

A ROADMAP FOR IMPROVING E-LEARNING IN JORDAN AND ENSURING THE QUALITY OF ITS OUTPUTS

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ABSTRACT

This research aimed to investigating the effect of the seventh discussion paper of His Majesty King Abdullah II Bin Al-Hussein as a roadmap for reforming education in Jordan and ensuring the quality of its outputs This research discussed the current situation of education in Jordan and the pillars of the roadmap for reforming education and ensuring the quality of its outputs. On the other hand, this research concluded that axes of educational reform in Jordan are: curricula, especially standards – based curricula, teacher and teaching learning environment. Currently, Jordan finding ways to improve stabilize, and merge Jordanian cultural uniqueness is a fundamental focus of education policy. Although embracing of any inclusive education reform is difficult, lengthy, and sometimes expensive, the rewards can be significant. It is inspiring that many recent signs indicate Jordanian education is concerned in reform, making plans and creating new policies to improve education. Has inferences for theory, policy, and practice in a variety of ways, and its findings could enlighten the way fit back into the big picture of Jordanian reform. A large portion of the study’s significance stems from discovering what amendments may be needed to successfully adapt e-learning to work within the unique context of Jordanian education.

KEYWORDS: Seventh Discussion paper, education, Quality Assurance, King Abdullah II Bin Al-Hussein.

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1. INTRODUCTION

Ensuring the quality of education reform requires prudent leadership, which is based on governance as the basis for its management, and the existence of systems and procedures that regulate, monitor and ensure responsibility for the process of reform and transparency. Therefore, it is essential that educational institutions prepare all conditions to improve their educational, research and community services through evaluation, improvement and development, which are continuously practiced within the concept of total quality management in the educational institution, which is reflected positively on the quality of its operations and products. Based on global trends in education reform and the National Strategy for Human Resource Development (2016-2025), one of the foundations of the reform is to explore a roadmap for reforming education in Jordan and ensuring the quality of its outputs. The problem of the study is related to the process of educational reform, especially curriculum reform and the process of educational learning, by answering the following questions: - What is the current state of education in Jordan?, What are the pillars of the Roadmap for Education Reform in Jordan and ensuring the quality of its outputs? - What are the axes of educational reform in Jordan?

The importance of this study comes from the importance of the topic that you are dealing with and which is reflected in the following:

- This study is one of the rare studies, within the knowledge of researchers, which examined education reform through its leader's vision and global trends in the reform process.
- It is hoped that the results of this study will serve as the guiding decision makers of the Ministry of Education and the Ministry of Higher Education and Scientific Research in Jordan to the pillars of the roadmap for reforming education in Jordan and ensuring the quality of its outputs.
- It is hoped that researchers will develop a proposed framework for educational reform, based on curriculum development, teacher training, teaching methods and technological integration in education.
- It is hoped that this study will enrich the Arab library in the field of education reform.

To achieve the objectives of the study, the analytical methodology was used to analyze the seventh discussion paper of His Majesty King Abdullah II Bin Al Hussein and to look at the future looking methodology in shaping a number of conditional predictions to identify the main features of education reform in Jordan.

2. FINDINGS

2.1. The answer of the first question: What is the current situation of education in Jordan?

Education reform (1987) began at the Education Development Conference, resulting in significant investments in human resource development over the past three decades, ultimately leading to a strong overall performance, on development indicators. Jordan continued to build upon these achievements and committed itself to the implementation of the sustainable development goals of 2030. Despite outstanding achievements in Jordan and the numerous initiatives taken by the Government, various stakeholders and participants in education reform, many challenges remain, including accountability in the education system. Queen Rania Academy for Teacher Training is keen to raise the quality of education in Jordan through the development of teachers' skills through continuous training and professional development. This academy is based on the experiences of educational partners, the Columbia University Teachers

College and the Columbia University Research Center in the Middle East to raise the quality of education in Jordan. The Queen Rania Academy for Teacher Training is developing education in Jordan and across the Middle East by providing teachers with access to training, professional support and the latest research on educational methods and policies.

2.2. The answer of the second question: What are the pillars of the roadmap for reforming education in Jordan and ensuring the quality of its outputs?

