



*The effect of educational units according to the Web Quest stereoscopic strategy in learning some of the pioneering work of the Central Scout Band for the Girl Guides stage*

**Nidal Fadel Abbas**

Ministry of Education - General Directorate of Diyala Education  
nedhalfadel@gmail.com

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**ABSTRACT**

**The importance of the study** lies in the use of the Web Quest strategy (knowledge trips) through carefully selected resources and websites prepared in advance by the scout leader, who is provided with tasks that enable them to build knowledge and acquire them using higher thinking skills, **as the main research problem was that** there is a weakness in learning the work of entrepreneurship for the stage of guides, so the researcher decided to delve into this problem and identify the causes as well as try to develop appropriate solutions in order to raise the level of Learn these works, as for the objectives of the study in preparing educational units according to the Web Quest strategy (knowledge trips) **and to identify its impact** on learning the entrepreneurial work of the girl guides stage. **The research method and sample** The researcher used the experimental approach to suit the nature of the problem to be solved, while the research sample consisted of the central scout band of the guides (sports and scout activity - Diyala Education), numbering (24) guide, **based on what resulted from the results of the research** **The researcher reached the following conclusions and recommendations** The emergence of preference for the impact of using the Web Quest strategy (cognitive trips) And the extent of its effectiveness on the curriculum followed in learning the work of entrepreneurship for the stage of guides, and recommended the researcher to emphasize the use of the Web Quest strategy (cognitive journeys) in education as it is more influential and in various stages of learning and be an essential part of the content of the curriculum, and the need to use the strategy of cognitive trips in learning other scouting skills.

## 1 - 1 Introduction and importance of research: -

What distinguishes our present era is the scientific development taking place in all areas of life, which brought about changes in the facilities of our modern life, as this development opened new horizons for research and knowledge and entered into all areas of life, including the sports field, which witnessed great progress in various sports activities, as the progress in these activities was not born by chance, but came with perseverance and hard work mediated by deep understanding of what is included in the modern foundations in education and diversity in the use of teaching methods and methods Learning in order to raise the level of learner performance, and this is through research and constant access to everything that is modern to add modern information by following new scientific means and methods to reach the learner to an advanced level of optimal performance.

Since the last century and until the beginning of the current century, we have witnessed many changes in our lives, accompanied by challenges in various aspects of life represented by an information revolution and a technological explosion, which had to be exploited in the educational process extensively, as it is considered one of the most important factors in the success of the educational process, through the possibility of the scout leader in delivering the study material to the minds of the guides in order to reach the upper ends in performance, as e-learning is seen as one of the advanced patterns For what is generally referred to as distance learning, especially Internet-based learning Web learning, computer learning, virtual classrooms, digital collaboration, online content delivery lessons, audio and video, and CDs, which are the decisive factor in providing educational content and delivering concepts and information, and they provide information to learners with maximum benefit, least effort and least time, and e-learning depends on an integrated digital electronic environment that provides the curriculum through electronic networks, and here it emerges The role of the cognitive journeys strategy, which is an exploratory educational activity based on processes that effectively search the entire web, and access to information in a direct way with minimal effort and time, thus helping the learner learn scouting skills.

The importance of studying using the Web Coast strategy (knowledge trips) lies through carefully selected resources and websites prepared in advance by the scout leader, who provides the guides with tasks that enable them to build and acquire knowledge using higher thinking skills, which encourages the guides to perform the described tasks in a deep and thoughtful way and gives the ability to achieve the desired goal, as it saves time and effort and helps the guides to enhance their efforts in the direction required for the activity they are doing without being distracted, The strategy of knowledge journeys is also based on the application of methods based on the use of modern teaching methods and advanced technology, so that the mentors become a focal point in the teaching and

learning process, the focal point of educational activities, creating something active and effective. It is more nuanced than traditional learning based on memorization and information retrieval.

### **1 - 2 research problem: -**

In order to raise the level of learning scouting skills, it is necessary to properly and well plan educational programs based on scientific foundations in accordance with modern teaching strategies and methods, and that learning skills needs high intellectual performance to stabilize and master the skill because of the speed of performance and difficulty of learning and its close link to creative mental abilities.

