

EDUWAVE

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(10) (EDUWAVE)
(90)

.2009/2008

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.(2002)
(1985)

(Abuhmaid, 2009)

(2003)

.(Brown, 2006) (1994)

.2010/8/2

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.(2005) (1995)

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.(2003)

(Abuhmaid,

2009)

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.(2005

(EDUWAVE)

(Learning Management System)

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(EDUWAVE)

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(Hamilton and

Middleton, 2002)

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(%89) (2006) (2006)
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(335)

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	%				
2	80.0	0.68	4.00		1
10	72.8	1.01	3.64		2
4	78.6	0.62	3.93		3
3	80.0	0.78	4.00	(home page)	4
6	77.2	0.95	3.86		5
14	62.8	1.29	3.14		6
1	81.4	0.73	4.07		7
15	62.8	1.35	3.14		8
12	67.2	1.28	3.36		9
16	62.8	1.35	3.14		10
5	78.6	1.07	3.93		11
8	74.2	0.91	3.71		12
9	74.2	1.27	3.71		13
13	65.8	1.27	3.29		14
18	61.4	1.38	3.07		15
19	60.0	1.36	3.00		16
7	77.2	0.95	3.86		17
17	62.8	1.29	3.14		18
11	70.0	1.51	3.50		19
	71.0	0.27	3.55		

(2)

3.00)

(4.07

. (Bahhyan, 2007)

(3)

بينما أشارت النتائج إلى عدم الرضا عن إمكانية تواصل المعلمين مع
القائمين على الموقع عند حدوث خلل ما، مما يشير لضرورة الانتباه لذلك
في المستقبل.

(3)

	%				
1	80.0	1.52	4.00		1
9	57.4	1.21	2.87		2
2	80.0	1.11	4.00		3
4	75.8	1.58	3.79		4
3	78.6	1.27	3.93		5
5	62.8	1.46	3.14		6
8	57.4	1.21	2.87		7
6	59.0	1.30	2.95		8
7	58.6	1.14	2.93		9
	67.7	0.17	3.37		

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(3)

(Abuhmaid, 2009, Harrison and Comber, C. et al., 2002, Levin and Wadmany, 2008)

(3)

(4.00 2.87)

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.(Harrison and Comber et al., 2002)

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	%				
13	59.4	1.36	2.97		1
17	54.2	1.44	2.71		2
18	54.2	1.14	2.71		3
14	58.6	1.33	2.93		4
19	54.2	1.33	2.71		5
1	78.6	1.44	3.93		6
2	71.4	1.34	3.57		7
8	64.2	1.42	3.21		8
3	71.4	1.70	3.57		9
10	62.8	1.46	3.14		10
6	67.2	1.39	3.36		11
4	71.4	1.40	3.57		12
22	43.2	1.35	2.16		13
20	52.6	1.33	2.63		14
16	55.2	1.29	2.76		15
12	62.0	1.45	3.10		16
5	70.0	1.34	3.50		17
11	62.8	1.23	3.14		18
9	64.2	1.37	3.21		19
21	51.2	1.33	2.56		20
15	57.2	1.44	2.86		21
7	67.2	1.50	3.36		22
0	61.5	0.11	2.97		

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(3.93 2.56)

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1.25	3.79		1
1.07	3.93		2
1.12	3.79		3
1.22	3.64		4
1.17	3.86		5
1.42	3.79		6
1.34	3.36		7
1.05	3.79		8
1.27	3.93		9
0.80	4.21		10
1.28	3.57		11
1.11	4.00		12
1.17	3.86		13
1.18	4.00		14
1.11	4.00		15
1.17	3.86		16
1.19	3.79		17
0.14	3.83		

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The Obstacles of Utilization EDUWAVE from the Perspective of Public Schools Teachers in Amman and their Attitudes Towards It

*Ahmad Ibrahim Rashed Soman and Mohammad Abdel-Wahhab Hashem Hamzeh**

ABSTRACT

This study was conducted to find out the obstacles facing the use of the Learning Management System (EDUWAVE) through teachers' point of view in the Jordanian public schools, and their attitudes towards it. A total of 90 teachers from 10 Public Schools in Amman participated in the study, which were selected randomly. The study used a questionnaire and focused on four main areas of interest: obstacles concerning the EDUWAVE design and components, access issues, using EDUWAVE in teaching management and Teachers' attitudes towards using EDUWAVE in teaching. The findings showed teachers' satisfaction with the design and components of EDUWAVE, and several problems engulf teachers' attempts to utilize EDUWAVE and some access issues, and they expressed negative responses regarding using EDUWAVE in teaching management. While the responses were positive regarding using EDUWAVE in teaching, the results can give a clear idea about problems to be tackled in order for the digitization of the EDUWAVE to succeed.

Keywords: Obstacles, EDUWAVE, Directions.

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