

Co-funded by the
Erasmus+ Programme
of the European Union

Project Title: Modernization of Teaching Methodologies in Higher Education: Eu Experience For Jordan And Palestinian Territory

Project acronym: METHODS

Project Number: 561940-EPP-1-2015-1-JO-EPPKA2-CBHE-JP

Funding scheme: Erasmus+ Programme (Capacity-Building projects in the field of Higher Education (E+CBHE))

Start date of the project: 15/10/2015

Duration: 36 months

Deliverable title	Faculty Members' Questionnaire Statistical Analysis Report-(Jordan University for Science and Technology)		
Author(s)	Dr. Muhannad Al-Shboul and Dr. Ali Al-Rodan		
Organisation name(s)	The University of Jordan		
Deliverable No.	2.1		
Deliverable Type	Report		
WP Number	2		
WP Leader	PU		
Due date of delivery		Project month	
Submission date		Project month	
Total number of pages	38		

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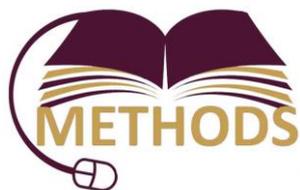
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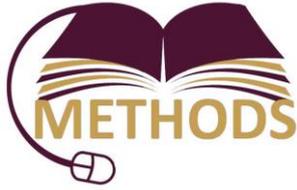
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INTRODUCTION

Methods is a 3-year project that started on the 15th October, 2015 and is co-funded by the Erasmus+ programme of the European Union. It is coordinated by The University of Jordan (UJ) with 14 partners from Jordan, Palestine and European countries.

The project aims at improving the quality of teaching and learning at the partner universities with cooperation of EU-experience through incorporating technological tools in consistence with pedagogical best practices and by building the capacity of the universities to evaluate, develop and design e-curricula.

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The main aim of the project will be achieved through Establishing a national centers in both Jordan and Palestine interested in modernizing higher education to be as a hub for utilizing best practices in ICT in education, and for hosting a portal for sharing these experiences; Implementing smart class rooms in partners' universities; Developing the capacity of the staff at the partners' universities from diverse discipline, to be responsible for developing learning objects built in best practices in utilising ICT in education; and also through Cooperation with EU partners through mutual visits to develop strategies for moving from teaching to learning and develop scalable sustainable solutions.

The purpose of this Questionnaire was to investigate faculty members' perceptions towards the use of Information and Communication Technology (ICT) at Jordan University for Science and Technology (JUST) in specific, and in higher education institutions in Jordan, in general; and the issues and concerns influencing their perceptions. In addition, the overall aim of this Questionnaire was to explore the major challenges and obstructions facing the implementation of ICT by faculty members at the JUST. The core findings of this Survey are as follows:

RESULTS / DISCUSSION

Question 1: What is the name of your University?

Out of 484 respondents who completed the survey from eight partner universities in Jordan and Palestine, 36 (7.4%) were from Jordan University for Science and Technology, (JUST) as shown in Figure 1 and Figure 2 respectively. JUST has the lowest percentage of all universities.

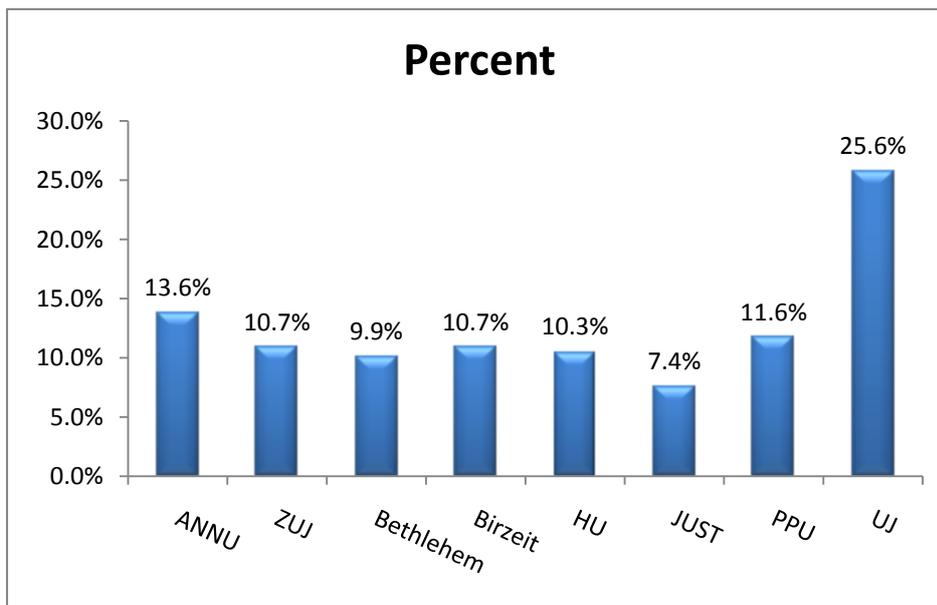


Figure 1. Distribution of Faculty Respondents by University (Percentage)

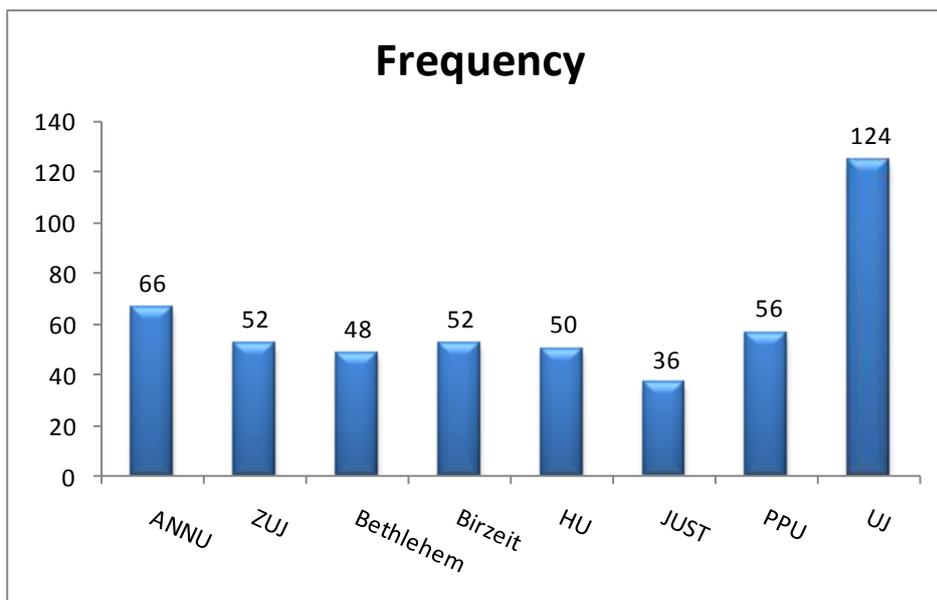


Figure 2. Distribution of Faculty Respondents by University (Frequency)

Question 2: What is your age?

The responding faculty age consisted of 3 less than 30 years old (8.3%), 15 between 30 and 45 years old (41.7%), 15 between 45 and 60 years old (41.7%), and 3 more than 60 years old (8.3%) as shown in Figure 3.

The results gathered from this question of the survey indicated a normal distribution of faculty member respondents. It is noteworthy though that the very high participation of faculty is between 30-60 years old (83.4%). This is interesting since this segment of users is most likely to not have been accustomed to utilize ICT into their teaching. Hence, their input will benefit the Methods project in terms of figuring out what would motivate this group of participants to incorporate ICT into their teaching.

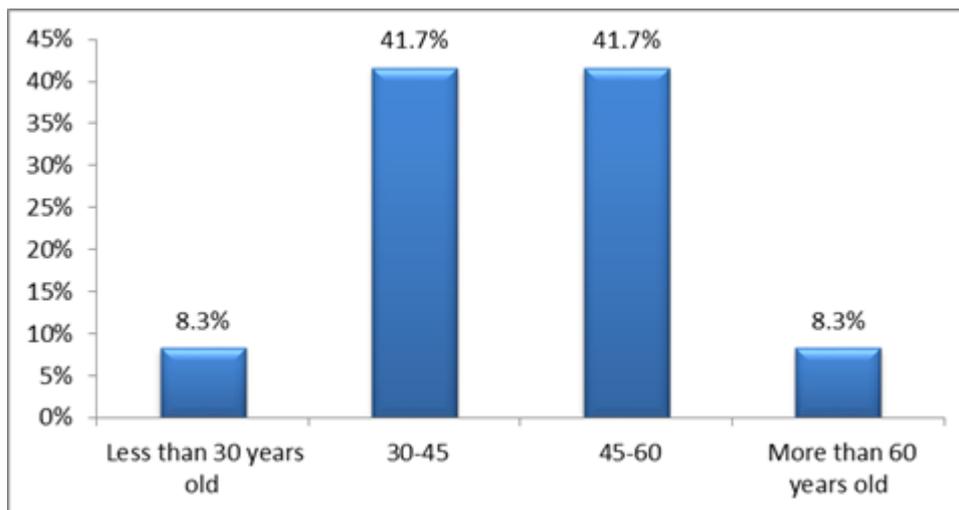


Figure 3. Distribution of Faculty Respondents by Age (Percentage)

Nevertheless, it is important to point out that the total responses for this survey is 36. Therefore, the percentage chart (above) represents the valid values. Thus, in the following figures, each Percentage chart represents a valid percentage values (without the missing data or "No Answer"); whereas, the Frequency chart provides all values (N=36).

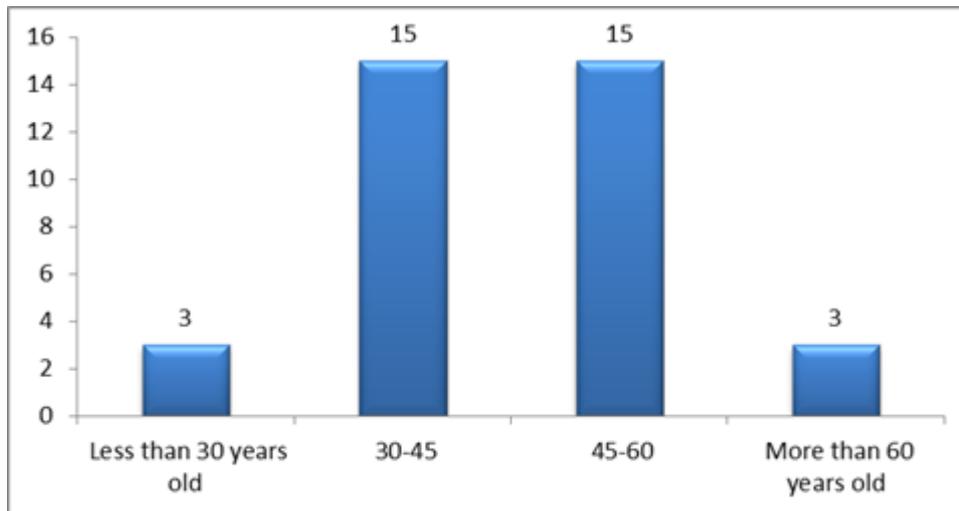


Figure 4. Distribution of Faculty Respondents by Age (Frequency)

Question 3: What is your current faculty rank?

The responding faculty rank consisted of 4 lecturers (11.4%), 7 assistant professors (20%), 7 associate professors (20%), 17 full professors (48.6%), and 0 Educational Technologist (0%) as shown in Figure 5 and Figure 6 respectively.