Through the experience of the researcher, I noticed that the guides face difficulty in mastering some concepts about scouting skills and imagining the performance of the skills, and they face new and different patterns that differ from the primary education stage, and they expressed their encouragement for this to conduct knowledge tours using the Internet that contribute to facilitating the practical side of the scout education material, this may indicate the shortcomings of the traditional teaching methods used, which do not allow the guide to imagine the form of technical performance of the scouting skills they learn, which indicates The mechanism of linking the cognitive and applied aspects is invalid, as the main research problem was the lack of interest in the work of leadership in the stage of Guides, so the researcher decided to delve into this problem and identify the causes as well as try to develop appropriate solutions to it through the use of modern educational methods in order to raise the level of learning these scouting skills.

### **1 - 3 Research Objectives: -**

- ❖ Preparing educational units according to the Web Coast **strategy** (knowledge trips) in learning the entrepreneurial work of the Girl Guides stage.
- ❖ Identify the impact of educational units according to the Web Coast strategy (knowledge trips) in learning the entrepreneurial work of the Girl Guides stage.

### **1 - 4 hypothetically research: -**

- ❖ **The existence of statistically significant differences between the results of the pre- and post-tests** of the research sample in learning entrepreneurship work for the stage of girl guides.

### **1 – 5 Research Areas: -**

**1 – 5 – 1 human field:** Central Scout Band Guides (sports and scouting activity – Diyala Education).

**1 - 5 - 2 Time Range:** - For the period from (3/10/2024) until (19/12/2024).

**1 - 5 - 3 Spatial area:** - Scout camp of the Directorate of Sports and Scout Activity - Diyala Education.

## **2 - 1 Research Methodology: -**

The nature of the problem and the objectives of the research are what determine the appropriate research method, so the researcher used the experimental method with one group with pre- and post-testing.

## **2 - 2 Research sample: -**

The research sample was selected deliberately from the Central Scout Girl Guides (Sports and Scout Activities - Diyala Education), numbering (24 guides).

## **2 – 3 Means, devices and tools used in research: -**

- ❖ Means of collecting information (Arab and foreign sources and references, testing and measurement, data dump lists, statistical means, scientific observation)
- ❖ The tools used in the research (stick number (2) length (160 cm) thickness (5) cm, sticks number (2) length (50) cm and thickness (2.5) cm, ropes length (3) meters thickness (1 tiger), wooden hammer number (1), stopwatch, tape measure).
- ❖ Devices used in the search (digital camera type (NEKON) number (2), laptop type (DELL) number (1), projector ( Data show) Chinese origin with slatte display with speaker number (1), electronic stopwatch type (KISLO) number (4).

## **2 - 4 tests used in the research: -**

### **2 – 4 – 1 Fence test (Ali Iyad, 2024, 76): -**

- ❖ **Objective of the test:** to measure the level of performance of the fence.
- ❖ **Tools used:** (2) stick length (160 cm) thickness (5) cm, sticks (2) length (50) cm and thickness (2.5) cm, ropes length (3) meters thickness (1 tiger), wooden hammer (1), stopwatch, tape measure
- ❖ **How to perform:** The guide stands behind the starting line, which is (3) meters away from the tools, and when she hears the instruction to start, she sets off and heads towards the place of work of the fence and start work.
- ❖ **Registration method:** The grade is calculated according to the law of measuring the level of scout skill performance:

$$= \frac{\text{Total Evaluation Scores for}}{\text{Fence Axes}}$$

Fence Axes

❖ **Unit of measurement:** °/sec.

- **Skill performance evaluation:** It is measured through an evaluation form for the skill of entrepreneurship projects, where scores are given for each axis of performance evaluation and then collected.
- **Test conditions:** eight laps in any course or scout tie, speed in performance by the mentor, and each tester has only one attempt.

**2 – 4 – 2 Entrance gate test (Ali Iyad, 2024, 78): -**

❖ **Objective of the test:** Measure the level of performance of the portal.

❖ **Tools used:** 2 poles with a length of (2.10 cm) with a thickness of (5) cm, a stick of (2) length (2) cm with a thickness of (2.5) cm, ropes with a length of (3) meters with a thickness of (3 tigers), a stopwatch, and a tape measure.

