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Abstract

Electronic Learning (ELearning or E-learning) is an important tool used in learning, teaching, or training environments emerged from the pervasive usage of information technology. E-learning is the latest approach that provides high quality educational offerings combined with the ease and convenience to both teachers and students in all levels of education. Therefore, a new learning system was adopted by the Ministry of Education in Jordan (MOE) in primary and secondary education environments in June 2003 through the ministry’s initiative “Jordan Education Initiative (JEI)”, which is supported by 45 organizations, including local and international companies, Jordanian government departments, global government donors, and nongovernmental organizations. The aim of this paper is to explore if this system adds value for teaching and learning process in Jordanian schools, and to find what obstacles faced by teachers when using this system. This research utilizes a sample of teachers in primary and secondary schools (discovery schools) where an exploratory research is conducted through an empirical test using interviews, observations and by filling a questionnaire related to research objectives. Teachers were chosen based on the wide literature support that they are one of the Critical Success Factors (CSFs) of E-learning process: instructor, student, information technology, and the infrastructure of E-learning System that supports learning processes and resources. Also, this work attempts to explore the degree of teachers’ acceptance and reactions to “Jordan Education Initiative (JEI)” using the “Technology Acceptance Model” (TAM). Conclusions and future directions are listed at the end of the paper.