

## Chapter 15

# Opportunities and Challenges of E-Learning in Jordan

Mofeed A. Abu Mosa

 <https://orcid.org/0000-0001-8689-628X>

Arab Open University, Jordan

### ABSTRACT

*This chapter surveys the opportunity and challenges of e-learning in Jordan. Jordan is a kingdom ruled by the Hashemite family, known as the Hashemite Kingdom of Jordan. The author surveys its educational system in general and analyses e-learning's opportunities and challenges in light of Khan's framework. Moreover, the author collected a historical review of e-learning development in the eight components of Khan's framework. Statistics and a case study about e-learning infrastructure, its usage in the country, barriers of implementation in education provide a clear picture of e-learning. The chapter further explores the case of Arab Open University (AOU) as a comprehensive example of the powerful e-learning platform. Also, it discusses information on teacher training programs before and within COVID-19. Finally, the author presents his view about the future development of e-learning in Jordan. A comprehensive bibliography on e-learning scholarship related to the country, including government reports and Websites, appears at the end of the chapter.*

### JORDAN PROFILE

Jordan is in the southwestern part of Asia; it has an important strategic site, forming impressions of links between the Arabian Peninsula to the South, Mesopotamia and Syria in the North. For more information, you can visit (<https://goo.gl/maps/x1UReUzmdULD9xqcA>). It is a small kingdom located in the heart of the Middle East, Northwest of Saudi Arabia(744 km), south of Syria(375 km), Southwest of Iraq (181 km), and east of Israel and the Occupied West Bank(238 km, 97 km). The only port of Jordan is Aqaba city on the Red Sea located at the northern end of the Gulf of Aqaba. A person can go directly to the Geographic Coordinates: 31 00 N, 36 00 E. Population of Jordan form a unified social unit, despite the great diversity of their origins (all of the Arabs but from different groups); their demographic and sociological; and the diversity of their natural environments. According to Roya News (considered as

DOI: 10.4018/978-1-7998-7607-6.ch015

## ***Opportunities and Challenges of E-Learning in Jordan***

an official news agency) published official statistic related to the inhabitants (2020) is 10.726 in total were 8.142 million Jordanian, 1.2 million from Syria, 634000 from Palestine, 39000 from Egypt, 130000 from Iraq, 31000 from Yemen and 23000 from Libya Population in 2012 were: 6,508,887 (July 2012 est.). <https://royanews.tv/news/223739>

### **Quick Facts About Jordan**

1. The total area of Jordan is 89,342 sq. km.
2. The biggest city and the capital is Amman.
3. Jordan's mother language is Arabic, and it is the official language, but more than 60% of inhabitants speak English.
4. Jordan's currency is the Jordanian Dinar (JD). It is good to know that the exchange rate is 1JD=1.4\$.
5. Time is GMT + 2 from November until April, +3 hours from 1 May until 1 November.
6. Jordan has a fair climate; it is a combination of Mediterranean and desert climates.
7. Jordan has many historical places to visit, but the most famous one is Petra.

You can have more facts from <https://www.ciaworldfactbook.us/A.html>.

### **1.1 The Government and Economy**

The Hashemite Kingdom of Jordan is a parliamentary and monarchic where loyalty is for God, the homeland and the king. His Majesty King Abdullah II as the king is the Head of Kingdom, the Chief Executive and the Commander-in-Chief of the Armed forces. He practices his authority through the Prime Minister and the Council of Ministers, or Cabinet. The Cabinet is responsible before the elected House of Deputies, which, along with the House of Notables (Senate), constitutes the government's legislative branch. The system in Jordan separates between the three leading authorities. Since 1989, all Jordanian political spectrum elements have embarked together on greater democracy, liberalization, and consensus-building. These reforms, which were guided by the late King Hussein, have placed Jordan on an irreversible road to democratization. The result has been greater empowerment and involvement of everyday citizens in Jordan's civic life, contributing to increased stability and institutionalization, which benefit the country far into the future.

Since His Majesty King Abdullah II assumed the throne in 1999, Jordan has embarked on some economic reforms in a long-term effort to improve living standards. The government has liberalized the trade regime sufficiently to guarantee Jordan's membership in the World Trade Organization (2000), an association agreement with the European Union (2000), and a Free Trade Agreement with the United States (2000). Jordan has also signed a Bilateral Investment Treaty with the United States. <http://www.jordanembassyus.org/page/quick-facts>,

## **2. EDUCATION SYSTEM IN JORDAN**

According to the Jordanian Ministry of Education (<http://www.moe.gov.jo/en/default.aspx>), the philosophy of education in Jordan builds on three pillars: Islamic Arab civilization as history and future of the Great Arab Revolt at begging of the last century, and the Jordanian constitution.

17 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:  
[www.igi-global.com/chapter/opportunities-and-challenges-of-e-learning-in-jordan/277755](http://www.igi-global.com/chapter/opportunities-and-challenges-of-e-learning-in-jordan/277755)

## Related Content

---

### **"Click, Drag, Think!": Posing and Exploring Conjectures with Dynamic Geometry Software**

Thomas Gawlick (2013). *Enhancing Mathematics Understanding through Visualization: The Role of Dynamical Software* (pp. 37-69).

[www.irma-international.org/chapter/click-drag-think/80257](http://www.irma-international.org/chapter/click-drag-think/80257)

### **The Impact of Investigations and the Interactive Whiteboard on Students' Mathematical Practice in Investigations Classrooms**

Linda Boland (2013). *Common Core Mathematics Standards and Implementing Digital Technologies* (pp. 263-279).

[www.irma-international.org/chapter/impact-investigations-interactive-whiteboard-students/77488](http://www.irma-international.org/chapter/impact-investigations-interactive-whiteboard-students/77488)

### **Situated Learning and Interacting With/Through Technologies: Enhancing Research and Design**

Pirkko Raudaskoski (2006). *Enhancing Learning Through Technology* (pp. 155-183).

[www.irma-international.org/chapter/situated-learning-interacting-through-technologies/18352](http://www.irma-international.org/chapter/situated-learning-interacting-through-technologies/18352)

### **Enculturation of Young Children and Technology**

Alexandru Spatariu, Andrea Peachand Susan Bell (2012). *Technology and Young Children: Bridging the Communication-Generation Gap* (pp. 24-48).

[www.irma-international.org/chapter/enculturation-young-children-technology/56372](http://www.irma-international.org/chapter/enculturation-young-children-technology/56372)

### **Informal Self-regulated Learning in Corporate Organizations**

Wim Veen, Jan-Paul van Staalduinenand Thieme Hennis (2011). *Fostering Self-Regulated Learning through ICT* (pp. 364-379).

[www.irma-international.org/chapter/informal-self-regulated-learning-corporate/47166](http://www.irma-international.org/chapter/informal-self-regulated-learning-corporate/47166)