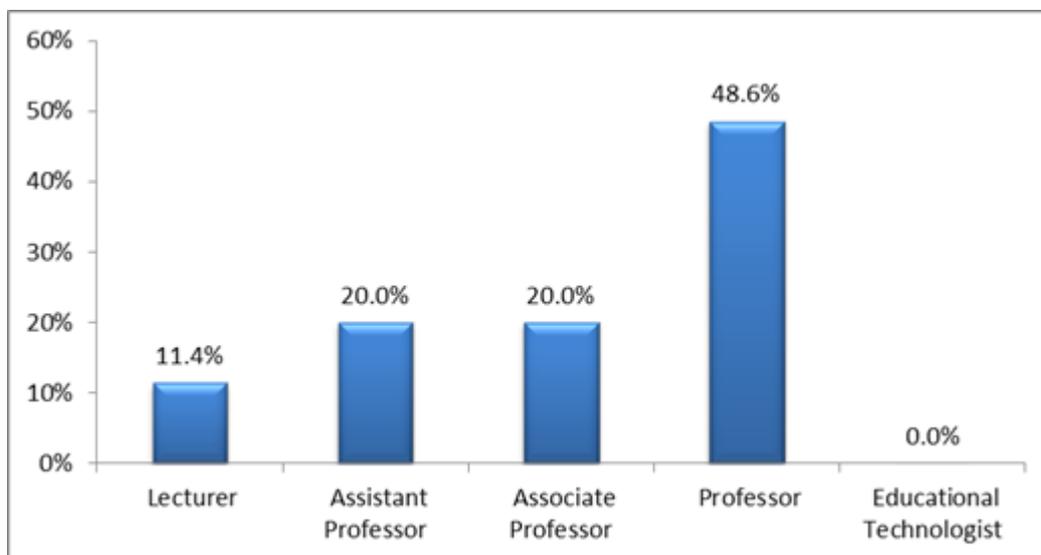


Figure 5. Distribution of Faculty Respondents by Rank (Percentage)

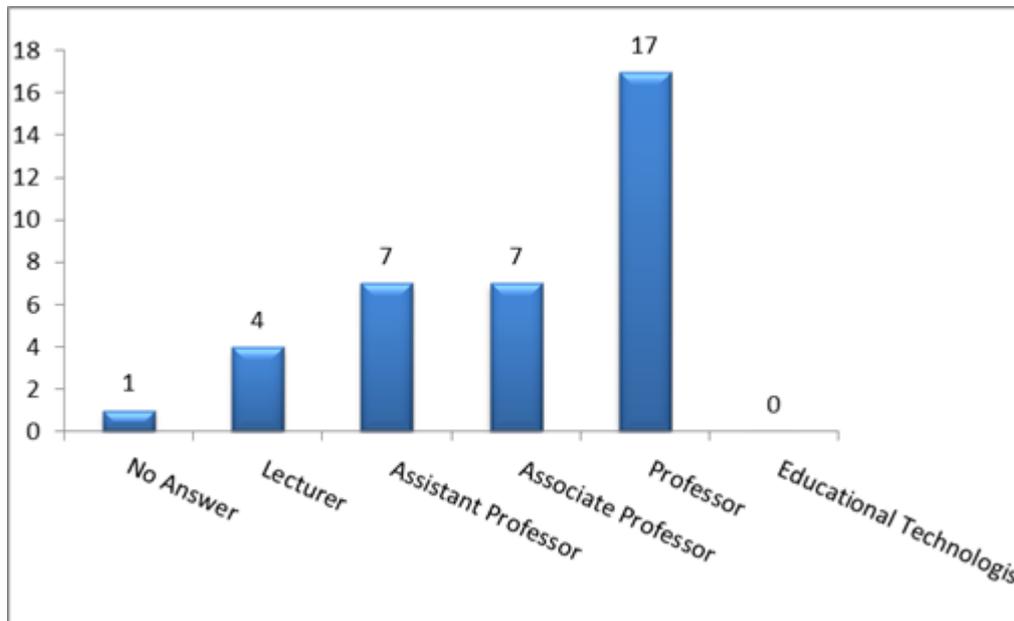


Figure 6. Distribution of Faculty Respondents by Rank (Frequency)

The results gathered from this question indicated a normal distribution of faculty member respondents. It is noteworthy though that the very high participation of faculty is holding a Professor rank (48.6%). This is interesting since this segment of users is the most likely segment to include best practices and advise for utilizing ICT in education. Hence, their input will benefit the Methods project in terms of figuring out what would motivate this group of participants to employ ICT into their teaching.

Question 4: Including the current year, how many years of teaching experience do you have?

The responding faculty teaching experience includes 7 who have 0-5 years of teaching experience (19.4%), 10 who have 6-10 years of teaching experience (27.8%), 6 who have 11-15 years of teaching experience (16.7%), 5 who have 16-20 years of teaching experience (13.9%), 4 who have 21-25 years of teaching experience (11.1%) and 4 who have more than 26 years of teaching experience (11.1%) as shown in Figure 7 and Figure 8 respectively.

It is noteworthy though that the very high participation of faculty have 6-10 years of experience (27.8%). This means that the young faculty members are well represented in this study and their input will be taken into account.

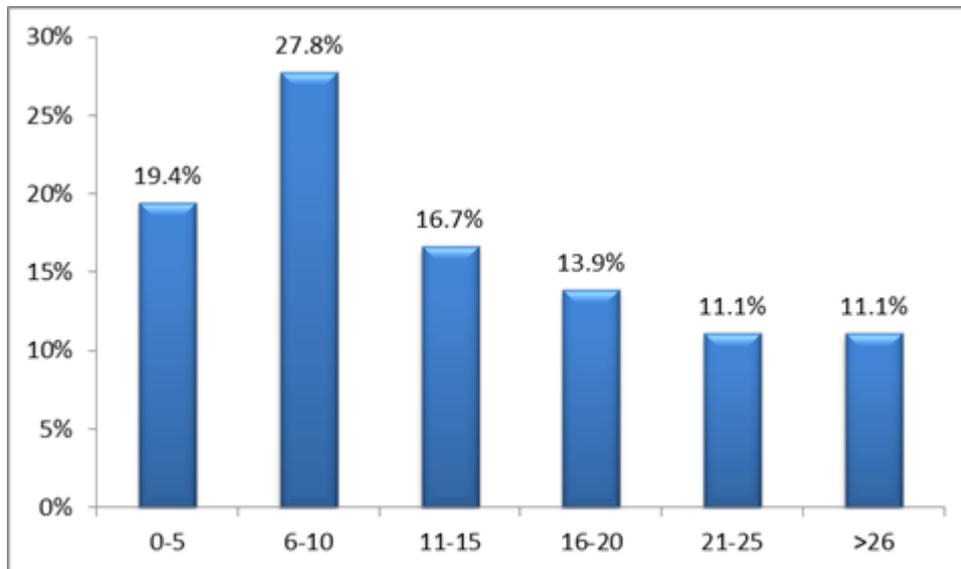


Figure 7. Distribution of Faculty Respondents by Teaching Experience (Percentage)

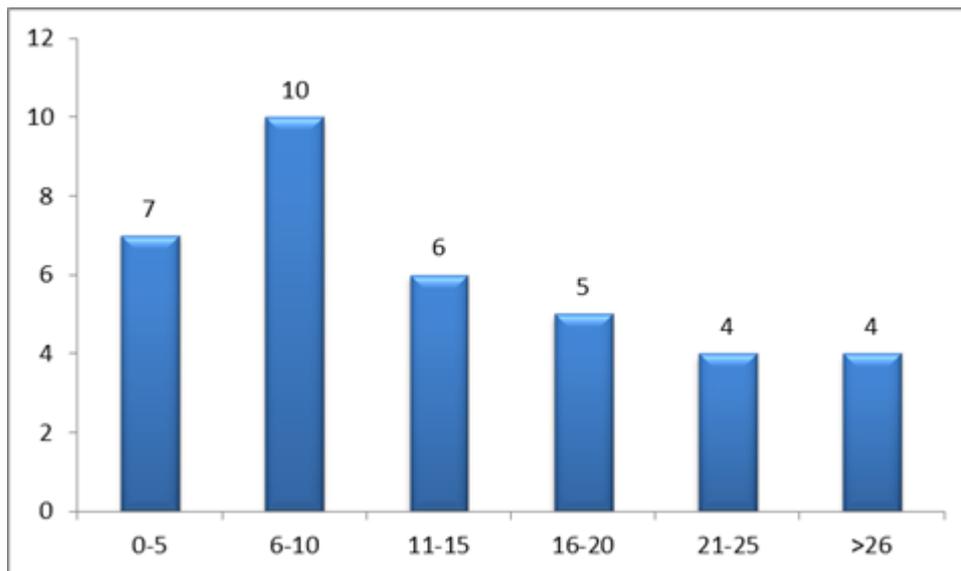


Figure 8. Distribution of Faculty Respondents by Teaching Experience (Frequency)

Question 5: If you use ICT in teaching, how many years have you used ICT in instruction?

The results indicated that 20 respondents are using ICT for less than 5 years (60.6%), 7 respondents are using ICT from 6 to 10 years (21.2%), 5 respondents are using ICT from 11 to 15 years (15.2%), and 1 respondent is using ICT for more than 20 years (3%); however, there were 3 respondents had not answered this question. See Figures 9 and 10 below.

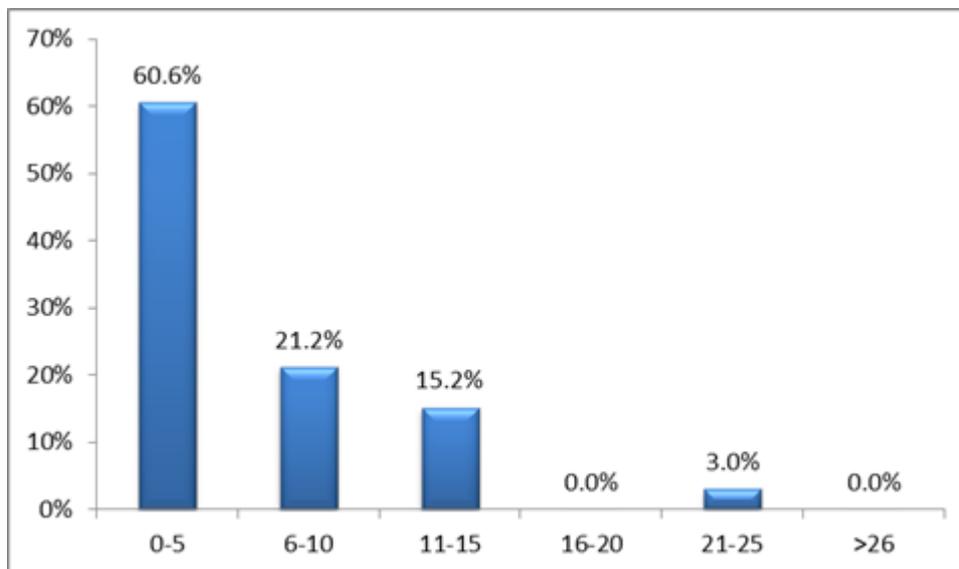


Figure 9. Distribution of Faculty Respondents by the Use of ICT in Teaching or Instruction (Percentage)

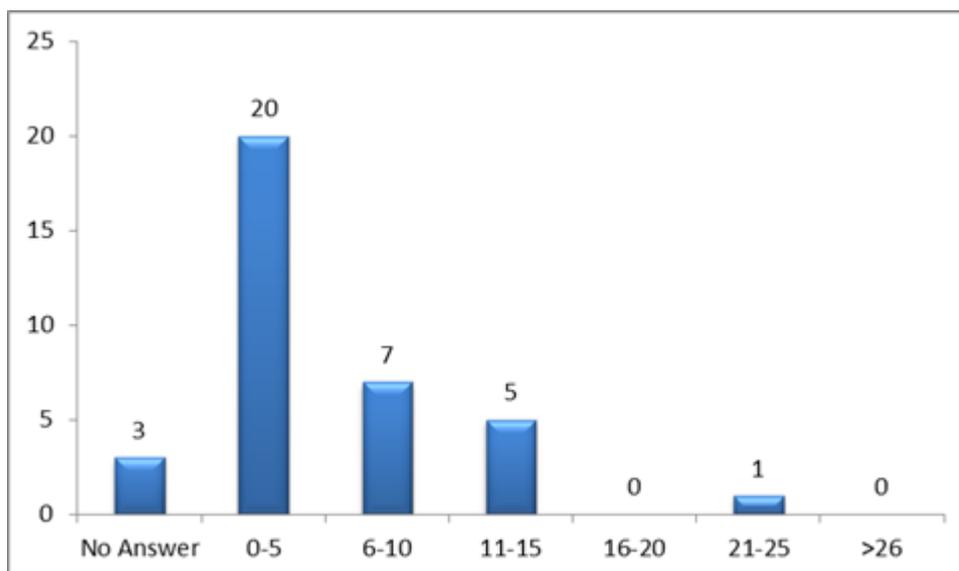


Figure 10. Distribution of Faculty Respondents by the Use of ICT in Teaching or Instruction (Frequency)

The results indicated that the majority of respondents are using ICT for less than 5 years (60.6%); this is normal. The user who had indicated that he or she has been using ICT for more than 26 years is interesting. The fact that there was no choice of Zero years (non-user) which could be the reason why 3 respondents had not answered this question; they must have been all ICT non-users.

Question 6: In what Faculty do you teach?

The results indicated that there were 22 respondents from School of Engineering and Technology (14.5%), 6 respondents from School of Science (16.9%), 2 respondents from Arts and Humanities Schools (19.4%), 5 respondents from Health Schools (20.2%), 1 respondents from School of Business (2.4%), and there is no any respondent from other schools. Figures 11 and 12 show the participants’ representation with regard to the discipline.

