemented through skills, activities and educational means which in turn make facts and ideas more accessible in the learner, the teacher and the parent.

As the two female researchers are in teaching staff in university, they observed a weakness in teaching methods and strategies and lack of mobile applications that help teachers of students with disabilities to exchange experiences and benefit from practice which in turn improve performance in individuals with special needs. The available applications do not enhance community partnership. Accordingly, this study tries to answer the following main question;

-What is the impact of using e-learning environment based on mobile learning to develop community partnership in teachers of students with disabilities in Saudi Arabia?

The sub questions are as follows:

1-What is the degree of using e-learning based on mobile learning in teachers of students with disabilities from their points of view?

2-What are the required skills to develop community partnership in teachers of individuals with disabilities?

3-What is the extent of difference of using e-learning environment based on mobile learning according to type of disability and participation?

3 THE STUDY SIGNIFICANCE

This study has an educational and scientific importance from different aspects:

1-The study results help to improve learning outcomes about how to use e-learning based on mobile learning in education?

2-Lack of Arabic Research about using e-learning based on mobile learning to develop community partnership in individuals with disabilities.

3-This study motivates teachers of students with disabilities to exchange of experiences.

4-This study enhances the family as an effective member of community partnership with school?

4 THE STUDY AIMS

1-Determining the degree of using e-learning based on mobile learning in teachers of students with disabilities in Saudi Arabia from their points of view.

2-Determining the skills required for developing community partnership in teachers of students with disabilities.

3-Indicating the extent of difference of using e-learning environment based on mobile learning in teachers of students with disabilities according to type of disability and participation.

5 THE STUDY TERMS

5.1 Mobile Learning: it is defined operationally as learning via mobile and designed through android application and uploaded on Google Play, iPhone application and uploaded on App Store. The implementation involved five disabilities (intellectual disability, visual disability, hearing disability, learning disabilities and autism)and there are three forms of participation (useful references-experiences of teachers and parents of students with disabilities – contact and inquiry).And it presents a lot of services including exchange of multi-media files and messages ,video contact and registration by name and secret number which make participation possible at any place and time .

5.2 Community Partnership: It is defined operationally as the skills required for developing community partnership in teachers of individuals with disabilities and it involves three variables (family-school-Non-governmental organizations, international organizations and web sites).

5.3 Teachers of people with disabilities: They are defined operationally as teachers who educate individuals with disabilities (Intellectual disability, hearing impairment, visual impairment, learning disabilities and autism) in centers or institutions accredited by Ministry of Education or Ministry of Social Affairs.

6 THE STUDY PROCEDURES

This study used the analytical descriptive method. The number of teachers of people with disabilities was 3282 according to a statistic by Special Education Administration in Ministry of Education in 2016/2017

Stratified random sampling selected from the study population that included 547 of teachers of people with disabilities (Intellectual disability, visual impairment, hearing impairment, learning disabilities and autism).

This study is limited to a mobile application and site as follows:

- Interactive website through forums system on the following link: http://drablehsh.com/vb/
- Android application. It was uploaded on Google Play through the following sever: https://appsto.re/sa/FRtWbb-i)appsto.re/sa/FRtWbb.i
- iPad Apps/iphone application and was uploaded on App Store through the following link: https://play.google.com/store/apps/details?id=com.alyasser.drablehsh.

7 THE STUDY TOOLS

7.1 First tool: perceived applying Mobile Learning Scale in Saudi Arabia teachers of people with disabilities.

A questionnaire was designed to determine the degree of using Mobile Learning in teachers of individuals with disabilities from their views in Saudi Arabia. It consisted of 36 items.

To verify its validity the tool in its primary form was presented to 11 raters in fields of special education and education technology. The ratio of agreement was 80% at least and so the number of the questionnaire items in its final form became 36

To verify its reliability, we used Cronbach Alpha equation and test and retest. The value of reliability was 0,90 and 0,86 respectively.