The seventh discussion paper of His Majesty King Abdullah II Bin Al-Hussein, Saturday, 15 April 2017, focused on building the human capacities of Jordanian society. He added that it is necessary to intensify the efforts of all people and governmental and private institutions to secure the nursery environment and to secure the needs to build our human capacities and to develop the education that His Majesty the King saw that we cannot overcome the bitter reality that has affected the educational outcomes and the great challenges that have afflicted the sector, Efforts to overcome them after diagnosis and creation of associated solutions to reach a modern education system are a cornerstone of building a prosperous future. The King In his discussion paper, focused on the recommendations of the National Strategy for Human Resources Development 2016-2025 which were represented in the public education sector

The scientific analysis of the investigation and review of what is stated; we can reach the foundations of the roadmap to reform education in Jordan and secure the quality of its outputs, which were represented below:

- Keeping up with the times with its new knowledge tools.
- Exploring and caring for outstanding students, through deanships to localize their research, creativity and ideas.
- Recognizing the great challenges facing the education sector and making efforts to overcome them.
- Employing e-learning strategies in the educational learning process.
- Building human capacity through excellence education and ensuring the quality of its outputs.
- Activating the role of development centers in the universities to train teaching staff members to design the study plans in order to reach the outputs of appropriate learning.
- Building partnerships and agreements with Arab and international institutions to keep abreast of future developments in the field of education and learning technology.
- Train students to communicate by mastering international languages and opening up to the cultures of other societies.
- Providing disciplines and plans to ensure the improvement and change for the better for students and redevelop the description of courses, so that this process is ongoing to meet students' ambitions, and keep pace with the development of modern sciences and in various fields, which will work to cultivate a culture of creativity and excellence in them.
- Providing curricula that open the doors of deep thinking and criticism and encourage students to ask the questions.

A seminar on research and deliberation was held at the Middle East University, 2017. The paper concluded with several recommendations:

- Comparative comparisons with countries that have distinguished their educational system, such as Finland, Australia, South Korea, Singapore and Japan, away from manual copying.
- Building the curriculum on the basis of measurable criteria that balance between originality and modernity.
 - Engage stakeholders in the stages of curriculum building.
 - Development of scientific and humanitarian sciences, with educational frameworks for the preparation of teachers able to link, education and education.
 - Improving the economic and social level of teachers.
 - Reconsidering academic disciplines in universities, expanding professional, applied and technical disciplines.
 - Develop plans for teacher development, training, and enable critical, analytical and creative thinking skills, as well as problem solving skills.
 - Setting up qualitative standards to attract, select, appoint and maintain teachers and provide all means to prepare them for tomorrow's generation.
 - Provide an interactive educational learning environment that makes schools, institutes and universities factories for theoretical minds, skilled manpower and productive capacities, to become laboratories to discover the tendency of students to refine their talents and develop their abilities.
 - Identify the needs of teachers and learners in the light of knowledge and technological development, and work to meet them, and respect for the capabilities and attitudes of students and recognition of their ability to teach and learning and change the tools of traditional evaluation.
 - Focusing on the role of Arab and Islamic civilization in the development of the education system and administrative development.
 - Attention to Arabic language without forgetting the role of other international languages.
 - Management of curricula that contribute to the transformation of the knowledge society to the optimum degree.
 - Implement the principles of governance for transparency, participation and accountability, which contribute to deepening the values of tolerance away from extremism and intolerance.

2.3. To answer of the third question: What are the axes of educational reform in Jordan?

The scientific analysis of what is stated in the seventh discussion paper, and the recommendations emerged from the symposium held at the Middle East University, as well as the outcome of the Arab School Curriculum Governance Conference. The following axes can be drawn to reform education:

1- The axis of the curriculum. 2- The axis of teacher. 3- The axis of educational learning process.

2.4. First: The axis of curriculum:

The definition of educational curriculum: All the experiences (activities or practices) planned by the school to help students achieve the desired educational outcomes, to the best of their abilities, whether inside or outside the school. It is a systematic and competency based package that learners must acquire, through structured learning experiences in the formal and informal framework of goal – based curricula, to competency – based curricula and to standard – based curricula. The process of focusing the curricula on pre-defined standards has been launched

from the United States, after the predominance of goal-based education, with an initial interest in competencies, and was launched in the year 1983 with the publication of the famous report entitled “A Nation at Risk”, which was prepared by the National Committee for Quality in Education.