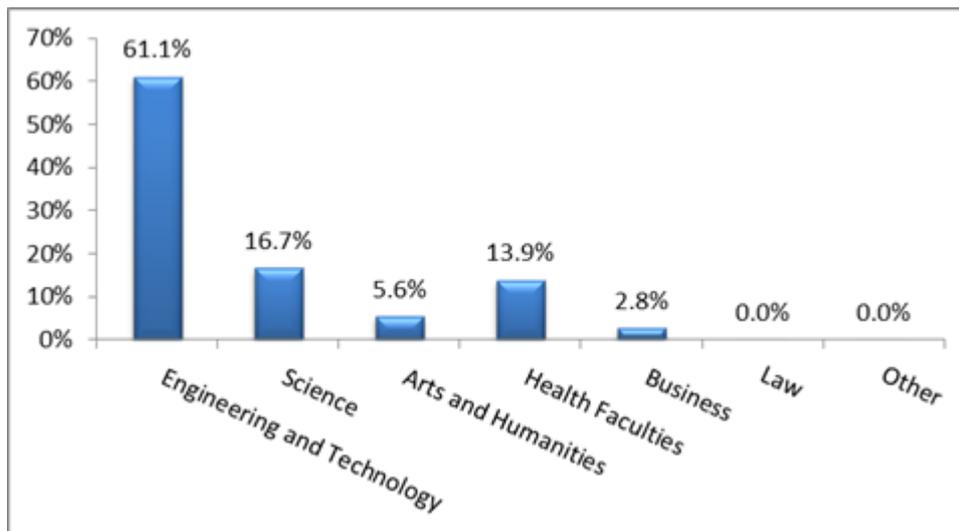


Figure 11. Participants Representation with Regard to the Discipline (Percentage) (N=36)

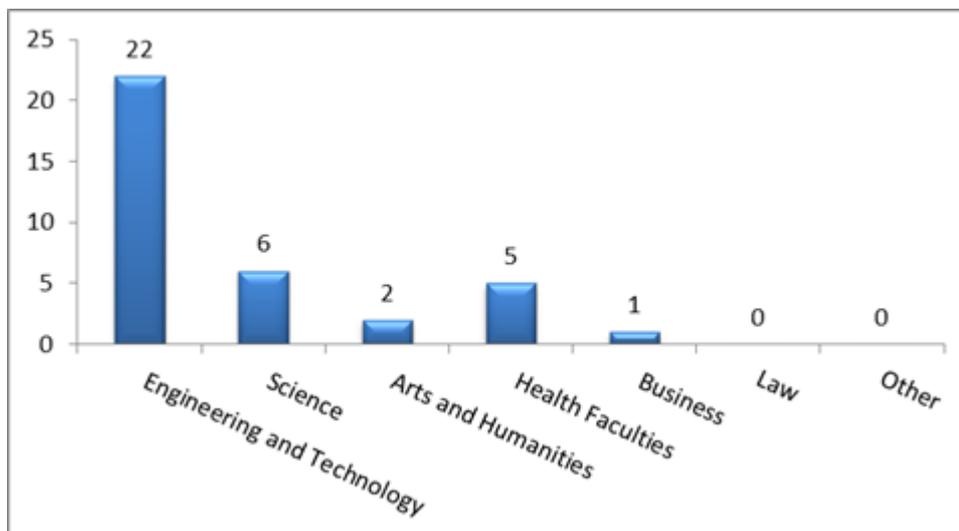


Figure 12. Participants Representation with Regard to the Discipline (Frequency) (N=36)

Question 7: What type of ICT delivery tools are you currently using or previously have used?

In a question about the type of ICT delivery tools faculty members are currently using or previously have used, the faculty respondents indicated that they are currently using or previously have used most is Moodle. Twenty-four faculty members indicated that they are using or have used this type of ICT tool (54.5%). Seven faculty members indicated that they are using or have used Blackboard as ICT delivery tool (15.9%). Five faculty members indicated that they are using or have used WebCT (11.4). Three faculty members indicated that they are using or have used Self-created Webpage as ICT delivery tool (6.8%). Two faculty members indicated that they are using or have used Mobile Learning (Twitter/Facebook/WhatsApp) or Webboard for delivery of their classroom instructions (4.6%). However, 3 faculty members indicated that they have used other ICT tools (6.8%). Figures 13 and 14 illustrate the type of ICT delivery tools that the respondents' faculty are currently using or previously have used most.

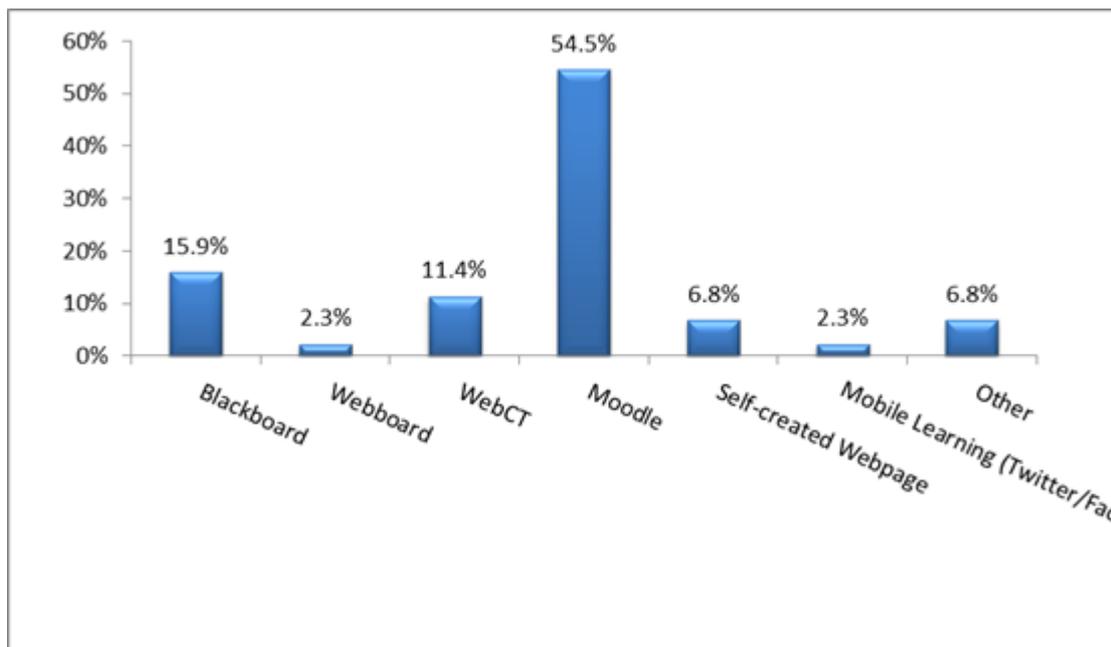


Figure 13. Type of ICT Delivery Tools Are Currently Using or Previously Have Used Most by the Faculty Respondents (Percentage)

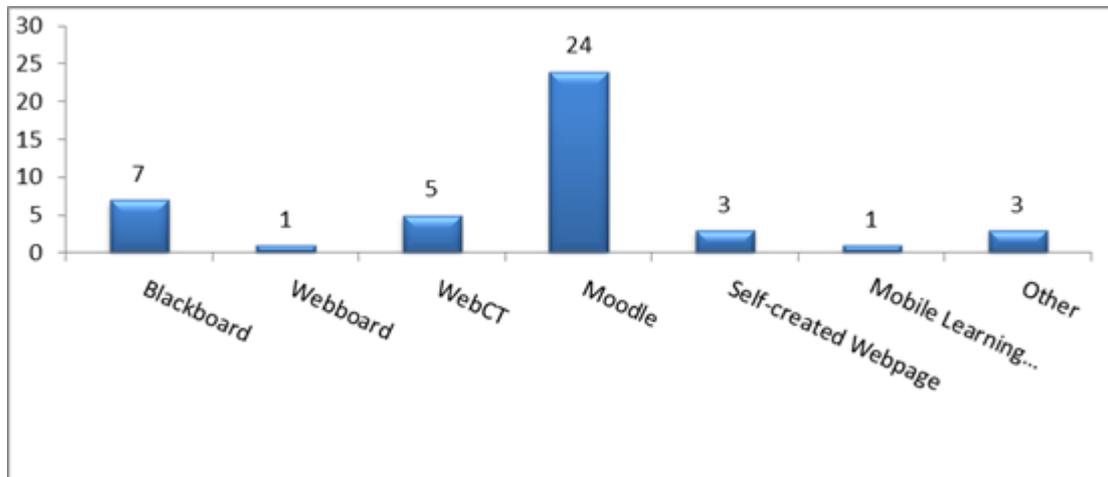


Figure 14. Type of ICT Delivery Tools Are Currently Using or Previously Have Used Most by the Faculty Respondents (Frequency)

Question 8: As a current faculty member, which statement of the following applies to you (you can select more than one)?

In a question about faculty members’ plans regarding using ICT tools in education, 5 faculty members indicated that they have no plans to teach a course using ICT tools (7.6%). Twenty-three faculty members indicated that they plan to teach a course utilizing best practices in ICT in education in the coming year (34.8%). Nineteen faculty members indicated that they have taught a course utilized best practices in ICT in education (28.8%). Nineteen faculty members indicated that they currently teach a course utilizing best practices in ICT in education (28.8%).

However, it is important to mention that the total responses for this question is ($N=66$) since the respondents were allowed to choose more than one answer in this question. Figures 15 and 16 represent faculty members’ plans regarding using ICT tools in education.

The results indicated that a very large number of respondents (34.8%) plan or have the intention to use ICT in education in the coming year. About (57.6%) are currently teaching a course utilizing best practices in ICT in education or previously had taught a course utilized best practices in ICT in education.

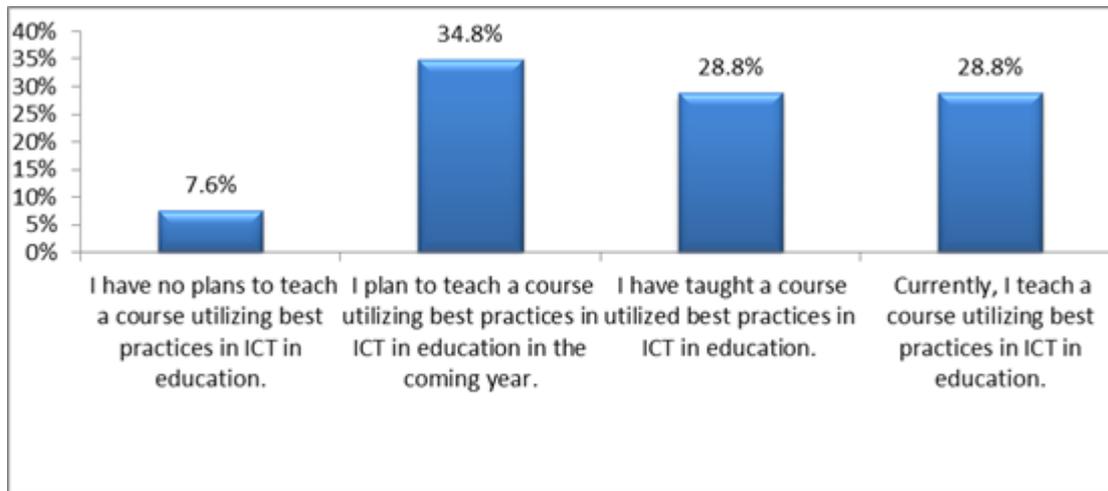


Figure 15. Faculty Members’ Plans Regarding Using ICT Tools in Education (Percentage)

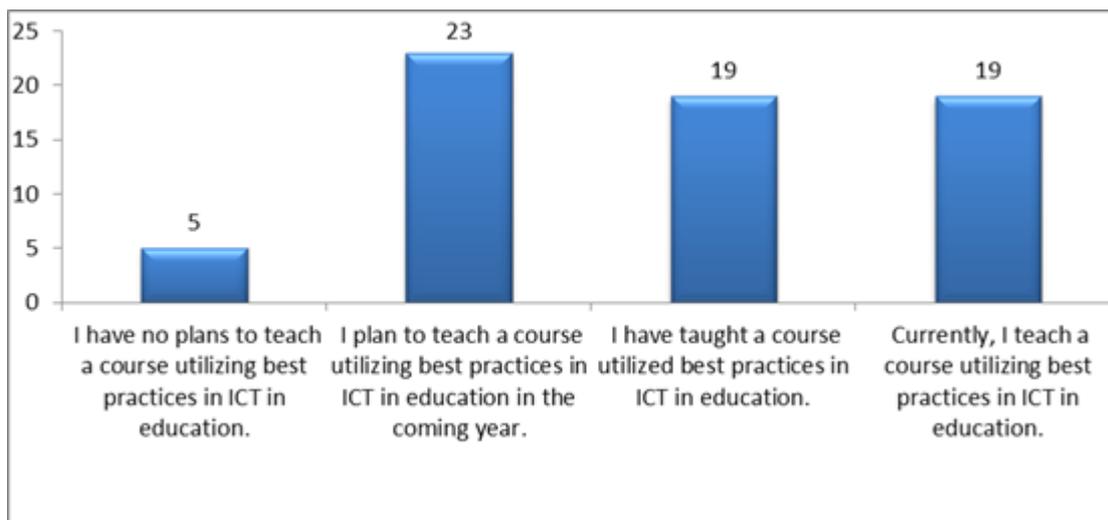


Figure 16. Faculty Members’ Plans Regarding Using ICT Tools in Education (Frequency)

Question 9: How many courses, regardless of the area of subject, have you taught utilizing ICT?

