

**The Effect of E-learning Social Strategy (ELSS) in Developing Science Teaching Achievement, Science Communication and Attitudes About Learning Based on Social Media**

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**Abstract:** This research aimed to investigate the effect of (ELSS) in developing the achievement in the course of science teaching among the students of the faculty of education; as well as, developing the skill of science communication and their positive attitudes about learning upon social media. In addition it aimed to detect differences in the three variables according to the variable of the cumulative average; the disclosure of the relationship between the three dependent variables.

The researcher adopted the quasi-experimental method of one group with pre and post-application. The researcher designed three tools.

The results showed the effect (ELSS) in developing science teaching achievement; and in developing the science communication and attitudes about learning based on social media among the students of the faculty of education.

There were significant differences between means of achievement high and low cumulative average in favor of a high cumulative average. There is no a statistically significant differences between means scores related to attitudes and science communication.

**Key Words:** *e-learning -social strategy (ELSS), science teaching, science communication, attitudes about social media.*