Standard based curricula are the process of focusing the curriculum on pre-defined criteria. Standard – based education can be defined as a process of planning, delivering, managing and improving academic curricula and provide clearly defined academic content standards, the foundation of the content of education and evaluation. The adoption of standards in curricula is in line with the requirements of modern life. Standard based curricula are aimed at the following:

Building strong standards for subject matter and learner achievement.

Reinforcing learning practices and strategies that help learners achieve content and performance standards.

Using tests that measure the quality ratio in learners’ achievement of these standards.

Identifying the necessary resources for professional growth and strengthen the school system in schools in order to achieve and provide new strategies in teaching and learning.

Removing administrative and legal obstacles that hinder the application of the standards – based curriculum.

The standard is a specific statement of what students should know and can do in a given subject. The goal is one that you strive to achieve. There are many types of standards such as: Content standard, Performance standards and Standard of teaching. There are many reasons for adoption of the standards such as:

- Decline in the level of public education.
- Poor performance of the students according to global assessments.
- Policy makers have shifted to measuring outputs.
- Inequality in achievement due to gender and race.
- Global economic competition has imposed more demanding requirements on the normal worker.
- The link between health, education and teaching is seen as a public health issue.

The importance of standards includes:

- Accountability: The standard provides the basis for students and teachers to be accountable.
- Equality: The standards address the inequality of education and expectations of all students.
- Upgrading: The standards raise expectations for a new higher level.
- Systematic reform: Standards are the cornerstones of relevant reform elements, such as career development, examination, etc.

The development of the curriculum is based on an educational philosophy stemming from the objectives of the society and its ambitions and a clear vision in the minds of developers, at different levels, to the goals and objectives of the educational process. To ensure the quality of the curriculum, consideration must be given to the following:

The adoption of development based on clear and specific criteria – based goals that reflect the development of balanced and inclusive development.

The development should include the basics of curriculum, its components, methods of implementation, academic and pedagogical competencies, evaluation methods, evaluation tools and methods of analyzing its results.

The development of the spirit of cooperation through the participation of those involved in the educational process directly or indirectly, including institutions of civil society and various official institutions.

Continuity in the development process to ensure that the curriculum developed for all that is modern in the field of education.

The development takes the feature of the system to include the basic elements of inputs, processes, and outputs in order to move away from randomization in the development process.

Benefit from previous experiences to develop local, regional and global curricula, and the results of studies and research on learning, its methods, strategies, principles and foundations, and the impact of reinforcement and motivation and take responsibility for its success.

In order to achieve the required quality, several standards must be met, such as:

Extent to which the curriculum achieves the desired and described educational outputs.

The ability of the curriculum to succeed the learner and continue to study in the university or prepare to engage in the work.

The extent to which the curriculum is consistent with global developments and its content is supported by research and studies.

The extent to which the objectives of the curriculum reflect the national and international requirements and aspirations, and its ability to prepare the individual by containing it on national and international issues and linking the learner to them.

The extent to which the curriculum is respectful of moral education and the importance it deserves.

The extent to which the curriculum is flexible and integrated.

The extent of clarity of the curriculum contents.

The extent to which the content of the curriculum is focused on students and their individual differences.

The extent to which the curriculum allows the use of teaching methods and modern techniques in teaching.

The extent to which the curriculum is comprehensive and integrated.

The extent to which the curriculum allows the use of appropriate methods and advanced tools in the measurement and educational evaluation.

2.5. Second: Teacher Preparation Axis:

This axis addressed the following things:

Introducing a Bachelor's Degree in Teaching Preparation.

The development of scientific and humanities in the field of education that the number of hours of educational courses 33 hours out of 132.

Raising the level of teacher preparation programs to raise to the international standard, which currently requires five years to prepare the teacher academically and educationally (which is equivalent to 160 credit hours), 24 credit hours for practical training according to the integrated model, by granting the graduate at the end of the program a master's degree in education.

Providing teachers with attractive salaries to attract high – level students to become teachers and provide incentives as did other countries such as Japan and others.

Reviewing academic disciplines in universities and expanding the professional, applied and technical disciplines.