As shown in Figures 17 and 18 below, the results revealed that 10 respondents (31.3%) (which is the largest number) have taught 2 courses utilizing ICT; while 3 respondents (9.4%) has taught 8. However, there were 4 respondents who did not answer this question.

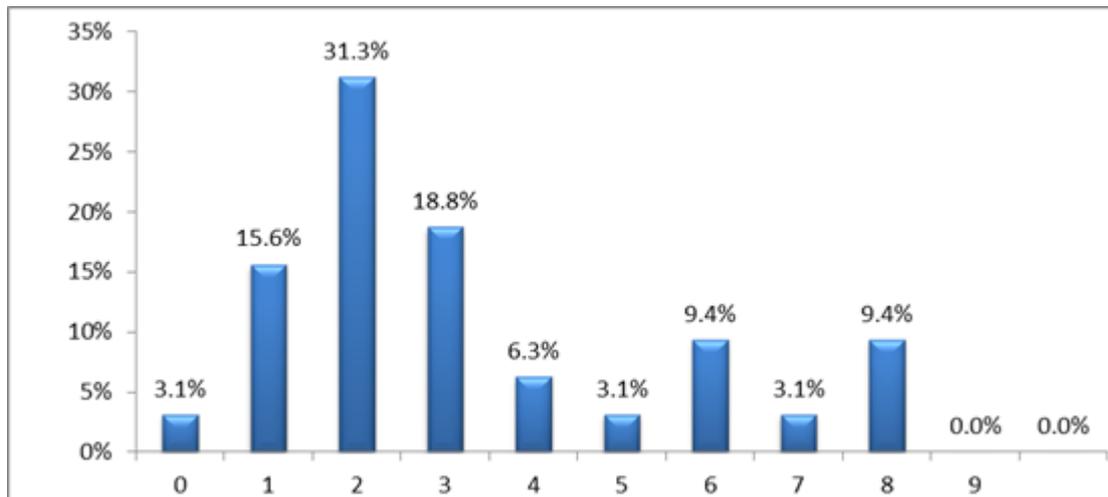


Figure 17. Number of Courses that were Taught Utilizing ICT (Percentage)

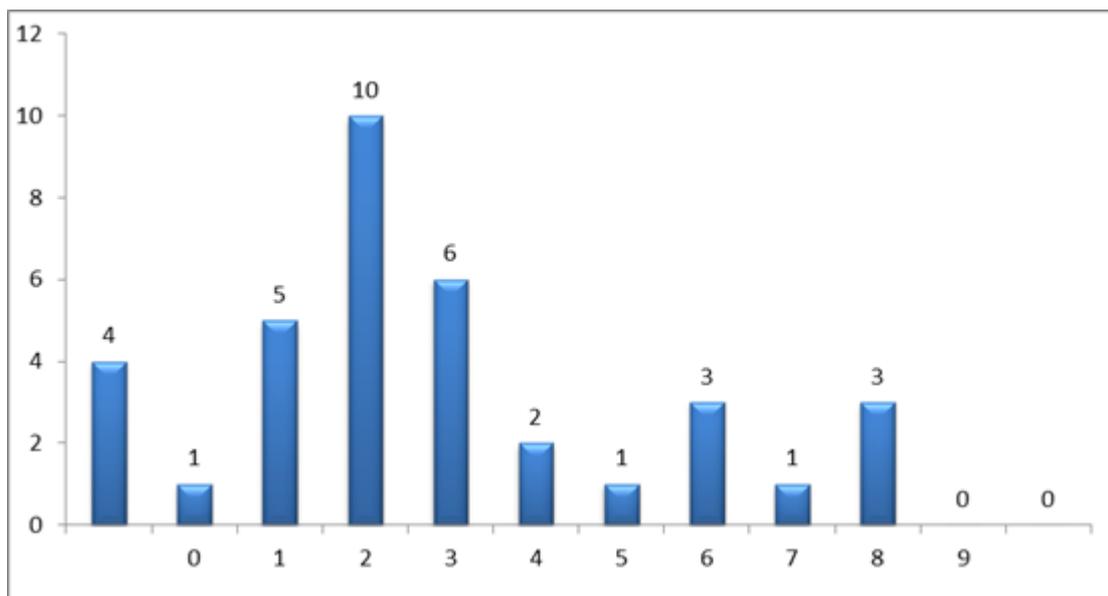


Figure 18. Number of Courses that were Taught Utilizing ICT (Frequency)

Question 10: Have you attended ICT training sessions?

Survey question 10 asked if faculty members have attended a training session about ICT use. Five faculty members indicated that they have attended a training session about ICT use (14.3%). Thirty faculty members indicated that they have not attended a training session regarding ICT use (85.7%) as shown in Figure 19; while there was 1 respondent did not provide an answer to this question of the survey as shown in Figure 20.

The results indicated that the majority of the respondents have not attended ICT training sessions; hence, those who did not attend ICT training sessions may have used other resources to learn ICT best practices.

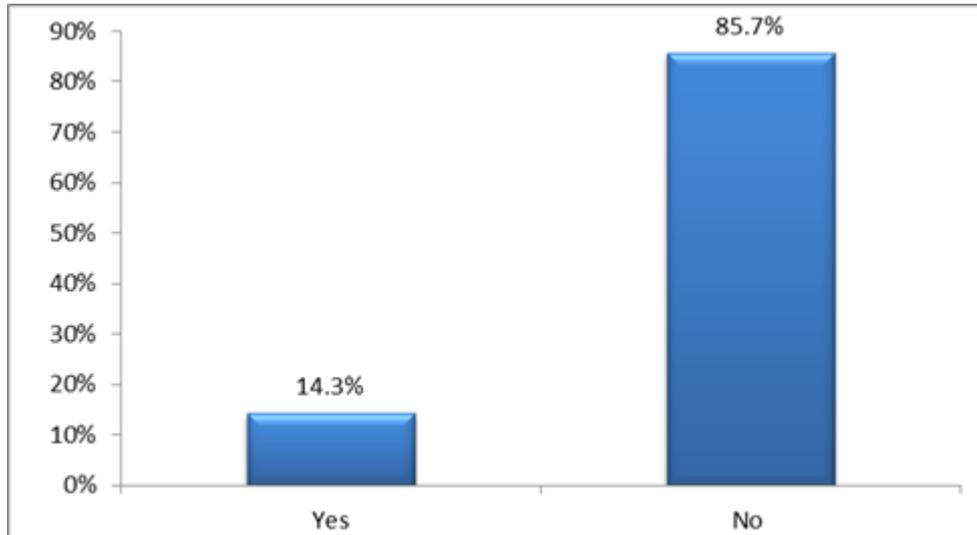


Figure 19. Attend a Training Session about ICT Use (Percentage)

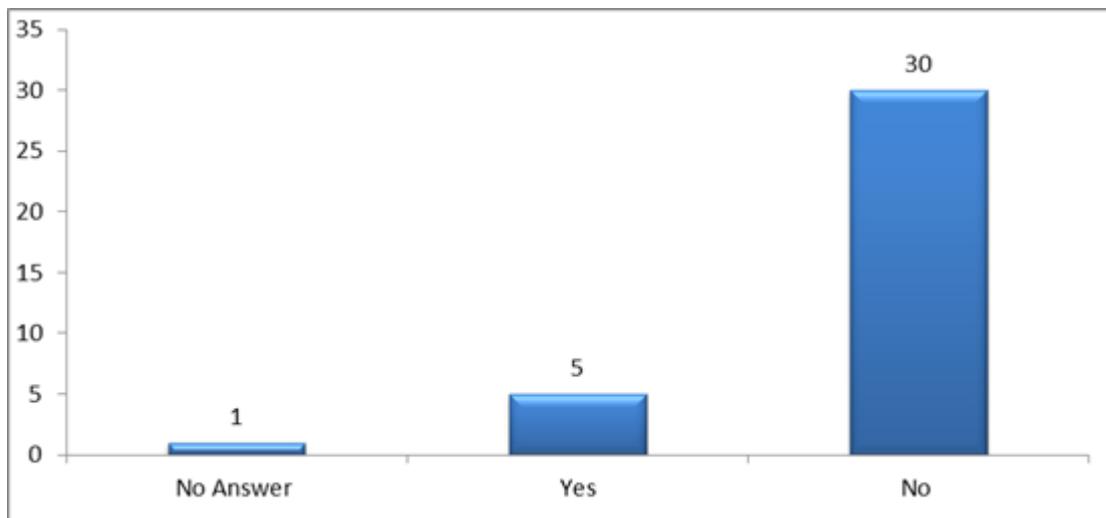


Figure 20. Attend a Training Session about ICT Use (Frequency)

Question 11: For the purpose of this study, the term, ICT user, refers to a faculty member who is currently using or previously has used ICT tools. Whereas, the term, ICT non-user, refers to a faculty member who never has used ICT tools. Based on these two definitions, do you consider yourself ICT user?

In a question asked about the classification of the ICT users, ICT faculty users versus ICT faculty non-users. Thirty faculty members (the majority) classified themselves as ICT faculty

users (83.3%), whereas 6 faculty members classified themselves as ICT faculty non-users (16.7%) as shown in Figure 21.

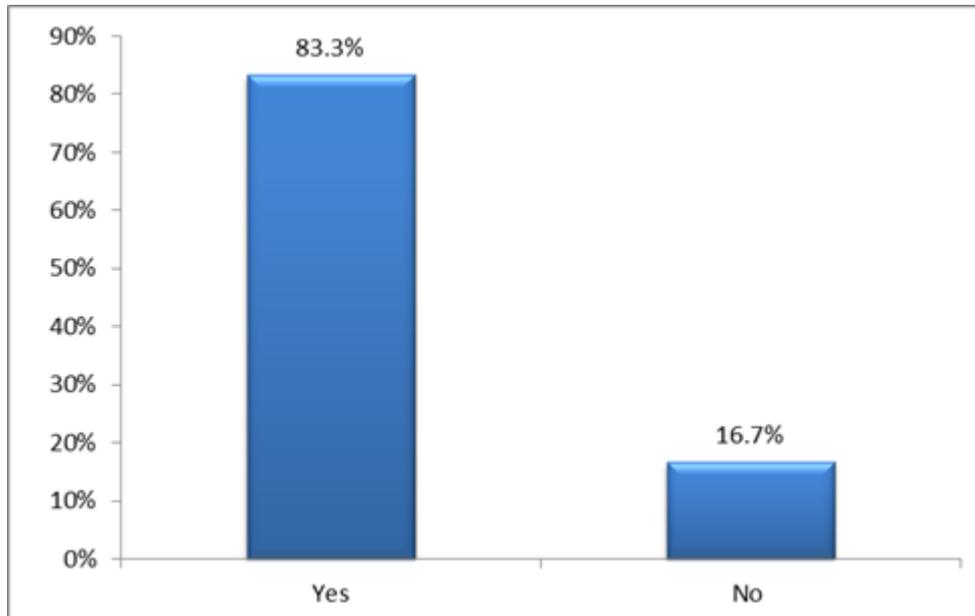


Figure 21. Faculty Users and Non-users of ICT Tools (Valid Percent)

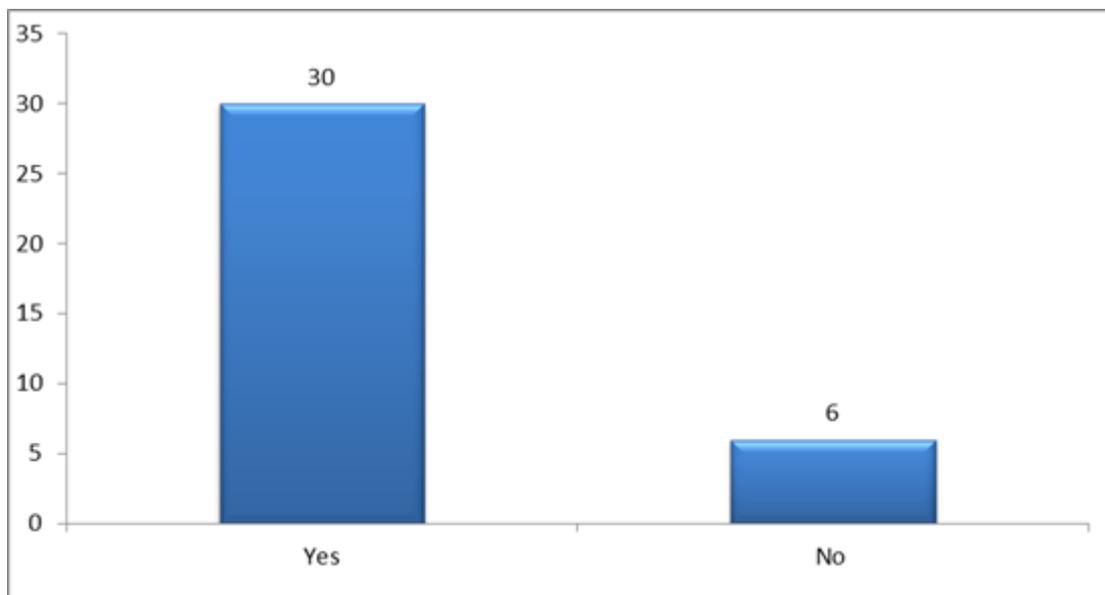


Figure 22. Faculty Users and Non-users of ICT Tools (Frequency)

Question 12: If the answer of question above is “Yes”, please skip questions (13 – 16).