❖ **How to perform:** The mentor stands behind the starting line, and when she hears the start instruction, she sets off and does the work of the portal project.

❖ **Registration method:** The grade is calculated according to the law of measuring the level of scout skill performance:

❖ **Unit of measurement:** Total evaluation scores of the

- Time measurement: Time is calculated from the time the whistle is heard to start until completion and return to the starting line
- Evaluation of skill performance: It is measured through an evaluation form for the skill of entrepreneurship projects, Appendix (5), where scores are given for each axis of performance evaluation and then collected.
- Final evaluation score: Dividing the result of the sum of the evaluation of performance axes by the time taken for performance.

❖ **Test conditions:**

- To perform eight laps in the work of any scout course or band.
- Speed in performance by the mentor, and each tester has only one attempt.

**2 – 4 – 3 Flagpole test (Ali Iyad, 2024, 78): -**

❖ **Objective of the test:** To measure the level of performance of the flagpole.

❖ **Tools used:** stick length (160) cm number (3) with a diameter ranging from (2-2.5) cm, rope length (2.5) meters thickness (3 tiger), tape measure, stopwatch.

❖ **How to perform:** The guide stands behind the starting line, and when she hears the instruction to start, she sets off and heads towards the workplace and performs the work of the flagpole.

❖ **Registration method:** The grade is calculated according to the law of measuring the level of scout skill performance:

Total Flagpole Axes Evaluation

—————  
Scores

=

❖ **Unit of measurement:** °/sec.

- Time measurement: Time is calculated from the time the start whistle is heard until the completion Return to the starting line
- Evaluation of skill performance: It is measured through a special evaluation form for the skill of entrepreneurship projects, Appendix (5), where scores are given for each of the axes that evaluate performance and then collect them.
- Final evaluation score: Dividing the result of the sum of the evaluation of performance axes by the time taken for performance.
- **Test conditions:** (8) laps in the work of any scout course or tie, speed in performance by the mentor, and each tester has only one attempt.

**2 - 5 Application of the main experience: -**

**2 – 5 – 1 Pre-test: -**

The pre-tests for the research sample were conducted on Thursday (3/10/2024) and on the scout camp of the Directorate of Sports and Scout Activity - Diyala Education, and the researcher has installed the conditions and the method of conducting the tests and the auxiliary team in order to achieve the same conditions as much as possible when conducting post-tests

**2 - 5 - 2 Application of the main experience: -**

The main experiment of the research sample was worked on Thursday (10/10/2024) and completed on Thursday (12/12/2023) on the sample members and by one educational unit per week, and the number of training units reached (10) units, and the time of each training unit took (45) minutes, divided into three sections: (preliminary 15 min, main 25 d, final 5 d).

**2 - 5 - 3 learning units according to the strategy of the Web Coast (knowledge trips)**

As the strategy of cognitive journeys is applied through the three-dimensional web by designing a three-dimensional video, as the mentor watches the educational content, which is rich links to educational materials at home and performance on the second day.

**As the knowledge journeys through the web are designed in several steps, namely: -**

**First Step: Search for Possibilities:** These steps include choosing the topic and must be taken into account when choosing from the information that the learner will acquire and its compatibility with the curriculum of the Ministry of Education.

**Step Two: Designing Knowledge Journeys via the Web:-** In this step, functions or roles of mentors are created by knowledge journeys via the web, so that the role of the guides is clear and specific in each process in the knowledge journeys via the web and there are many ready-made forms available on the Internet in specialized sites, and the design of the knowledge web page using one of the web editors and the elements of the knowledge journeys must be taken into account via the web, and the colors and shapes that are related to the subject of the trip are chosen to suit With the level of mentors to whom the cognitive journey is directed.

**The role of the Scout Commander shall be as follows:**

- Identify topics for cognitive journeys.
- Choose the appropriate sites and make sure that they are free of advertising links to other sites that are not good.
- Configure the environment of devices and ensure that they are connected to the Internet.
- Distribute groups evenly, distribute tasks and announce them to the guides.
- Follow up and guide the guides to work cooperatively and overcome the difficulties in the trip, if any.
- Receive the results of the trip and leave room for discussion to the guides.
- Evaluate the trip strategy by the guides and take their notes.

