

## Table of Contents

	The Black Iris of Jordan .....	9
	Dedication .....	10
	Acknowledgements .....	11
	Abstract .....	13
	Deutsches Resümee .....	15
	Introduction .....	17
	Aims of the study .....	18
<b>1</b>	<b>Setting the Context for Background Information on Educational System in Jordan .....</b>	<b>19</b>
1.1	Principles and General Objectives of Education in Jordan .....	19
1.2	The Higher Educational Legislation and Regulations in Jordan .....	19
1.3	Administration and Management of Higher Education System in Jordan .....	20
1.4	Higher Education in Jordan .....	21
1.4.1	Composition of Higher Education in Jordan .....	21
1.4.2	University Level Studies .....	22
<b>2</b>	<b>Concepts of Online Courses .....</b>	<b>23</b>
2.1	Concept of Technology in Teaching and Learning Styles .....	24
2.2	Usefulness of Online Courses .....	25
2.3	Weakness Points of Online Courses .....	26
2.4	Aspects of Online Courses .....	27
2.5	Concept of Distance Education .....	30
2.6	Online Courses and Collaboration of Chat rooms, Web/Computer Conferencing, and E-mails .....	35
2.6.1	Chat rooms .....	36
2.6.1.1	Interaction and The Virtual Chat rooms .....	37
2.6.1.2	Chat rooms and Instructors .....	38

2.6.1.3	Chat rooms and Online Courses .....	40
2.6.2	Web/Computer Conferencing .....	42
2.6.2.1	Theoretical Framework for Computer Conferencing .....	43
2.6.2.2	The Importance of Students' Interaction Computer Conferencing .....	44
2.6.3	E-mail .....	45
2.6.3.1	Textual E-mails Features .....	46
2.6.3.2	Learning and Educational Effects of E-mail .....	48
2.7	Blended Learning (BL) .....	50
2.7.1	Definition of Blended learning .....	50
2.7.2	The Importance of Blended Learning .....	52
2.7.2.1	Improved Pedagogy .....	52
2.7.2.2	Increased Access and Flexibility .....	53
2.7.3	Models of Blended Learning .....	55
2.8	Summary .....	57
<b>3</b>	<b>Efficiency of Online Courses .....</b>	<b>58</b>
3.1	Students' Characteristics and Attributes in Online Courses .....	59
3.1.1	Gender .....	60
3.1.1.1	Virtual Gender .....	62
3.1.1.2	Gender Bending and Gender Concealment .....	62
3.1.2	Personal Attributes in Online Courses .....	64
3.1.2.1	Field Dependence/Independence .....	65
3.1.2.2	Students' Locus of Control .....	66
3.1.2.3	Active-Passive Students .....	67
3.1.2.4	Ambiguity Tolerance .....	67
3.1.2.5	Students' Anxiety .....	68
3.1.2.6	Students' Self-Efficacy .....	68
3.1.2.7	Students' Attitudes toward Computers .....	69
3.1.2.8	Students' Motivation .....	70
3.2	Learning Style Preferences .....	71

3.2.1	Cognitive Processing .....	71
3.2.2	Cognitive Load .....	72
3.2.3	Executive Cognitive Processes in Online Courses .....	74
3.2.3.1	Self-Regulated Learning .....	75
3.2.3.2	Metacognition and Students' Academic Performance ....	76
3.3	Types of Interactions .....	77
3.3.1	Teacher-to-student Interaction .....	79
3.3.2	Student-to-student Interaction .....	83
3.4	Summary .....	86
<b>4</b>	<b>Methodology .....</b>	<b>88</b>
4.1	Research Questions.....	88
4.2	Instruments.....	90
4.3	Sample .....	93
4.4	Process of Data Collection.....	97
<b>5</b>	<b>Research Findings-Data Analysis .....</b>	<b>99</b>
5.1	The Interview Results .....	99
5.2	Summary and Concluding Thoughts .....	128
5.3	The Questionnaire Results .....	129
5.4	Summary and Concluding Thoughts .....	139
<b>6</b>	<b>Conclusions and Recommendations .....</b>	<b>141</b>
6.1	Conclusions .....	141
6.2	Recommendations.....	143
6.3	Recommendations for Further Research .....	149
	References .....	150
	Appendices .....	186
	Appendix (1) Postscript .....	187
	Appendix (2) Researcher Letter .....	190
	Appendix (3) Questionnaire Schedule .....	191
	Appendix (4) Interview Schedule .....	197
	<b>Figure (1) Flexibility-activity framework .....</b>	<b>56</b>
	<b>List of Tables</b>	

Table (1)	Dimension of Learning flexibility: options available to learner .....	54
Table (2)	Distribution of students according to their universities ....	94
Table (3)	Distribution of students according gender among universities .....	94
Table (4)	Distribution of students according Internet access at home .....	95
Table (5)	Students' percentage at Internet access regarding gender and mean of age in every university.....	96
Table (6)	Interviewees' academic rank, gender, institution, and type of institution .....	99
Table (7)	Reliability coefficients and number of items of the four scales .....	130
Table (8)	Means and Standard Deviations for the main four scales	130
Table (9)	Means and Standard Deviation of the students' responses on the sub-scale items of perception of self-efficacy .....	131
Table (10)	Means and Standard Deviation of students' responses on the sub-scale items of goal orientation .....	132
Table (11)	Means and Standard Deviation of Students' responses on the sub-scale items of anxiety .....	134
Table (12)	Means and Standard Deviation of students' responses on the sub-scale items of motivation .....	135
Table (13)	Regression coefficient and standardized coefficients for the influence of motivation, goal orientation, and anxiety on efficacy .....	137
Table (14)	Means and Standard Deviations of the four scales by university .....	138