This is not a question and hence its results below were ignored. Actually, this question is designed to transfer the respondents ICT non-users to question 13 or to skip questions 13-16 for ICT users and move them to question 17 directly. Consequently, there is no chart for this question since it is not a part of the survey.

Code	Value	Frequency	Percentage
0	No Answer	12	33.33%
1	Yes	21	58.33%
2	No	3	8.33%
	Total	36	100.00%

Important Note: Questions (13-16) targeted the ICT non-user only; thus, there were merely **6** respondents who answered this question as a faculty member ICT non-user.

Question 13: As a faculty non-user of ICT, would you be interested in using or adopting ICT in the future?

Figure 23 corresponds to question 13 of the survey, which was for ICT faculty non-users only (N=6), asking whether they would be interested in using or adopting ICT tools in their teaching practices in the future. This finding confirms that all of the ICT faculty non-users respondents, who answered "Yes" to this question, are interested in using ICT tools in the future.

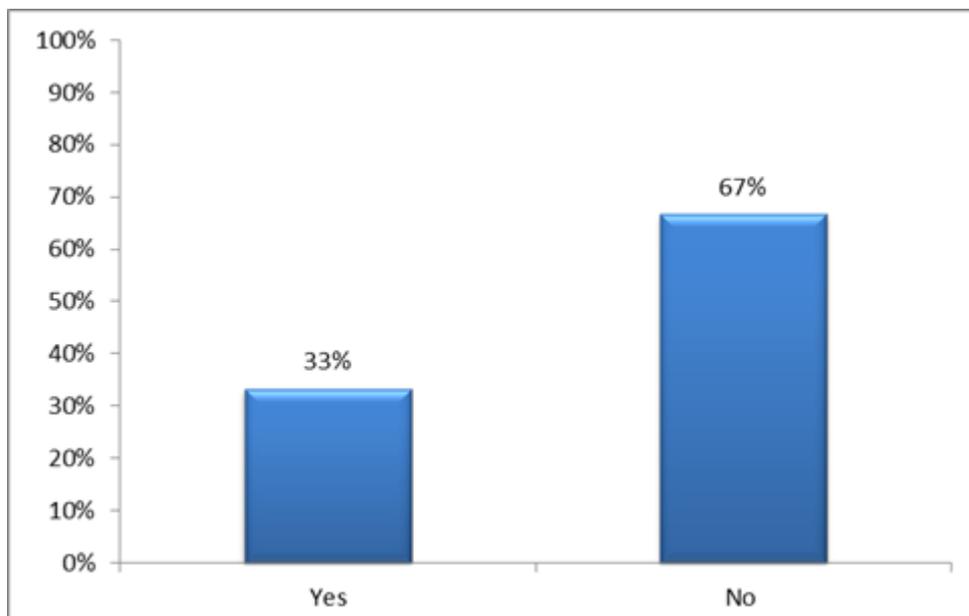


Figure 23. ICT Faculty Non-users’ Interest in Using or Adopting ICT in the Future (Valid Percent)

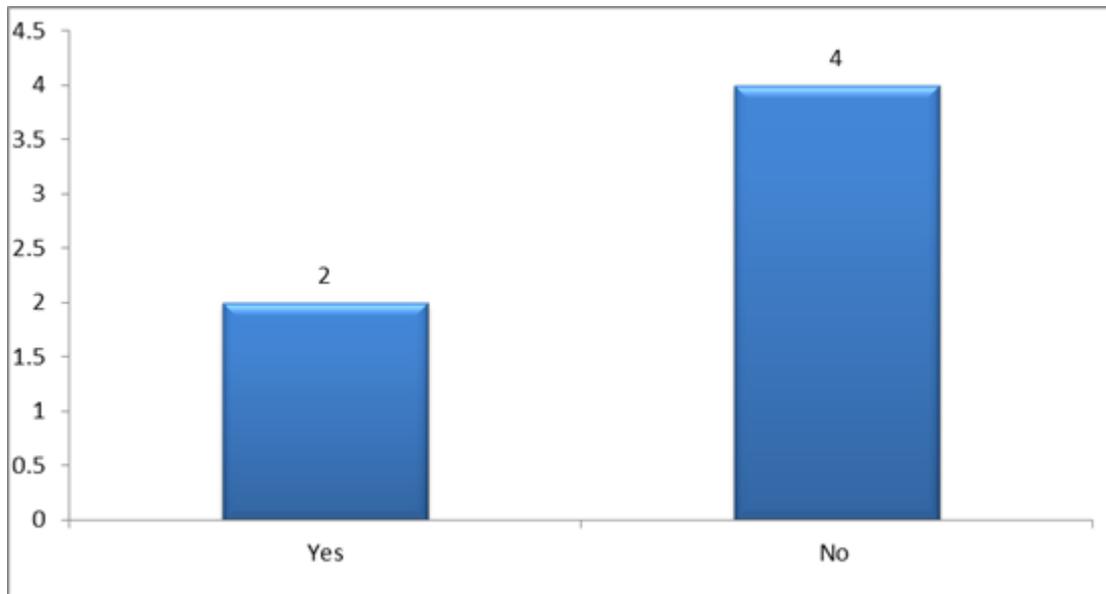


Figure 24. ICT Faculty Non-users' Interest in Using or Adopting ICT in the Future (Frequency)

Question 14: As a faculty non-user of ICT, would you be willing to or interested in teaching a course that utilizes ICT tools in the future?

Figure 25 corresponds to question 14 of the survey, which was for ICT faculty non-users only, asking whether they would be willing to or be interested in teaching a course that utilizes ICT tools in the future. This result verifies that one-third of the ICT faculty non-users respondents, who answered "Yes" to this question, are willing to or interest in teaching a course that utilizes ICT tools in the future.

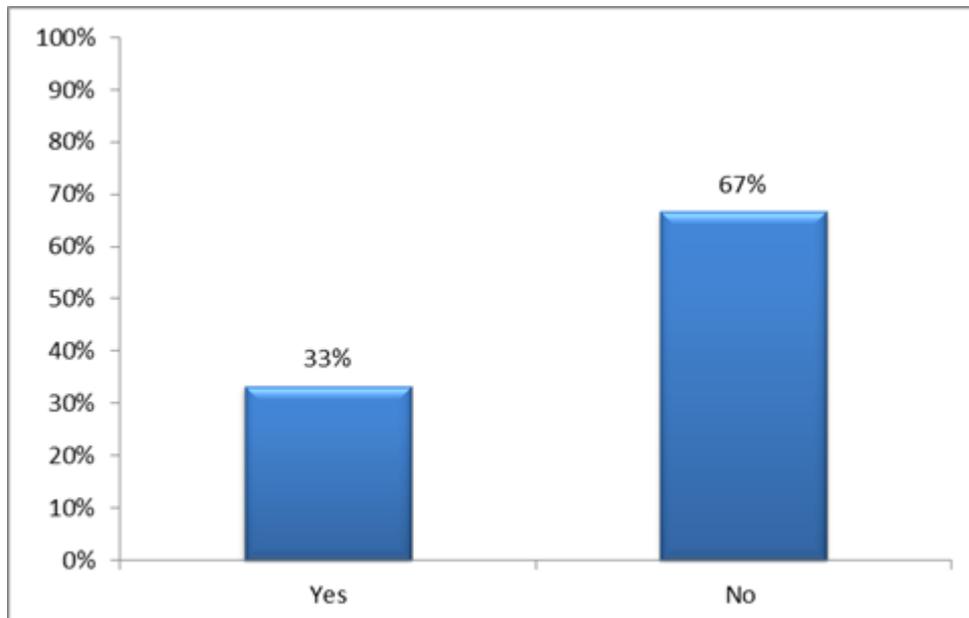


Figure 25. ICT Faculty Non-users' Willingness to or Interest in Teaching a Course that Utilizes ICT Tools in the Future (Valid Percent)

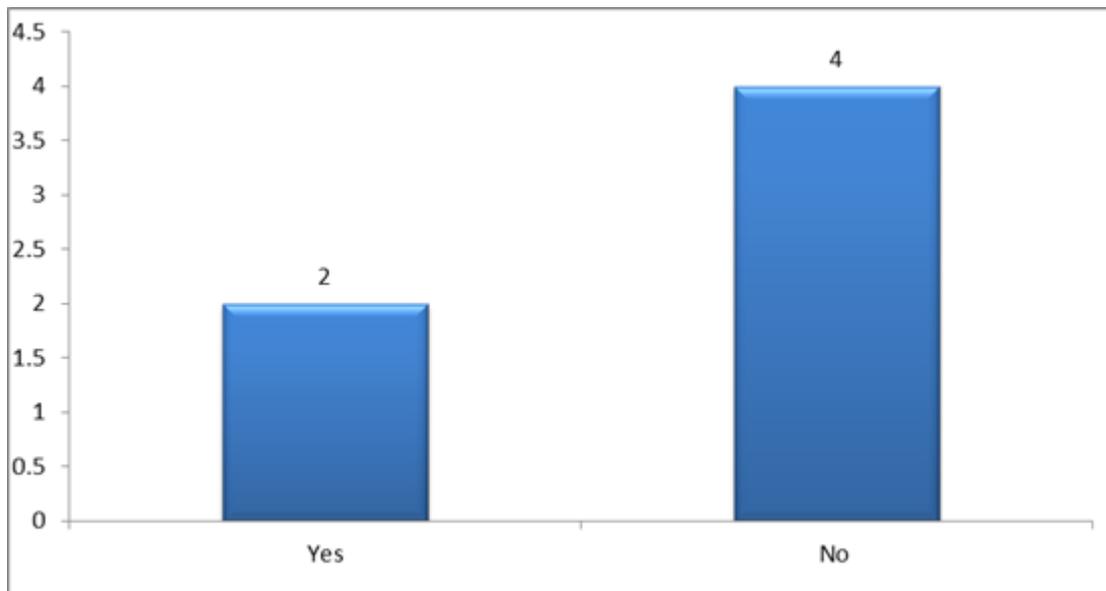


Figure 26. ICT Faculty Non-users' Willingness to or Interest in Teaching a Course that Utilizes ICT Tools in the Future (Frequency)

Question 15: As a faculty non-user of ICT, would you be interested in receiving training (in both pedagogy and technology) about the use of ICT in the future?

Figure 27 corresponds to question 15 of the survey, which was for ICT faculty non-users only, asking whether they would be interested in receiving training (in both pedagogy and technology) about the use of ICT tools in the future. This result validates that 6 respondents out of 2 (33.3%) of the ICT faculty non-users are interested in receiving training (in both pedagogy and technology) about the use of ICT in the future; whereas, 4 respondents (66.7%) of the ICT faculty non-users are not interested in receiving training about the use of ICT in the future.