**2 - 5 - 4 Post-test: -**

The researcher conducted the post-tests after completing the educational units, amounting to (10) educational units on Thursday, 19/12/2024, taking into account all circumstances, conditions and procedures for pre-tests

**2 - 6 Statistical means: -**

The researcher used the appropriate statistical means to process the resulting data through pre- and post-tests through the (SPSS) system.

**3 - Presentation and discussion of the results: -**

**3 - 1 Presentation and analysis of the results of the test of entrepreneurship in the pre- and post-tests.**

**Table ( 1 )**

**Shows the values of the arithmetic means, standard deviations, calculated and tabular value (T), and the significance of the differences between the pre- and post-tests of the experimental group in the pioneering work**

Significance of differences	Error rate	Calculated	p f	Q-F	Post-Test		Pre-test		Unit of measurement	Entrepreneurship	t
					on	Going to-	on	Going to-			
Moral	0.000	12.65	2.16	5.57	2.50	8.46	3.76	2.89	D/S	Fence Test	1
Moral	0.000	12.35	2.41	6.08	2.78	9.20	2.89	3.12	D/S	Portal Gate Test	2
Moral	0.000	9.22	3.02	5.68	2.14	8.67	2.38	2.99	D/S	Flagpole test	3

### **3 - 2 Discuss the results of the tests of entrepreneurship work for the research sample.**

Table (1) shows that the values of the arithmetic media of the pre-test of the experimental group in the work of leadership is completely different from the post-test, as it was found that the value of ( t ) calculated in the research variables is (12.65, 12.35, 9.22) respectively, and since the value of the error rate of the research variables as a whole is smaller than the level of significance ( 0.05 ), this means that there are significant differences between the pre- and post-tests and in favor of the post-test.

**The researcher attributes the reasons for these significant differences** in favor of post-tests to the use of the Web Coast strategy of cognitive trips prepared by the researcher that have been prepared, implemented and applied to their own scientific foundations, as we find that the impact of the cognitive trips strategy was effective in learning events and then helped to show clear progress in the level of learning scouting skills, as following the scientific and logical steps in planning and implementation on which the educational curricula are built inevitably leads to learning events, as The researcher attributes the reasons for these differences to other factors that overlapped in the learning process, including following the principle of gradation in learning skills through gradation in giving exercises from simple to complex after explaining and presenting them by the scout leader in addition to continuous learning on the skill and providing the guide with feedback, all these factors combined helped to increase the motivation of the guides and thus led to positive effects in the learning process, as he points out (Qasim Lazam, 2005: 60) to "The diversity and renewal in the use of methods of teaching physical education are the most appropriate in creating an atmosphere of suspense, excitement and fun for the learner and then achieve learning and rapid acquisition of movements and sports events."

Jemez (12010: 28) points out that the knowledge journey strategy via the web is a document prepared by the scout leader to help the guides in the process of navigating and searching for information on a specific topic via the web, in addition to making the guides know clearly what they are looking for through the tasks assigned to them in this strategy and thus helping the guides and supporting them to complete their work in an elaborate and fast manner.

He also mentions (Mohamed Saadat, 2022: 60) The strategy of the knowledge journey through the web employs modern teaching methods based on the use of technology, as the guide becomes the focus of the teaching and learning process, which is the focus of educational activity, thus creating active and effective learning, and more accurate than traditional education based on preserving and retrieving information.

(Al-Lami, 2018, 68) Following the proper method of learning through explanation and presentation and providing the mentors with feedback and others, increases the motivation of the counselors towards learning and urges them to perform correctly, which is achieved with desire and motivation, and the importance of feedback lies in learning and improving the motor performance of skills, and this learning and improvement in performance is not achieved without feedback, and thus feedback is the main pillar on which learning motor and cognitive performance is based, especially in the early stages of learning.