7.2 Second tool: Scale of community partnership skills in teachers of students with disabilities.

The scale consisted of three main variables: activating the family role (8 items), activating the school role (10 items) and activating the role of NGOs, International Organizations and websites (10 items).

We calculated the internal consistency coefficient of the scale variables with each other and with the total grade. The two researchers used Pearson correlation coefficient and all values had high internal consistency in which the three variables were related to total grade at significance level of 0,01 which means that the scale has moderate validity. The following table (1) shows correlation coefficients values:

Table (1) correlation coefficients matrix between the scale variables with each other and the total grade of community partnership scale.

Scale variables	Activating role of family	Activating role of school	Activating role of NGOs, International Organizations and websites.	Community partnership skills.	Total grade
Activating the family role	1	0,871	0,825	0,776	0,883
Activating the school role	0,871	1	0,846	0,883	0,968
Activating the role of NGOs, International Organizations and websites.	0,825	0,846	1	0,841	0,911

Community partnership skills	0,776	0,883	0,841	1	0,962
Total grade	0,883	0,968	0,911	0,962-	1

To verify the tool reliability, we used Cronbach Alpha Equation and the method of test and retest (two weeks). The reliability value was 0,98 and 0,91 respectively.

7.3 Third tool: e-learning environment based on Mobile Learning:

After reviewing literature that discussed Instructional Design Models, we followed steps of ADDIE Model:

*1-Analysis stage***:** In this stage we analyzed the aim of designing e-learning environment based on Mobile Learning, the content and the characteristics of teachers of students with disabilities. Also, a questionnaire was used to determine the extent of importance of the application in the targeted population and we can open the application through mobile.

2-Design stage: In this stage behavioral educational aims for every disability and participation strategies were determined.

3-Development stage: In this stage design outputs were translated from scenario to application.

4-Implementation stage: In this stage we established the application which involved the following elements:

- **Title:** Title of the application "e-learning environment based on mobile learning to develop community partnership in teachers of students with disabilities in Saudi Arabia ".
- **Content:** It involved intellectual disability, visual impairment, hearing impairment, learning disabilities and autism. Every category includes sub-categories :(useful references, experiences of teachers and parents and contact and inquiry).
- **Module:** The suitable module was selected.
- **Domain:** The domain was determined and the technical preparation was controlled.

5- Evaluation stage: In this stage we tried the application to determine access, navigation, using all its elements and problems that users can face. It appeared there were no difficulties regarding access, navigation, using elements and writing.

6-It was published through:

- Android application and uploaded on Google Play
- iPhone application/ iPad Apps and uploaded on App Store.

- The links were sent to the participants in interactive cards allowing to scan the parcod for access on community partnership scale and the two applications for each disability as shown in figure (1)

- Registration through the username and a password to every teacher and parent. Figure (2).

8 RESULTS AND DISCUSSION

To answer the first question, we computed means and standard deviations of the degree of using mobile learning as perceived by Saudi Arabia teachers of students with disabilities as shown in table (2).

Table (2): Means and standard deviations (SD) of the degree of using mobile learning in teachers of students with disabilities in Saudi Arabia in descending order.