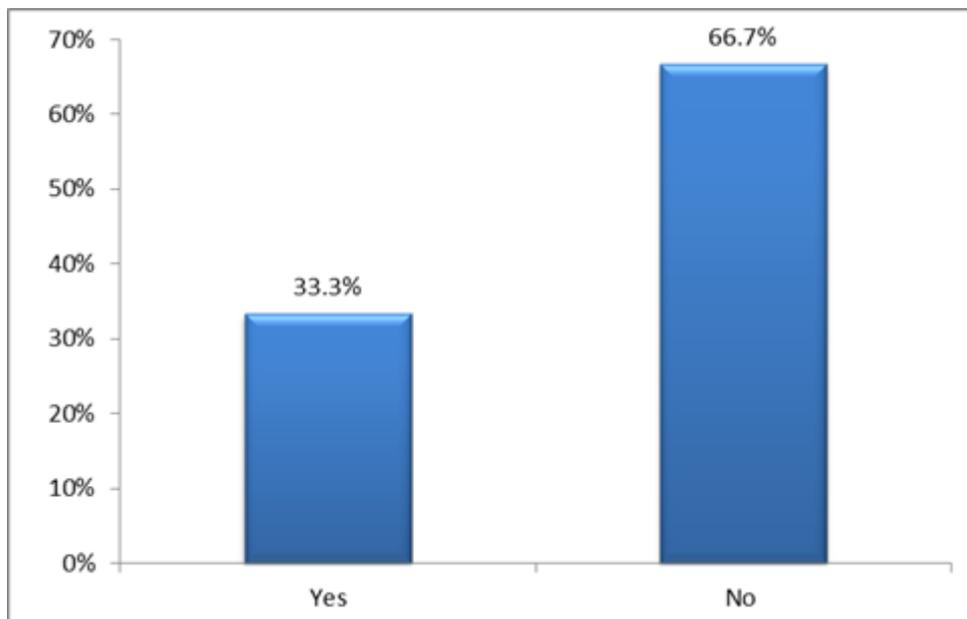


Figure 27. ICT Faculty Non-users' Interest in Receiving Training about the Use of ICT in the Future (Valid Percent)

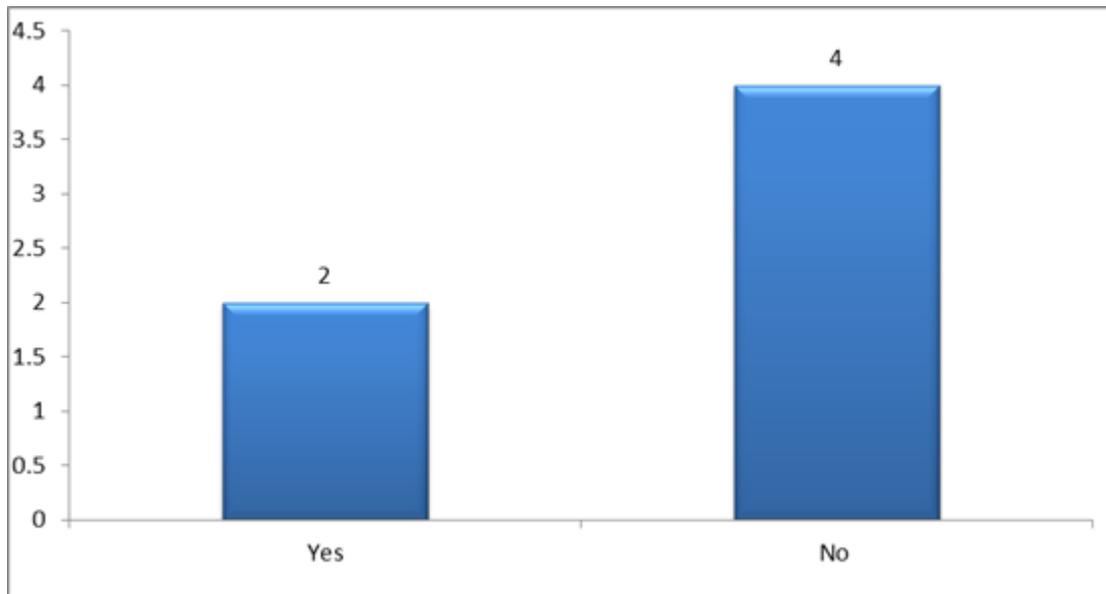


Figure 28. ICT Faculty Non-users’ Interest in Receiving Training about the Use of ICT in the Future (Frequency)

Question 16: As a faculty non-user, rate the extent to which you agree with the following statements about major deterrents to your teaching a course utilizing ICT tools in the future?

Figure 29 corresponds to question 16 of the survey, which was for ICT faculty non-users only, asking what would the major deterrent to their decision to teach a course that utilizes ICT tools in the future. Six respondents (out of 6) of ICT faculty non-users answered this question of the survey; which consisted of six statements.

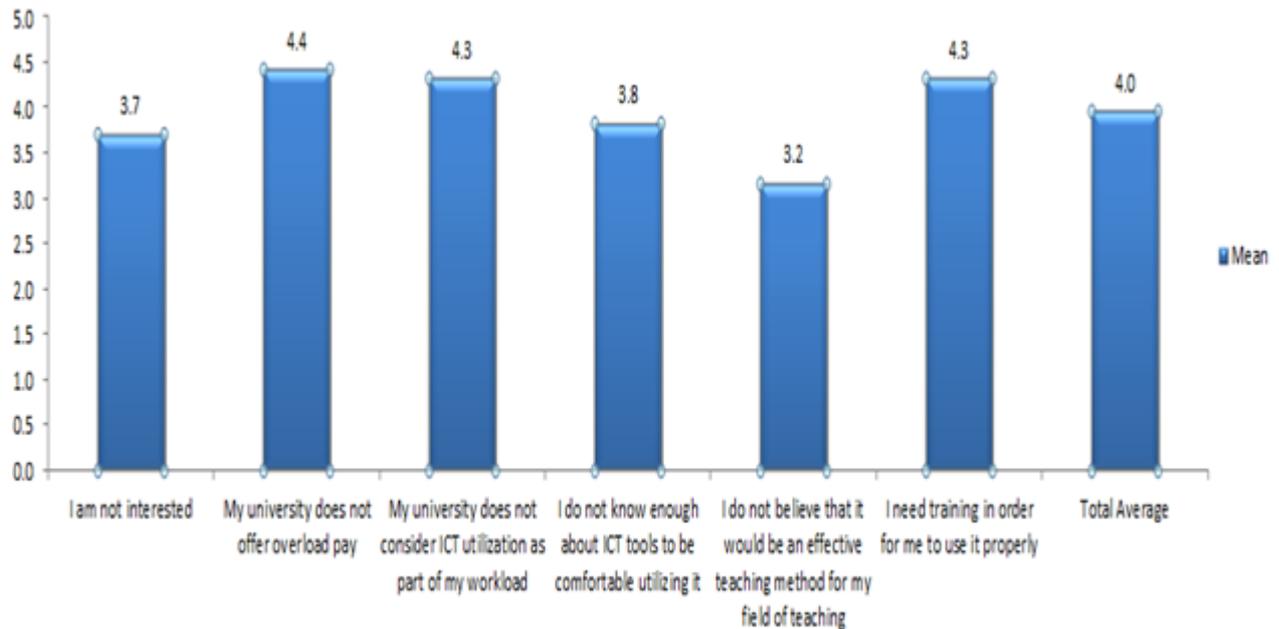


Figure 29. ICT Faculty Non-users’ Major Deterrent to Teach a Course Utilizing ICT Tools in the Future

In this question of the survey, respondents addressed each statement using a five-point Likert-type response set: 1=Strongly Disagree, 2=Disagree, 3=Do Not Know (neither disagree nor agree), 4=Agree, 5=Strongly Agree. For the data analysis purposes, the interpretation of mean score as follows: (1-2.33) low, (2.34-3.67) moderate, (3.68-5) high.

As shown in Figure 29 above, the overall mean (total average) of these six statements is (4.0) with a high degree. This indicates that ICT faculty non-users rate those major deterrents to their teaching a course utilizing ICT tools in the future to a high level; which implies that these obstacles or barriers can be overcome.

Also from the figure above, it can be concluded that statement one (I am not interested), statement two (My university does not offer overload pay), statement three (My university does not consider ICT utilization as part of my workload), statement four (I do not know enough about ICT tools to be comfortable utilizing it), and statement six (I need training in order for me to use it properly) with means of (3.7, 4.4, 4.3, 3.8, 4.3) respectively have high degrees. While statement five (I do not believe that it would be an effective teaching method for my field of teaching) with a mean (3.2) has moderate degree.

Referring to Figure 29 above, it can be concluded that the order of the major deterrent, as perceived by ICT faculty non-users, ranking in descending order according to the mean is represented in Table 1.

Table (1) Major deterrent, as perceived by ICT faculty non-users, ranking in descending order according to the mean

Statement No.	Ranking	Mean	Degree
2	1	4.4	High
3	2	4.3	High
6	2	4.3	High
4	4	3.8	High
1	5	3.7	High
5	6	3.2	Moderate
Total Average		4.0	High

Important Note: As mentioned earlier, survey questions 17 through 24 were directed to all respondents of the study; that is, those who use ICT tools and who never have used ICT tools at the JUST (ICT faculty users and non-users).

Question 17: Overall, how do you perceive the use of ICT personally?

Nevertheless, most participants, ICT faculty users and non-users (N=36), were generally highly positive in their perceptions of ICT at this Jordanian academic institution (45.5% of the respondents are supportive towards the use of ICT at a personal level). Figure 30 corresponds to question 17 of the survey which asked about how faculty members, overall, perceive the use of ICT tools.

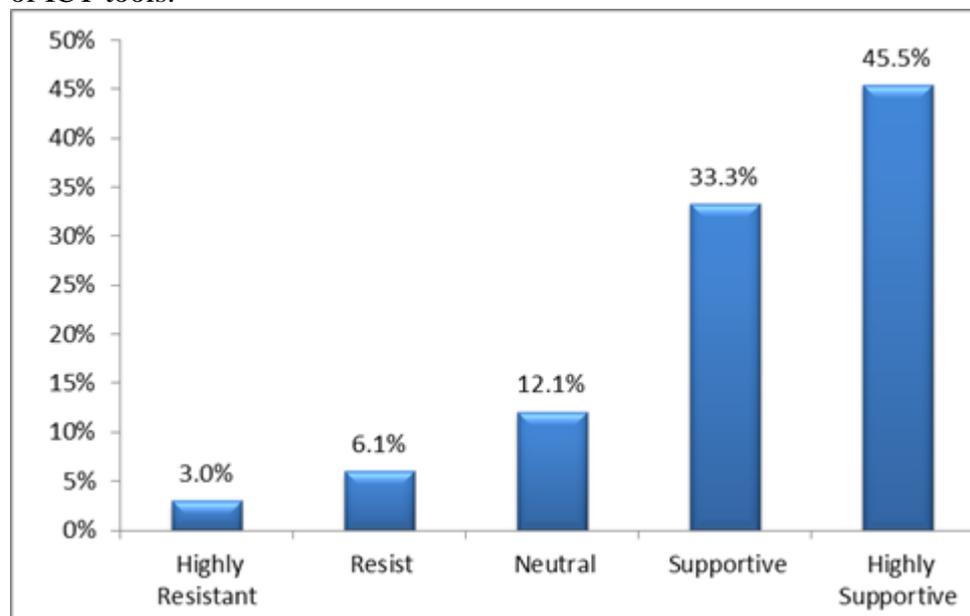


Figure 30. ICT Faculty Users and Non-users' Perceptions of the Use of ICT (Valid Percent)

Though, there were 3 respondents who did not answer this question as shown in Figure 31. In other words, 33 respondents out of 36 answered this question while 3 respondents did not answer this question of the survey.

