The Extent of Using E-Learning Among Teachers of Higher Basic Stage in Jordan

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ABSTRACT

This study aimed at exploring the extent of using e-learning among teachers of higher basic stages in one of the southern governorates in Jordan. The researchers used the descriptive approach to collect, analyze the data, and to interpret the results. The study sample consisted of 365 male and female teachers, and it was selected by using the stratified random sampling method. A questionnaire was developed to collect the data, and its validity and reliability were checked. The study results showed that the teachers were using e-learning moderately. In addition, there were no statistically significant differences due to the variables of gender and specialization. However, there were statistically significant differences due to the experience variable. In light of the study results, teachers should use e-learning strategy in their teaching process regardless the subject of the course content. In addition, teachers who have five years and more in teaching experiences should obtain training that focus on the updated use of technology tools.

KEYWORDS

E-Learning, Higher Basic Stage, Jordan, Teachers, Using E-Learning in Teaching

INTRODUCTION

The technological revolution of the twenty-first century has speedy developments that affect various aspects such as the economic and social fields. In addition, the field of education has been affected by technological changes and the information revolution. In this specific field, the most prominent changes is the need to integrate computers and information and communication technologies (ICTs) in teaching and learning processes to create active educational environments and to achieve desired learning objectives. In order to keep abreast of these developments and changes in the field of education, teachers reviewed and reflected on their previous teaching practices. As a result, they started changing their traditional teaching practices that focused on teacher-centered education that may ignore student’s role as an active learner. Therefore, teachers should employ new teaching strategies that keep well-informed modern developments and rely on the use of educational computer, and activate the use of e-learning in their teaching practices (Obydat & Abo Sameed, 2015).

E-Learning Definition

According to Malah (2010) e-learning is one of the most important ICT applications in the field of education. E-learning has witnessed a huge and rapid development. This specific application relies on the availability of ICT tools such as computer and Internet. Dumos (2008) demonstrated that e-learning is the use of modern technologies associated with computers and Internet; to achieve
learning objectives in less time and effort and to gain greater benefits. Further, Radi (2010) pointed out that e-learning is the use of ICTs to build, enhance, and facilitate learning process anywhere, and at any time. With same sense, Saeed (2008) considered e-learning as a term that combines aspects of learning, Internet, web-based training, and teaching with technology. Omari (2009) added that e-learning is a technical education system that stimulates and motivates the learner. According to Salem (2014) e-learning is a modern educational system that offers academic courses, educational and training programs by modern ICT tools, to individuals in their places and at any time. In sum, the researchers consider e-learning as a modern educational tool that enables and motivates learners, under teacher’s supervision, to acquire knowledge, and to transfer what has been learned to other educational events. Using such a tool can exceed the limits of time and space, through the use of modern ICT related applications.

E-Learning Forms

E-learning has many forms such as synchronous learning (direct) and asynchronous learning (indirect). The term of synchronous learning is used to illustrate teaching and learning processes that occur at the same time, but in different places. During applying this form, teacher and students should use ICTs to conduct a discussion, conversation, and dialogue in the chat rooms between teacher and students and between students themselves (Awawdah, 2012). That is, teacher and students should have several technological skills that enable them to use modern technologies such as whiteboards, chat rooms, and audio and video conferences (Saeed, 2008). However, the asynchronous learning does not require the presence of learners and teacher at the same time or in the same place, but it is done through using ICT tools such as e-mail, where teacher and students can exchange information and knowledge between them at different times and from different places (Hawamdeh, 2011).

E-Learning Objectives

Shunnaq and Banidomi (2010) demonstrated that e-learning aims at reducing the shortage of academic and qualified staff in some educational sectors by providing virtual classes and creating an interactive environment that includes ICTs. In addition, it attempts to encourage students to be active learners and interact efficiently with the elements of educational process. Mahdi (2018) pointed out that e-learning aims to develop the role of the teacher in the educational process to become a facilitator who can: 1) keep abreast of successive scientific and technological developments, 2) provide appropriate education for different age groups, 3) respond positively to individual differences of students, and 4) overcome obstacles of space and time by providing learning through utilizing several educational methods, strategies, and ICTs that make learning more interesting and enjoyable, with higher efficiency and less effort and time.

Roles of Teachers and Learners in E-learning

In the era of ICT, the role of teachers has changed fundamentally. Their role has been shifted from being a source of knowledge to become motivators and facilitators to acquiring it (Eyadat, 2014). That is, using e-learning does not mean withdrawing the role of the teacher in the classroom. It means that the teachers’ role would be more important and complex. According to Eyadat (2014) teachers in the ICT age should be well qualified in three types of knowledge: content, pedagogical and technological aspects. Teachers should have several characteristics such as flexibility, efficiency, innovation, creativity, ability to plan, design, and manage teaching and learning processes, and openness to new ICTs that serve the achievement of learning objectives. Hawamdah (2011) and Dumos (2009) demonstrated that role of the teacher in e-learning includes: 1) preparing and programming educational content that is easily accessible at any time, 2) choosing effective and appropriate teaching methods to present the educational content to students, and 3) using appropriate assessment methods to identify the strengths and weaknesses of students, and then determining the appropriate enrichment or therapeutic programs.
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