Number	Ranks	Items	Mean	SD	Degree of using
	1	The special education teacher presents the material through mobile learning in an innovative and educational way.	4.23	1.03	high
4	2	The special education teacher presents the lessons in the light of aims and educational outputs.	4.19	.93	high
1	3	He implements the educational plan involving mobile learning methods.	4.13	.74	high
8	4	Mobile Learning makes me able to use various learning sources.	4.10	.98	high
	5	Mobile Learning helped to develop my abilities in researching for knowledge through the web.	4.07	1.03	high
19	6	Using Mobile Learning enhances special education teacher abilities in computer skills.	4.05	1.08	high
9	7	The teacher connects the material and students' experiences with realistic examples.	3.99	.66	high
22	7	Mobile Learning makes the material more enjoyable and useful.	3.99	.98	high
3	9	The teacher uses various methods of mobile learning.	3.97	1.05	high
12	10	The teacher uses mobile learning according to individual differences between students.	3.91	.98	high
13	11	Mobile Learning enhances cooperative learning in students.	3.90	1.28	high
14	11	Using mobile learning needs more time and effort.	3.90	1.28	high
2	13	The teacher uses a sound and clear language according to mobile learning.	3.89	.89	high
7	14	The teacher uses effective listening skills when asking a question.	3.86	1.09	high
5	15	Using mobile learning increased my information.	3.78	.63	high
18	16	Mobile Learning encourages students to generate new and innovative ideas.	3.77	1.28	high
21	17	The teacher presents his lessons on websites of people with disabilities.	3.60	1.16	moderate
15	17	Mobile learning made me effective in the class.	3.60	.66	moderate
6	19	The teacher uses extra-curricular activities that stimulate dialogue and discussion between students.	3.42	1.05	moderate
10	20	The teacher does not discriminate between students.	3.39	1.03	moderate
25	21	Using mobile learning makes the special education teacher distinguished in his colleagues.	3.34	1.03	moderate
26	22	The teacher presents different stimuli to motivate students to learn.	3.33	1.14	moderate
27	23	The teacher takes into account the number of students when implementing mobile learning.	3.30	.78	moderate
16	24	Mobile Learning encourages students to be innovative.	3.27	.56	moderate
23	24	The teacher manages the class when providing the lecture.	3.27	.94	moderate
24	24	Mobile Learning increases self confidence in students.	3.27	.88	moderate
28	27	The students participate in the activities, the exercises and the assignments in a balanced and fair way when implementing mobile learning.	3.24	.67	moderate
32	28	The teacher uses communication and information technology and notice boards including data show.	3.22	.83	moderate
29	28	Mobile Learning tire students and distract their ideas.	3.22	1.65	moderate
17	30	Mobile Learning creates an educational environment based on clear and reasonable learning expectations in all students.	3.20	.78	moderate
35	30	Mobile Learning is suitable for all students with	3.20	.99	moderate

		disabilities-there are proper applications for every disability.			
34	30	Using mobile learning makes the teacher feel confident and comfortable.	3.20	.86	moderate
31	33	The teacher uses mobile learning to enhance evaluation and feedback.	3.19	.98	moderate
36	34	The teacher considers the school capabilities in using mobile learning.	3.16	1.92	moderate
33	35	The teacher communicates with the students through electronic media.	2.90	1.42	moderate
30	36	Using mobile learning enables the teacher to solve the unexpected problems during the lesson.	2.88	1.45	moderate
		Total Score	3.46	0.91	moderate

Table (2) showed that the degree of using mobile learning in teachers of people with disabilities was moderate in which the mean of the tool as a whole was (3.46) with SD 0.91. The items of the tool were 36: 16 items had a high degree while 20 items had moderate degree. Also, it appeared from the above table the means ranged from 4.23 to 2.88 in which the item " The special education teacher presents the material via mobile learning in an educational and innovative way " was in the first rank with a mean 4.23, SD 1.23 and a high degree. The item " The special education teacher presents the lessons in the light of aims and learning outcomes " with a mean 4.19, SD 0.93 and a high degree. The item " The special education teacher implements the educational plan that involves mobile learning methods " was in the third rank with a mean 4.13, SD 0.47 and a high degree. The item " Mobile Learning makes me able to use various learning resources " was in the fourth rank with a mean 4.10, SD 0.98 and a high degree. The item " Mobile learning contributed to develop my ability to research for knowledge electronically " was in the fifth rank with a mean of 4.07, SD 1.23 and a high degree. The item "Using mobile learning enabled the special education teacher to solve the unexpected problems during the lesson " was in the final rank with a mean 2.88, SD 1.45 and a moderate degree. The reason for these results is that some teachers of students with disabilities are not skilled in modern educational techniques media in general and mobile learning in particular. This result agreed with study of Mtebe and Raisamo (2014), study of Al Osemy (2015) and study of Al Amry and Al Mosaed (2018) which recommended training teachers of students with disabilities in using modern educational techniques media to acquire vocational development skills.