Reviewing the fundamentals of acceptance, take into account the abilities, attitudes, and aptitudes of learners and focus on learning that is relevant to the needs local and international community, to line their learning to life.

Developing plans for the development and training of teachers and enabling them to produce students who know how to learn and how to think, how to seize opportunities and innovate creative solutions by enabling them to thinking skills at different levels.

Developing a qualitative plan for the selection, recruitment and retention of teachers and to provide all the means to prepare the future generation.

Developing teacher preparation programs based on scientific research and learning theories.

Substantial financial support for the rehabilitation of teachers and professional development, giving them fair and reasonable salaries and providing supportive working conditions.

Create a respectable profession for teachers by giving them great authority and independence including responsibility for curriculum design and students assessment.

Considering the following in teacher preparation and training programs: work environment, leadership, high expectations of teachers, professional track and training track, evaluation and accountability of teachers, broad participation, quality assurance, the adoption of training programs and trainers, governance and decision making, justice, scientific research and educational studies.

2.6. Third: The axis of educational learning process

This axis addressed the following issues:

Providing an interactive learning environment, makes schools, institutes and universities factories for minds capable of effective thinking, skilled manpower and productive energies.

Determining the needs of learners in light of the development of knowledge and technology and work to meet them and respect their abilities and tendencies, and recognizing their ability to learn and innovate and changing traditional assessment tools.

Building national, internal and external partnerships to support the physical and technical development of education and the search for alternative sources to ensure quality learning, and providing an environment conducive to learning.

Developing a vision for the adoption of the Arabic language and the sources of Arab Islamic and international humanitarian heritage to be a source of interaction, change and development.

Studying the systems in developed countries and benefiting from their experiences, which led to the advancement of education in them, and their adaptation, especially in the field of science and mathematics.

Channing the roles of teachers, and the roles of textbooks and the roles of examinations to friend roles to the student and not threatened him.

Providing a learning environment that is stimulating and supportive to learning according to needs and capable of building human capacity.

Changing the school culture from teaching to learning organization.

Changing the role of school from the school of ready – made (indoctrination) to the laboratory school. In the laboratory search is about truth.

The main axes of the proposed roadmap for the Middle East University derived from the seventh discussion paper: Programs and curricula, Building student capacity, Teaching and evaluation methods

2.7. The first axis: Programs and curricula

The goal: Developing innovative educational programs and curricula and link them to the needs of society and the requirements of the knowledge society

Initiatives

- Updating existing plans and programs in light of linking education with outputs.
- Restructuring of some academic departments in the university.
- Developing technical, vocational applied programs and link them to the needs of sustainable development.
- Expanding the technical and applied graduate programs suitable for the labor market.
- Obtaining academic accreditation for university programs and faculties, and increasing internal efficiency, for programs and colleges.
- Shifting towards digital learning.

2.8. The second axis: Teaching and evaluation methods

The goal: Transition towards student – based learning to meet his/ her needs and develop his abilities.

Initiatives

- Creative thinking project.
- E-learning center project.
- A framework for ensuring the compatibility of the graduates' specifications with the requirements of the labor market.
- Comprehensive evaluation system for program outputs to determine the level of students and the expected by level of study and best practices.

2.9. The third axis: Building student capacities

The goal: Establishing positive values and enhancing the skills and knowledge needed for the future job market.

Initiatives

- Life-long learning and skill development project.
- Entrepreneurship project.
- An integrated matrix of personal skills leading to success in scientific and practical life and inclusion in the curriculum and extracurricular activities.
- Community responsibility project.
- “My university” project to link graduates to the university.

3. CONCLUSION

Currently, Jordan finding ways to improve stabilize, and merge Jordanian cultural uniqueness is a fundamental focus of education policy. Although embracing of any inclusive education reform is difficult, lengthy, and sometimes expensive, the rewards can be significant. It is inspiring that many recent signs indicate Jordanian education is concerned in reform, making plans and creating new policies to improve education.

The Seventh discussion paper of His Majesty King Abdullah II has inferences for theory, policy, and practice in a variety of ways, and its findings could enlighten the way fit back into the big picture of Jordanian reform. A large portion of the study's significance stems from discovering what amendments may be needed to successfully adapt e-learning to work within the unique context of Jordanian education.

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