As the researcher believes that through the presentation of educational scenes of the artistic performance of the scouting skills under research and stop on the important parts of the effectiveness and repeated viewing more than once, which speeds up the learning process, and indicates that (Mustafa Abdel Samie, 2001, 131) in that "repeated viewing and different speeds and diversity of learning sources add vitality and a new dimension to the learning process and move the student from the atmosphere of traditional learning to a state of suspense and attraction towards learning."

## **4. Conclusions and recommendations**

### **1.4 Conclusions**

1. The emergence of a preference for the impact of using the Web Coast strategy of knowledge trips and their effectiveness on the approach used in learning scouting skills (entrepreneurial work).
2. The WebQuest Knowledge Journeys strategy is an enjoyable educational journey around the world online, which encourages students to learn for themselves in an interesting and fun way regardless of time limits.

3. The Web Quest Knowledge Journeys strategy helps the mentor to search, investigate and think in order to help her acquire knowledge and skill in a fun, interesting and active atmosphere.
4. It is considered a constructivist educational pattern, because it revolves around the learner model, and encourages teamwork and the exchange of opinions and ideas among students.
5. The WebQuest Knowledge Journey strategy is a way to enhance the efficient and high-quality handling of information sources.

#### **2.4 Recommendations:**

1. Emphasizing the use of the strategy of knowledge journeys in education as it is more influential and at various stages of learning and is an essential part of the content of the curriculum.
2. The need to use the strategy of cognitive trips in mental abilities and learn other scouting skills.
3. Work on conducting research or similar studies in the strategy of knowledge journeys as they are suitable for all age stages and other disciplines, taking into account the design is according to what suits the age group and type of study material.

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**Appendix (1) Samples of Entrepreneurial Projects Exercises (Fence, Entrance Gate, Flagpole)**

<p><b>Exercise (2) Objective of the exercise:</b> Learn to make a fence.</p> <p><b>How to perform:</b> The group is divided into four groups, each group stands in the form of a straight line behind the starting line, when hearing the start signal, the guides start from each group to make the fence according to a time specified by the teacher, and the group that accomplishes first gets a point and the winning group gets the most points.</p>	<p><b>Exercise (1) Objective of the exercise:</b> Learn the work of the entrance gate.</p> <p><b>How to perform:</b> The group is divided into four groups, each group stands in the form of a straight line behind the starting line, when hearing the start signal, the guides start from each group to make the entrance gate, the second part of the standing position in the form of a square minus a rib and pull another stick from the top of the gate to strengthen it and use the square cycle during performance, and the guide who accomplishes first gets a point and the winning group gets the most points.</p>
<p><b>Exercise (4) Objective of the exercise:</b> Learn the speed of work of the entrance gate.</p> <p><b>How to perform:</b> The group is divided into four groups, each group stands in the form of a straight line behind the starting line, when hearing the start signal, the guides start from each group to make the entrance gate by connecting the first and second parts of the standing position in the form of a square minus a side and performing it fully, and the guide who accomplishes first gets a point and the winning group gets the largest number of points.</p>	<p><b>Exercise (3) Objective:</b> Learn to make a flagpole</p> <p><b>How to perform:</b> The group is divided into four groups, each group stands in the form of a straight line behind the starting line, when hearing the start signal, the guides start from each group to make the flagpole, the third part of the standing position in the form of a square minus a side and finish with the performance of the sphenoid tie, and the guide who accomplishes first gets a point and the winning group gets the most points.</p>
<p><b>Exercise (6) Objective of the exercise:</b> Learn the speed of the flagpole.</p> <p><b>How to perform:</b> The group is divided into four groups, each group stands in the form of a straight line behind the starting line, when hearing the start signal, the guides start from each group to make the flagpole completely, that is, linking the three parts of the standing position in the form of a straight line and the performance of the flagpole with one attempt, and the guide who accomplishes first gets a point and the winning group gets the largest number of points.</p>	<p><b>Exercise (5) Objective of the exercise:</b> Learn how fast the fence works</p> <p><b>How to perform:</b> The group is divided into four groups, each group stands in the form of a straight line behind the starting line, when hearing the start signal, the guides from each group set off to make the fence according to a time specified by the scout leader and as soon as possible, noting the accuracy and aesthetic performance, and the guide who accomplishes first gets a point and the winning group gets the most points.</p>