The two researchers consider the results are logical as Saudi Arabia teachers of students with disabilities use the lecture and direct teaching method, others are reluctant to use technology in educational process and others think the material does not require technical media to be delivered to students.

To answer the second question the two female researchers used the frequencies and the percentages as shown in table (3).

Table (3) Family role activating variable results.

Scale of the required skills to develop community partnership (activating family role).	Not important at all (1)	Not important (2)	Neutral (3)	Important (4)	Very important (5)
1-Parents take part in designing individual educational plan.	4%	4%	8%	24%	60%
2-Parents take part in implementing individual educational plan.	4%	4%	0%	24%	68%
3-Parents take part in evaluating the student and providing feedback.	0%	0%	4%	40%	56%
4-Parents participate in supplying the	12%	16%	20%	20%	32%

needed equipments for the resources room.					
5-Supporting the occasions financially related to students with disabilities in school.	12%	16%	20%	20%	32%
6-Supporting the occasions passionately related to students with disabilities in school.	4%	8%	4%	16%	68%
7-Supporting societies and institutions related students with disabilities financially.	8%	8%	28%	24%	32%
8-Supporting societies and institutions related to students with disabilities passionately.	0%	8%	12%	32%	48%

It appeared from table (3) that the most important items of activating family role are " Parents take part in designing individual educational plan", "Parents take part in implementing individual educational plan" and " Parents take part in evaluating the student and providing feedback ". This means that activating family role leads to increase the skills needed to achieve community partnership in which the items had high weight with a mean of 3.59

This result agreed with Flata (2014) in that 71% of the participants communicate and cooperate with the school for the benefit of their disabled sons and this ratio is promising and encourages to have a good partnership with the school.

Table (4) school role activating variable results.

Scale of the required skills to develop community partnership (school role enhancing).	Not important at all (1)	Not important (2)	Neutral (3)	Important (4)	Very important
1-Organizing meetings with competent bodies to raise the school awareness of people with disabilities.	0%	0%	4%	20%	76%
2-Making typically developing students know the disability characteristics and how to treat it.	0%	0%	8%	12%	80%
3-Making data base of parents of students with disabilities to facilitate access for them when necessary.	0%	0%	8%	8%	84%
4-The school takes part in local and international competitions.	0%	0%	20%	32%	56%
5-The school is open for female volunteers who want to help students with disabilities.	0%	0%	20%	20%	60%
6-Raising funds and human resources.	0%	0%	0%	20%	80%
7-Organizing cultural and scientific competitions between typically developing students and students with disabilities.	4%	4%	4%	20%	68%
8-The school administration supports teachers of students with disabilities through thanking letters or activating vocational performance.	0%	0%	4%	28%	68%
9-The school assigns a committee in charge of community participation.	0%	0%	16%	24%	60%
10-Designing rehabilitation and training	0%	0%	12	28%	60%

programs for parents.					

It appeared from table (4) that activating the school role contributes to increase the skills needed to develop community partnership in teachers of students with disabilities in which the items had the highest weight between the scale variables as a whole and ranged from 4.74 – 4.12

Table (5): Results of activating the role of NGOs, international organizations and websites.

Scale of the needed skills to achieve community partnership (activating the role of NGOs, international organizations and websites	Not important at all (1)	Not important (2)	Neutral (3)	Important (4)	Very important (5)
1-Activating summer clubs to help people with disabilities.	0%	0%	12%	44%	44%
2-Taking part in conferences and courses held by NGOs and international organizations.	0%	0%	8%	44%	48%
3-Taking part in the websites and the applications related to the disability.	0%	0%	4%	20%	76%
4-Designing educational websites on social media concerning the disability.	0%	4%	4%	36%	56%
5-Taking part in raising awareness about people with disabilities.	0%	0%	4%	20%	76%
6-Clarifying the services presented by the organizations in charge of people with disabilities.	0%	0%	12%	16%	72%
7-Activating the international day of people with disabilities.	0%	0%	4%	36%	60%
8-Attending conferences and courses held by the local and international bodies in charge of people with disabilities.	0%	0%	0%	32%	68%
9-Accessing foreign websites concerning people with disabilities.	0%	0%	12%	28%	60%
10- Following local websites concerning people with disabilities.	0%	0%	12%	20%	68%It

