

# (Blackboard)

\*

(365) 2009/2008

(325)

( ) :

(Learning Management Systems “LMS”)

Jayson, ) (Blackboard)

.(2006

(ICTE)

:

\*

.2010/9/2

2009/11/2

/

2004

" " " "  
" "  
(%80)

(%70)

12

60

( )

2200

12

:(LMS)

(Pittinsky, M., and Bell, T., 2005; Olsen, .

F., 2001; Jayson, S. , 2006)

:

Moodle; Sakai; Jenzabar; eCollege; WebCT; ):

(Blackboard

(Zhang, W., )

Perris, K., and Yeung, L., 2005; Bradford, P., Porciello, M.,

Balkon, N., and Backus, D., 2007; Tekinarslan, E., 2009)

:

: .1

(Bhagyayati E., Kurkovsky )

S. and Whitehead C., 2005; Servonsky, E., Daniels W., and

.Davis B., 2005)

(Bradford, P.,

Porciello, M., Balkon, N. and Backus, D., 2007)

1997

: .2

: .3

(Bowdoin College, 2005; Bradford, P., Porciello,  
.M., Balkon, N., and Backus, D., 2007)

:

(Graham C., Cagitay K., Lim B., Craner J,  
and Duffy T., 2001; Ojo, D.and Olakulehin, F., 2006).

:

.1

: .4

.2

: .5

:

)

.(

.3

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(Fazio and Roskos, 2008)

.4

.5

:

.6

(LMS)

:

(Blackboard)

(ICTE)

(LMS)

(ICTE)

) : (Blackboard) (Discussion Board) (Digital Dropbox)

(

(ICTE)

:

(ICTE)

(Belanger, 2004)

:

:(ICTE)

(30)

(Blackboard)

:

.2006/2005

:( )

:( )

:

(Fazio and Roskos, 2008)

(ICTE)

:

(Blackboard)

(ICTE)

.2009/2008

(Tekinarslan, 2009)

( )

)

(391) (331) .(

(Ojo and Olakulehin, 2006)

(Liang and Tsai, 2009)

(271)

(534)

(Bowdoin College, 2005)

168

%61

(Shu, Siu, and Gow, 2006)

(30) (186)

(Zhang, Perris, and Yeung, 2005)

382

(Akkoyunlu and Soylu, 2006)

(Belanger, 2004)

(64)

: 67

(365)

(ICTE)

2009/2008

(137) %62

(228)  
%38

Hong, Ridzuan, and Kuek, )

%85

(2003

(325)

: 487

:

:

:

(40)

:

35, 33, 31, 30, 20, )

(19, 17, 15, 13, 12, 11, 9, 8, 1

(38,34,28,26,25,24,14,10,7,6,5,4,3,2)

(40,39,32,29)

( )

(36,27,21,20,18,16)

=1)

( = 5

5 - 3.5

3.49 - 2.00

.2.00

: (ICTE)

:

-1

(Bowdoin College, 2005; Akkoyunlu and Soylu, 2006; Belanger, 2004; Liang and Tsai, 2009; Tekinarlan, 2009)

.2

(325)

-2

.3  
(SPSS)

(40)

(ICTE)

:

:

(ICTE)

:

"

(ICTE)

"

:

(Test-Retest)

(ICTE)

(1)

(1)

(Person-Correlation)

(

)

(0.83)

(%72)

(3.6)

:

Bb

:

35, 33, 31, 30, 20, 19, 17, 15, )

.1

(13, 12, 11, 9, 8,1

(ICTE)

2009/2008

" (19)  
 "Bb  
 (3.6) (3) %82 (4.1)  
 (Bowdoin : (%72) Bb " (30)  
 College, 2005; Zhang and others, 2005) (4.0) "  
 . %80

(40,39,32,29 )

(9)  
 " Bb "  
 %78 (3.9)  
 (Akkoyunlu and ):  
 .Soylu, 2006;Tekinarslan, 2009; Liang and Tasi, 2009

:  
 .(Belanger, 2004; Shu and others, 2006)

(38,34,28,26,25,24,14,10,7,6,5,4,3,2)

(36,27,21,20,18,16)

"(2)  
 " Bb  
 "(10) %80 (4.0)  
 Bb  
 (%80) (4.0) "  
 Bb

" (37)  
 Bb  
 (Hong and : "  
 .others, 2003; Ojo and Olakulehin, 2006) (%80) (4.0)

.(n=325)

78	1.1	3.9	Bb	1
80	1.1	4.0		2
72	1.4	3.6		.3
82	0.9	4.1	Bb	4
66	1.0	3.3	Bb	5
74	0.9	3.7	Bb	6
72	1.1	3.6	Bb	7
76	0.9	3.8	Bb	8
78	1.3	3.9		9
80	1.1	4.0	Bb	10
76	1.0	3.8	Bb	11
68	1.3	3.4	Bb	12
66	0.9	3.3	Bb	13
76	1.2	3.8		14
64	1.1	3.2	Bb	15
78	1.1	3.9	Bb	16
72	1.1	3.6	Bb	17
74	1.1	3.7	Bb	18
82	0.7	4.1	Bb	19
72	0.9	3.6	Bb	20
66	0.9	3.3	Bb	21
74	0.9	3.7	Bb	22
78	1.0	3.9	Bb	23
60	1.0	3.0	Bb	24
54	0.9	2.7	Bb	25
56	1.1	2.8	Bb	26
82	1.0	4.1	Bb	27
80	1.0	4.0	Bb	28
78	0.8	3.9	Bb	29
80	1.0	4.0	Bb	30
76	1.1	3.8	Bb	31
70	1.0	3.5	Bb	32
74	0.9	3.7	Bb	33
76	1.0	3.8	Bb	34
72	1.3	3.6	Bb	35
74	1.1	3.7	Bb	36
80	1.2	4.0	Bb	37
70	1.1	3.5	Bb	38
66	1.2	3.3	Bb	39
74	1.0	3.7	Bb	40
72	1.0	3.6		

.2

.3

:

.1

.4

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## **University of Jordan Students' Attitudes Towards the Use of the Blackboard as a Learning Tool**

*Abdelmuhdi Aljarrah \**

### **ABSTRACT**

The purpose of this study was to examine students' attitudes towards the use of Blackboard (Bb) as a learning tool, with particular reference to identifying obstacles to increased use. At the University of Jordan, all students in the ICTE high diploma program who had used Bb (365 students) were response on the research questionnaire that developed by the researcher for the purpose of this study, and (325) completely survey filled were return back. The data indicate that students strongly prefer using Blackboard largely, because it allows them to balance their other commitments more easily and gained more benefits in their education. Respondents also perceive that they achieve higher quality educational outcomes by using Blackboard.

In light of the results of this study, the researcher recommended that institutions in higher education in Jordan should take actions to use Blackboard or even to establish their own learning management system(LMS) as a standard tool, and support development of the students' professional competence.

**Keywords:** Blackboard (Bb); Learning Management System (LMS); Attitudes.

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