Chapter 9

Discovery of New Knowledge for an LMS at Jordanian Universities

Abdeleh Bassam Al Amoush
University of New England, Australia

Kamaljeet Sandhu
University of New England, Australia

ABSTRACT

Learning management system (LMS) is an important tool and well suited as a learning tools and activity in universities high education. However, each institute has a different LMS tool that allows to users (management, instructors, and students) to use it for daily activity. This chapter investigates the existing LMSs at Jordanian universities, the functionality of an LMS, the strengths and weaknesses of an LMS, and the status of the LMS in higher education. The difference between the most popular LMS tools will then be discussed at Jordanian universities. This approach used to identify important factors that could or do affect the acceptance of using an LMS at Jordanian universities.

INTRODUCTION

Learning Management System (LMS) (McDaniel, Fanfarelli, & Lindgren, 2017) is software that is used in administration, reporting and other training exercises (Al-Dmour, 2014). This chapter investigates the existing LMSs, the functionality of an LMS, the strengths and weaknesses of an LMS, and the status of the LMS in higher

education at Jordanian universities. The difference between the most popular LMS tools will then be discussed. This approach was used to identify important factors that could or do affect the acceptance of using an LMS at Jordanian universities. The existing literature provides substantial evidence of what these factors might be and how they might be modelled in terms of their effect on LMS use at Jordanian universities. These insights are used to develop research propositions about the relationships between the factors and to build a conceptual framework of the acceptance of LMS practices.

A good and effective LMS leverages new ways for learning in higher education learning and professional degrees. Everything is now organised electronically and stored digitally. Innovating technology has created new flexible and collaborative platforms that enhance learning. Moodle is an example of one LMS that is spreading around the world (Ahmad, Chinade, Gambaki, Ibrahim, & Ala, 2012).

INSIGHT INTO THE LEARNING MANAGEMENT SYSTEM (LMS)

Iskander (2008) and Whelan and Bhartu (2007) identify LMS as a macro level term that refers to facilitating and managing the online learning process for all user profiles. These user types are students, administrators or instructors. The services facilitated by the LMS include interactive strategies, and organising and monitoring control among learning groups. According to Kats (2010, p. 163), there are six tasks that are involved in an active LMS. These six tasks include:

1. Creation "refers to the production of learning and teaching materials by instructors".
2. Organisation "refers to the arrangement of the materials for educational purpose (e.g., combining them into modules or courses)".
3. Delivery "refers to the publication and presentation of the materials, so that they can be accessed by students".
4. Communication "refers to the computer mediated communication between students and instructors and among students".
5. Collaboration "refers to students jointly working on files or projects; it also includes collaboration between instructors".
6. Assessment "refers to the formative and summative evaluation of learning process and outcomes, including feedback".

LMSs are software that has been created to improve operations in the higher education sector. They can be used to monitor and control the learning and training conducted in any organisation (Babić, 2012). It affects societies such as Jordan

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