It appeared from the above-mentioned table that items " Taking part in the websites and the applications related to the disability " and " Taking part in raising awareness about people with disabilities " obtained the highest weight in items with a mean of 4.67 and this is an expected and reasonable matter in the light of the international interest in mobile applications .The respondents agree with the aims of the interactive website of the current study for teachers of students with disabilities according to disability kinds and connecting it with compatible mobile application to all mobile systems for direct communication.

To answer the third question the two researchers applied One Way ANOVA Test and table (6) shows the results of this test.

Table (6): One Way ANOVA Test

Variable (kind of disability).	pattern of participation.	Mean	Standard Deviation	F value.	Sig value.
Intellectual disability.	-Useful references -Experiences of teachers and parents of students with disabilities. -Communication and inquiry.	3.98 4.09 3.92	0.339 0.461 0.316	6.147	0.000

Visual disability.	-Useful references -Experiences of teachers and parents of students with disabilities. -Communication and inquiry	3.99 4.10 3.95	0.279 0.454 0.355	6.203	0.000
Hearing disability.	-Useful references. -Experiences of teachers and parents with students with disabilities. -Communication and inquiry.	3.95 4.07 3.92	0.393 0.452 0.408	6.474	0.000
Learning disabilities.	-Useful references. -Experiences of teachers and parents of students with disabilities. -Communication and inquiry.	3.99 4.22 3.95	0.312 0.451 0.406	5.647	0.000
Autism.	-Useful references. -Experiences of teachers and parents of students with disabilities. -Communication and inquiry.	3.99 4.10 3.95	0.279 0.454 0.355	6.203	0.000

It appeared from the above-mentioned table that there is a difference in using mobile learning in teachers of students with disabilities according to the type of the disability: Intellectual disability, Visual impairment, hearing impairment, Learning disability and autism. The results indicated there are significant statistically differences between experiences of teachers and parents of students with disabilities and the two researchers attribute this to the teachers interest in activating organizational manual for partnership between school ,family and society issued by Ministry of Education in Saudi Arabia (2018) which emphasized the necessity of exchanging successful experiences .But there was no application to exchange experiences which the teachers suggested in application "Participate" in which they expressed their happiness because of the presence of this application so their participation in demonstrating their successful experiences with their disabled students was an inspiration for the rest of the teachers and parents so this encouraged the participants to involve in this application. This result agreed with Flata (2014).

8.1 STUDY RESULT:

In the light of the current study results the two researchers recommended the following:

1-Regular assessment of the effectiveness of e-learning to develop community partnership skills in teachers of students with disabilities.

2-Governmental institutions be in charge of developing information technology means and proclaiming communication culture on the web via providing opinions and services on the internet.

3-Using e-learning environment based on mobile learning for communication and exchange of expertise within the discipline to support educational experiences.

4- Increasing teachers' awareness of using education technology through workshops and symposiums.

5-Designing training programs about how to use, produce and develop educational materials.

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Aicha Bleyhesh Amry, Associate Professor at Taibah University. I got my bachelor's and master's degrees from Princess Noura University in Riyadh (Educational Technology) and PhD from Taibah University. She is the author of more than 14 magazine papers and has 5 published books. Her current research interests include education technology and e-learning applications.

Hessa Mohammed Al-musaad, is an assistant professor at the University of Taibah . She received her BS and MD degrees from university of Denver (mathematics L special education) and PhD from the Pennsylvania state university. She is the author of more than 6 journal papers and has one translated book from English to Arabic. Her current research interests include learning disabilities, education technology and special education.