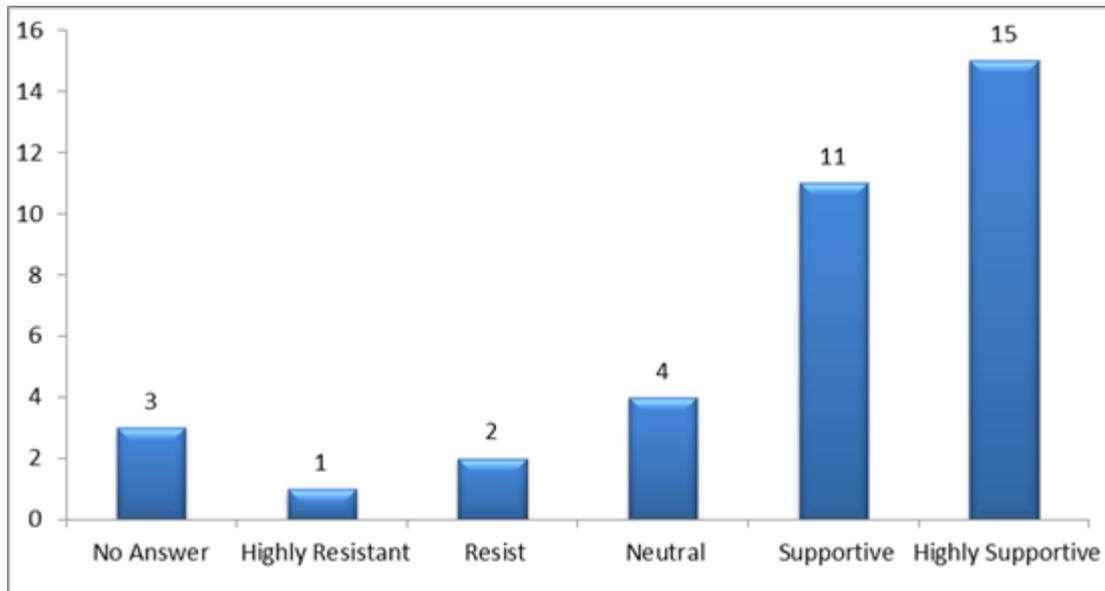


Figure 31. ICT Faculty Users and Non-users' Perceptions of the Use of ICT (Frequency)

Question 18: I believe that the nature of the courses (subject matter or content) that I am teaching influence my decision about whether or not to use ICT tools?

In question (18) if the nature of the courses faculty members are teaching influences their decision about whether or not to use ICT tools, Eighteen faculty members (56.3%) indicated they (strongly agree) that the nature of the courses they are teaching influences their decision about whether or not to use ICT tools; Six faculty members (18.8%) indicated they (agree) that the nature of the courses they are teaching influences their decision about whether or not to use ICT tools; five faculty members (15.6%) indicated they (do not know) that the nature of the courses they are teaching influences their decision about whether or not to use ICT tools; two faculty members (6.3%) indicated they (disagree) that the nature of the courses they are teaching influences their decision about whether or not to use ICT tools; and one faculty member (3.1%) indicated they (strongly disagree) that the nature of the courses they are teaching influences their decision about whether or not to use ICT tools as shown in Figure 32.

Therefore, the results indicated that most of the respondents (56.3%) strongly believe that the nature of the subject is a key factor to decide to use ICT tools in teaching and learning process.

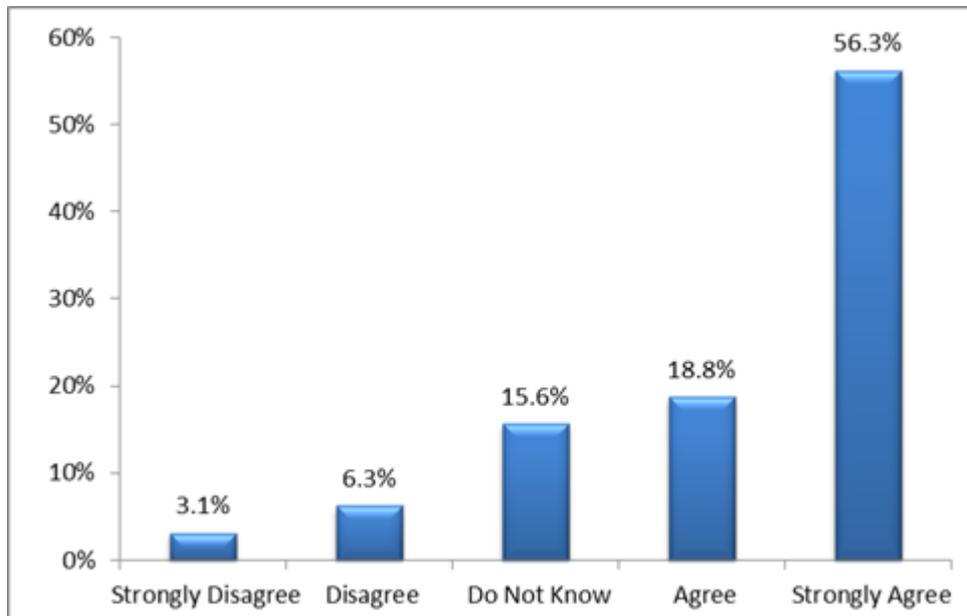


Figure 32. Does the Nature of the Courses that Faculty Members are Teaching Influence their Decision about whether or not to Use ICT Tools? (Valid Percent)

There were 4 respondents who did not answer this question of the survey as shown in Figure 33.

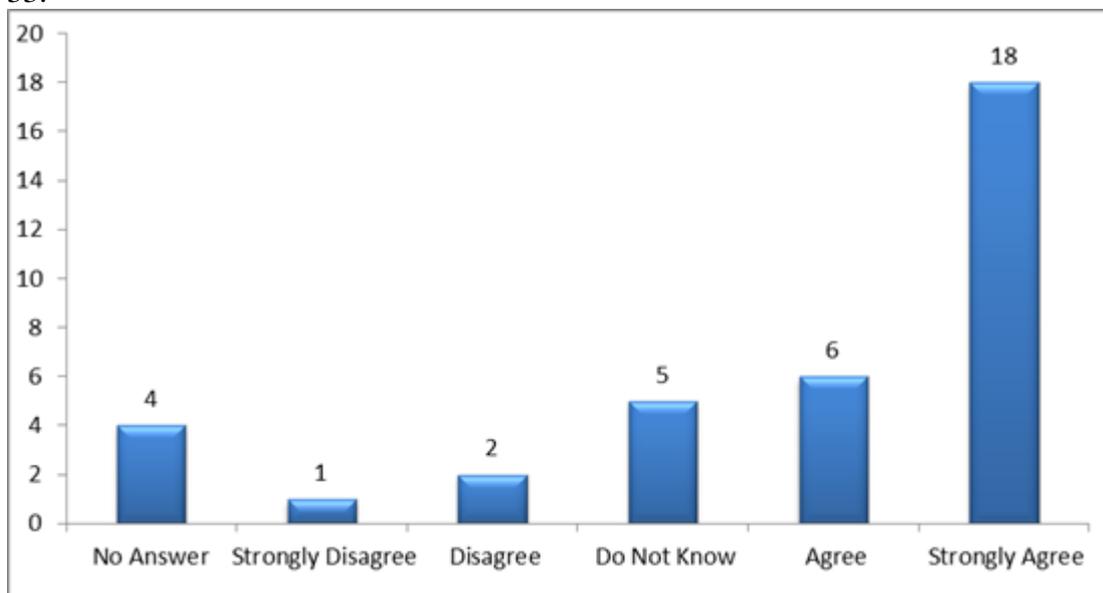


Figure 33. Does the Nature of the Courses that Faculty Members are Teaching Influence their Decision about whether or not to Use ICT Tools? (Frequency)

Question 19: What would have an impact on expanding your use of ICT, or your intention to use ICT, in the near future?

This is an open-ended question; (17) respondents did not answer this question, (1) respondents answered "I do not know", and (18) respondents provided an answer to this question of the survey. The major themes that emerging from the respondents who answered this question as follows:

- The availability of **infrastructure**, resources, and equipment.
- The availability of **ICT labs**.
- Provide a **proper training** on the use of ICT tools.
- The availability of **time**.
- Develop **Students' skills**.

Question 20: As a faculty member, rate the extent to which you agree with the following statements about major incentives for utilizing ICT in education; and as a faculty non-user, rate the extent to which you agree with the following statements about major incentives for you to utilize ICT in education in the future?

In question (20) asked about what are or would be the major incentives for using ICT tools, ICT faculty users and non-users respondents addressed each statement using a five-point Likert-type response set: 1=Strongly Disagree, 2=Disagree, 3=Do Not Know (neither disagree nor agree), 4=Agree, 5=Strongly Agree. For the data analysis purposes, the interpretation of mean score as follows: (1-2.33) low, (2.34-3.67) moderate, (3.68-5) high.

Thirty respondents (out of 36) answered this question of the survey; while 6 respondents of ICT faculty users and non-users did not answer this question; which consisted of six statements.

As shown in Figure 34, the overall mean (total average) of these six statements is (3.4) with a moderate degree. This indicates that ICT faculty users and non-users rate those major incentives for utilizing ICT tools in education to a moderate level; which implies that these incentives will in somehow help in increase the utilization level of ICT in the teaching and learning process.

Also from the figure below, it can be concluded that statement six (I was required to use it) with a mean (2.2) has a low degree. While statement one (extra pay or overload assignment) with a mean (2.7) and statement two (extra time) with a mean (3.1) are having moderate degrees. Whereas statement three (it sounds interesting), statement four (I think students would benefit), and statement five (I am interested in utilizing ICT in education) with means of (4.1, 4.3, 4.2) respectively have high degrees.

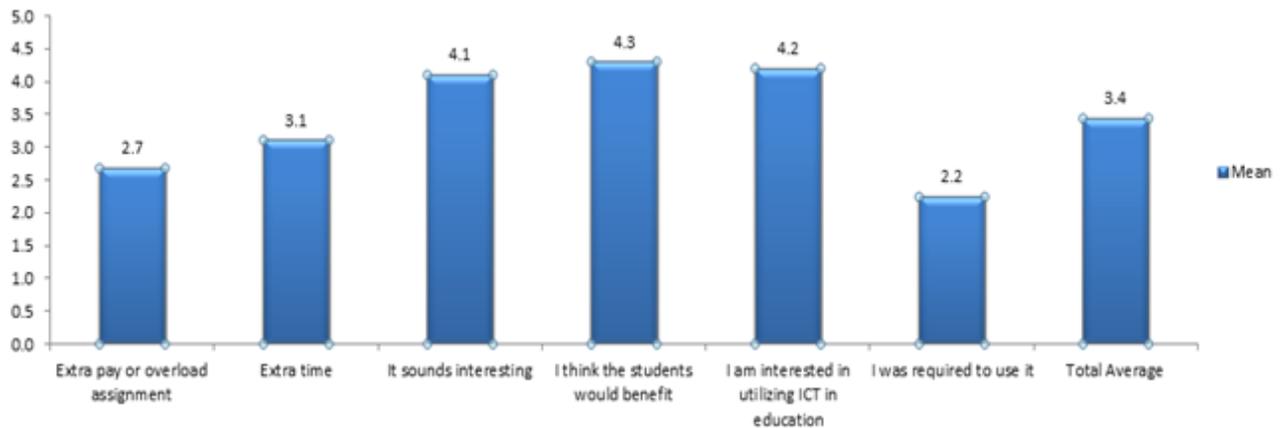


Figure 34. ICT Faculty Users and Non-users' Major incentives for Utilizing ICT in Education

Referring to Figure 34 above, it can be concluded that the order of the major incentives, as perceived by ICT faculty users and non-users, ranking in descending order according to the mean is represented in Table 2.

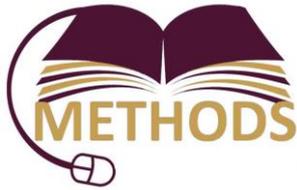
Table (2) Major incentives, as perceived by ICT faculty users and non-users, ranking in descending order according to the mean

Statement No.	Ranking	Mean	Degree
4	1	4.3	High
5	2	4.2	High
3	3	4.1	High
2	4	3.1	Moderate
1	5	2.7	Moderate
6	6	2.2	Low
Total Average		3.4	Moderate

Question 21: What do you consider as the main barriers for integrating ICT and technology in general in educational activities at your university? Please specify.

This is an open-ended question; (22) respondents did not answer this question, (1) respondent answered "I do not know", and (13) respondents provided an answer to this question of the survey. The major barriers for integrating ICT in education as perceived by the respondents who answered this question are as follows:

- Lack of infrastructure and resources
- Lake of time.
- Lake of facilities.



- Budget.
- Lack of interest.
- Lack of training.
- Teaching Overload.

Question 22: Rate the extent to which you agree with the following statements:

In this question, ICT faculty users and non-users were asked to rate the extent to which they agree with nine statements using a five-point Likert-type response set: 1=Strongly Disagree, 2=Disagree, 3=Do Not Know (neither disagree nor agree), 4=Agree, 5=Strongly Agree. For the data analysis purposes, the interpretation of mean score as follows: (1-2.33) low, (2.34-3.67) moderate, (3.68-5) high.

Thirty respondents (83.3%) answered the entire statements provided in this question of the survey.

As shown in Figure 35, the overall mean (total average) of these nine statements is (3.7) with a high degree. Also from the figure below, it can be concluded that statement one (Faculty members need more time available for implementing ICT) with a mean (3.4), statement six (Traditional classroom-based courses and ICT based courses are given the same Recognition) with a mean (3.3), statement eight (ICT instruction is at least as effective as face-to-face instruction) with a mean (3.4), and statement nine (Teacher-student interaction is difficult when using ICT tools to deliver instruction) with a mean (2.8) are having moderate degrees. While statement two (ICT is positively related to the learning process) with a mean (4.3), statement three (ICT could effectively serve students with different backgrounds) with a mean (4.2), statement four (ICT could be a useful tool for supporting traditional methods of teaching) with a mean (4.0), statement five (ICT can be a more stimulating method of teaching than traditional instruction) with a mean (3.9), and statement seven (Lack of technical knowledge prevents the use of ICT tools) with a mean (4.2), are all having high degrees.

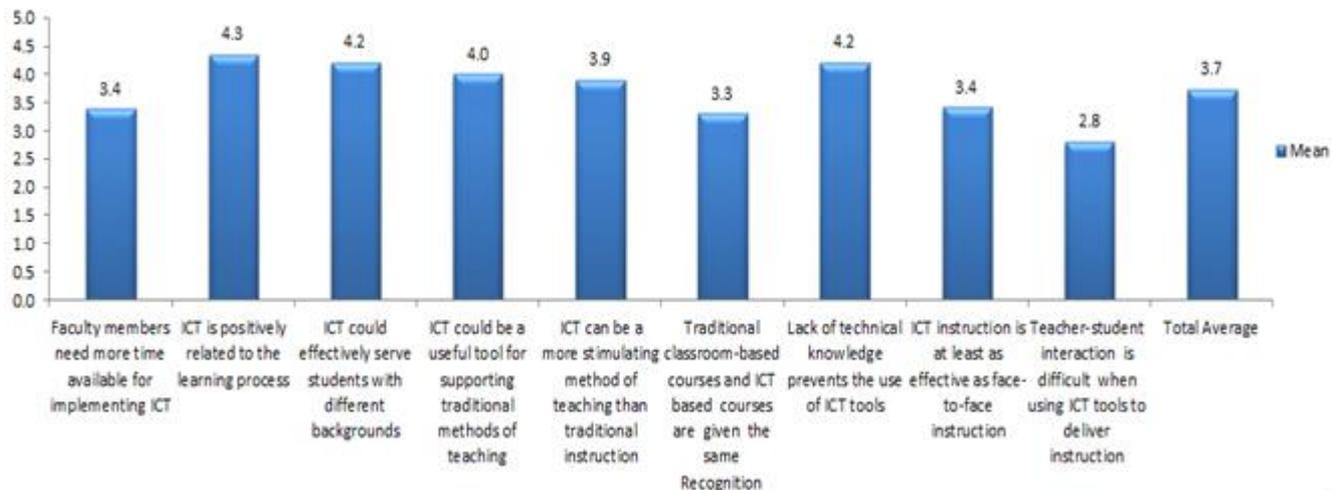


Figure 35. ICT Faculty Users and Non-users Rating the Extent to which They Agree with Nine Specific Statements

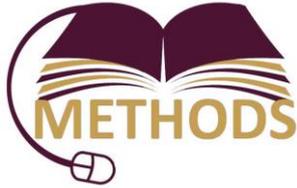
Referring to Figure 35 above, it can be concluded that the order of the comparison between ICT tools method of teaching and traditional teaching method, ranking in descending order according to the mean is presented in Table 3.

Table (3) Comparison between ICT tools method of teaching and traditional teaching method, ranking in descending order according to the mean

Statement No.	Ranking	Mean	Degree
2	1	4.3	High
3	2	4.2	High
7	2	4.2	High
4	4	4.0	High
5	5	3.9	High
1	6	3.4	Moderate
8	6	3.4	Moderate
6	8	3.3	Moderate
9	9	2.8	Moderate
Total Average		3.7	High

Question 23: In your own opinion, what kind of teaching and learning activities can be done by using ICT that are not possible using other methods?

This is an open-ended question; (26) respondents did not answer this question, (1) respondents answered "I do not know", and (9) respondents provided an answer to this question of the survey. The major themes that emerging from the respondents who answered this question as follows:



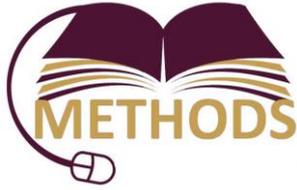
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- Projects involving Simulation.
- Technical but not practical activates.
- Showing videos and colored pictures.
- Capstone courses.
- Hands-on courses.
- Self-assessment quizzes.
- Student discussions.
- Collaborative writing.

Question 24: Please make any additional comments you would like to add or anything else you would like to mention about the use of ICT. (Answering this question is optional)

This is an open-ended question; (1) faculty member provided an answer to this question of the survey. The followings are some of those comments as stated by the respondents:

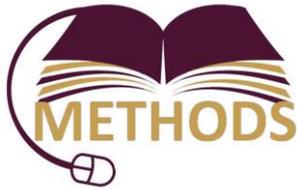
- I believe that for ICT to be effective in education, the tools used have to be attractive and easy-to-use for both educators and students.



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CONCLUSIONS AND RECOMMENDATIONS

- Most participants, ICT faculty users and non-users ($N=36$), were generally highly positive in their perceptions of ICT at this Jordanian academic institution (JUST).
- Data from the completed surveys revealed that the majority of the ICT non-user participants ($n=6$) would be (a) interested in using ICT in the future, (b) willing to or interested in teaching a course that utilizes ICT tools in the future, and (c) interested in receiving training about the use of ICT tools in the future.
- Furthermore, ICT non-user participants indicated that the most major deterrent to their teaching a course that utilizes ICT tools in the future is they need training in order for them to use it properly.



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APPENDIX A

Faculty Members' Questionnaire

Dear Faculty Member,

You were selected as a possible participant in this study. Your participation is really important because your answers will help lead to a better understanding of faculty's attitudes toward the use of Information and Communication Technology (ICT) in Higher Education, including both those who currently do use and those who do not; also, your answers to the questionnaire will present information that will be useful to a project titled "Modernization of Teaching Methodologies in Higher Education: EU Experience for Jordan and Palestinian Territory (METHODS)" funded by Erasmus+ Programme. The survey will take approximately 15 minutes to complete. If you decide to participate in this study, please scroll down to start the survey. If you do not wish to participate, simply discard the questionnaire. Completing and submitting the questionnaire constitutes your consent to participate.

Participation in this study is entirely voluntary; your willingness or unwillingness to participate will not affect your relationship with your university. However, there are no foreseeable risks in your participation in the study. If you decide to participate, you are free to withdraw and discontinue participation at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed, your data will be destroyed and dropped from the study.

Responses will be completely anonymous; your name will not appear anywhere on the survey. All of the information you provide will be kept confidential; only summaries of responses will be reported. Your survey response cannot be linked to you or information about you in any way. Once again, we would like to assure you that all information you provide will remain confidential. Please take a moment to answer the questions. This is an opportunity to help us to get an essential information to ensure a successful implementation of the project; also we hope that you will answer the survey questions thoughtfully and thoroughly.

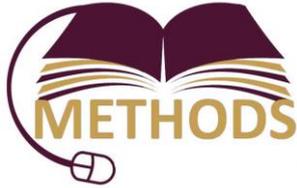
Thank you in advance for your participation, assistance, and valuable input.

Sincerely, METHODS Team
Erasmus+ Programme

Project Number: 561940-EPP-1-2015-1-JO-EPPKA2-CBHE-JP

Q1) What is the name of your University?

- An-najah National University
- Al-Zaytoonah University of Jordan
- Bethlehem University



- Birzeit university
- Hashemite University
- Jordan University of Science and Technology
- Palestine Polytechnic University
- University of Jordan

Q2) What is your age?

- Less than 30 years old
- 30-45
- 45-60
- More than 60 years old

Q3) What is your current faculty rank?

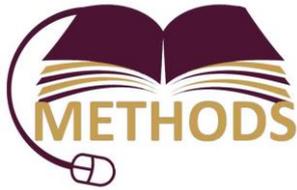
- Lecturer
- Assistant Professor
- Associate Professor
- Professor
- Educational Technologist

Q4) Including the current year, how many years of teaching experience do you have?

Q5) If you use ICT in teaching, how many years have you used ICT in instruction?

Q6) In what Faculty do you teach?

- Engineering and Technology
- Science
- Arts and Humanities
- Health Faculties



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- Business
- Law
- Other

Q7) What type of ICT delivery tools are you currently using or previously have used?

- Blackboard
- Webboard
- WebCT
- Moodle
- Self-created Webpage
- Mobile Learning (Twitter/Facebook/WhatsApp)
- other

Q8) As a current faculty member, which statement of the following applies to you (you can select more than one)?

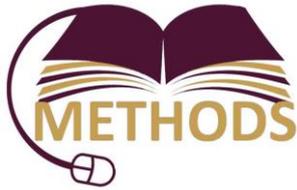
- I have no plans to teach a course utilizing best practices in ICT in education.
- I plan to teach a course utilizing best practices in ICT in education in the coming year.
- I have taught a course utilized best practices in ICT in education.
- Currently, I teach a course utilizing best practices in ICT in education.

Q9) How many courses, regardless of the area of subject, have you taught utilizing ICT?

Q10) Have you attended ICT training sessions?

- Yes
- No
- if yes, specify where

Q11) For the purpose of this study, the term, ICT user, refers to a faculty member who is currently using or previously has used ICT tools. Whereas, the term, ICT non-user, refers to a



faculty member who never has used ICT tools. Based on these two definitions, do you consider yourself ICT user?

- Yes
- No

Q12) If the answer of question above is “Yes”, please skip questions (13– 16)

- Yes
- No

Q13) As a faculty non-user of ICT would you be interested in using or adopting ICT in the future?

- Yes
- No

Q14) As a faculty non-user of ICT, would you be willing to or interested in teaching a course that utilizes ICT tools in the future?

- Yes
- No

Q15) As a faculty non-user of ICT, would you be interested in receiving training (in both pedagogy and technology) about the use of ICT in the future?

- Yes
- No

Q16) As a faculty non-user, rate the extent to which you agree with the following statements about major deterrents to your teaching a course utilizing ICT tools in the future?

	Statement	Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree
1.	I am not interested					
2.	My university does not offer overload pay					
3.	My university does not consider ICT utilization as part of my workload					

4.	I do not know enough about ICT tools to be comfortable utilizing it					
5.	I do not believe that it would be an effective teaching method for my field of teaching					
6.	I need training in order for me to use it properly					

Q17) Overall, how do you perceive the use of ICT personally?

- Highly Resistant
- Resist
- Neutral
- Supportive
- Highly Supportive

Q18) I believe that the nature of the courses (subject matter or content) that I am teaching influence my decision about whether or not to use ICT tools?

Strongly Disagree

- Disagree
- Do Not Know
- Agree
- Strongly Agree

Q19) What would have an impact on expanding your use of ICT, or your intention to use ICT, in the near future?

Q20) As a faculty, rate the extent to which you agree with the following statements about major incentives for utilizing ICT in education; and as a faculty non-user, rate the extent to which

you agree with the following statements about major incentives for you to utilize ICT in education in the future?

	Statement	Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree
1.	Extra pay or overload assignment					
2.	Extra time					
3.	It sounds interesting					
4.	I think the students would benefit					
5.	I am interested in utilizing ICT in education					
6.	I was required to use it					

Q21) What do you consider as the main barriers for integrating ICT and technology in general in educational activities at your university? Please specify

Q22) Rate the extent to which you agree with the following statements:

	Statement	Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree
1.	Faculty members need more time available for implementing ICT					
2.	ICT is positively related to the learning process					
3.	ICT could effectively serve students with different backgrounds					
4.	ICT could be a useful tool for supporting traditional methods of teaching					

5.	ICT can be a more stimulating method of teaching than traditional instruction					
6.	Traditional classroom-based courses and ICT based courses are given the same Recognition					
7.	Lack of technical knowledge prevents the use of ICT tools					
8.	ICT instruction is at least as effective as face-to-face instruction					
9.	Teacher-student interaction is difficult when using ICT tools to deliver instruction					

Q23) In your own opinion, what kind of teaching and learning activities can be done by using ICT that are not possible using other methods?

Q24) Please make any additional comments you would like to add or anything else you would like to mention about the use of ICT. (Answering this question is optional)

Modernization of tEaching meThodologies in higher educatiOn: EU experience for jorDan and paleStinian territory (METHODS)