Online Learning In Jordan 2020

Access & Quality of online learning during the lockdown

JUNE 2020
By Edvise ME Team

Edvise ME is a 100% women-owned small business that provides tailored services to organizations working to reform education and empower youth.

We invest time and resources in getting to know our clients and building relationships with the key players, we also draw on the experience of a wide network of experts we have cultivated in niche areas. We pride ourselves on being results oriented to deliver the most relevant services to our clients.

Our underlying approach is to build capacity of organizations for them to become more strategic, by identifying, utilizing and reflecting on their data to become more results oriented, sustainable and competitive through:

- Technical Assistance
- Monitoring and Evaluation

Contents

Executive Summary

E dvise ME launched a self-financed independent survey to better understand the perspectives of parents, teachers and students in Jordanian public and private schools on their online learning experience. The survey was conducted in June 2020 as Jordan was emerging from a 2-month lockdown due to COVID-19. At the time, the infection rate was low and there was a general feeling that face-to-face instruction in schools will resume as planned in the next academic year. The survey captured the insights of **3,548 students, teachers and parents** who completed the survey and focused on two thematic areas: **access to online learning** and **the quality of the online learning experience.**

The survey looked to identify trends and correlations between access and quality factors and their impact on the respondents' overall experience of online learning. The survey also asked respondents about their feelings of being connected to their school prior to and during the lockdown and how they feel about continuing with online learning. Identifying those relationships may help provide insights and recommendations on how to improve the online learning experience. This is especially important today given the speed at which schools have been forced to move their teaching online to protect the health of students. Jordan, like other countries worldwide, has been thrust into an e-learning experiment of unprecedented scope and scale. The Jordanian society is now faced with the question: *Will online education become the new normal far earlier and to a farther greater extent than expected, and how can it best prepare for it?*

the survey focused on two thematic areas: online learning and the quality of the online learning experience.

Key Findings

Access

USE OF DEVICES

01   **82%** **of respondents surveyed accessed**
their learning through digital and communication platforms.

02   **76%** **of respondents who used TV to access**
their learning indicated that the timing of the TV sessions was not convenient for them.

03   **Of the 44% of respondents who reported having 3 children**
or more who use TV to study, 68% of them indicated they have one TV at home. This may be
one factor that explains why the timing of the TV sessions was not convenient.

04   **On average 60% of respondents used one device**
out of the options listed to access their learning and the smartphone was the most
frequently selected device among the listed options

INTERNET CONNECTIVITY

Respondents who indicated that they "never" or "sometimes" faced internet connectivity challenges did not
seem to be negatively impacted. However, the **19% respondents who consistently faced
internet connectivity challenges seemed to have a negative overall experience**

Key Findings

Quality

Although the survey found that that 61% did not want to continue with online learning due to the school- based online learning program or other reasons while only 16% wanted to continue with online learning. There were key factors that emerged that seemed to impact respondents' satisfaction with online learning:

01 **Frequency of communication between students and teachers is a significant factor.**
We found that communication may contribute towards the students' overall experience and their feeling of connection with their school. Moreover, parents who perceived that their children performed well in their online learning indicated a high frequency of communication between their children and their teachers.

02 **Respecting student different learning styles is a key factor.**
The provision of diverse types of lesson content, and the provision of different types of homework seemed to indicate a more positive experience for respondents.

03 **Teacher resilience seems to be affected by the support they receive both at school and at home.** 46% of public-school teachers and 24% of private school teachers indicated that they did not receive any support in school. Teachers from public and private schools who had access to different planning & organizing tools were more likely to indicate a positive experience. The teachers who reported receiving frequent support from members of their household were more likely to indicate a positive experience with online learning.

04 **Support for parents and their sense of wellbeing is important to consider.**
80% of parents from both public and private schools stated that online learning took them away from other duties and 48% of parents reported they are helping their children because they are obligated. When frequency of receiving support was analyzed against overall satisfaction, parents who reported receiving support from their spouse were more likely to indicate a positive overall experience.

Background

The impact of COVID-19 on education is unprecedented. At its peak, UNESCO documented 194 country-wide school closures, affecting over 1.5 billion children and youth – or 87% of the world's student population, constituting a near-global shutdown.

According to the global education monitoring report, in the Arab world, where 13 million children and youth are already out-of-school due to conflict, these closures added the challenge of more than 100 million affected learners across the region. This disruption to the education system presented new threats impacting access and quality of learning and consequently the widening of inequality gaps.

194
Country- wide school closures **affecting over**

1.5
children and youth

O R

87%
of the world's student population, constituting **a near-global shutdown.**

13 million
children and youth are already out-of-school due to conflict.

added the challenge of more than **100 million affected learners across the region.**

Challenges to the education system

Social Challenges

equitable access for disadvantaged students

75 MN children already affected by crises face impact of the Covid19

mental welbeing

28% parents at home with children diagnosed with trauma - related mental health disorder

financial Challenges

financial impact

3.3 TN Dollar government spending and revenue measures as a reponse to covid19

investment and planning

covid is expected to have a lasting impact on investment policy making

Policy Challenges

response coordination and governance

188 closures country - wide school closures

academic continuity and quality

91% world"s student population affected

Structural Challenges

appropriate infrastructure and systems

70% countries with zero to limited distance learning capabilities

teaching skills and support

63 MN educators impacted

For its part, Jordan took immediate measures to control the spread of the virus through strict lockdown measures and school closures beginning in March 2020. The Ministry of Education responded quickly by repurposing TV channels to provide learning content and activating existing online and communication
platforms. Schools and parents also turned to social media platforms to communicate and share content. Concerns have been voiced on the accessibility and quality of the online learning experience in the news, through social media and in informal settings.

However, this information is anecdotal. Against this backdrop, and in order to objectively inform decision-making, Edvise ME sought to gather empirical data through the formulation of a survey targeting students, parents and teachers in formal education to better understand the overall online learning experience during the lockdown and the factors that contributed to or hindered this experience.

Context

The Ministry of Education and the Center for Strategic studies conducted a survey in April 2020 during the lockdown surveying Jordanian students from all governorates between the ages of six and 18 who attend public schools as well as their parents and teachers. The purpose of the survey was to gain a quick snap-shot of issues faced by students, teachers and parents using TV platforms as well as the Darsak digital platform.

This swift action on the part of the Ministry allowed it to pinpoint challenges and areas of concern to focus on. It also presented a unique opportunity to explore how online education, repurposed tools and innovative ways of teaching can impact the education sector.

Based on this, Edvise ME, a leading education consulting company based in Jordan,launched a self-started and self-financed survey in June 2020 to assess the experience of distance /online learning for students, teachers and parents in formal education (Grades 1-12).

Edvise ME focused on two main evaluation questions; looking at the access and quality of the experience to provide insights on the efficiency and effectiveness of the school based online programs and tools being used looking at:

01 The school based online program structure

02 The platform adopted (Digital platform, communication platform, TV...)

03 The behaviors around online learning

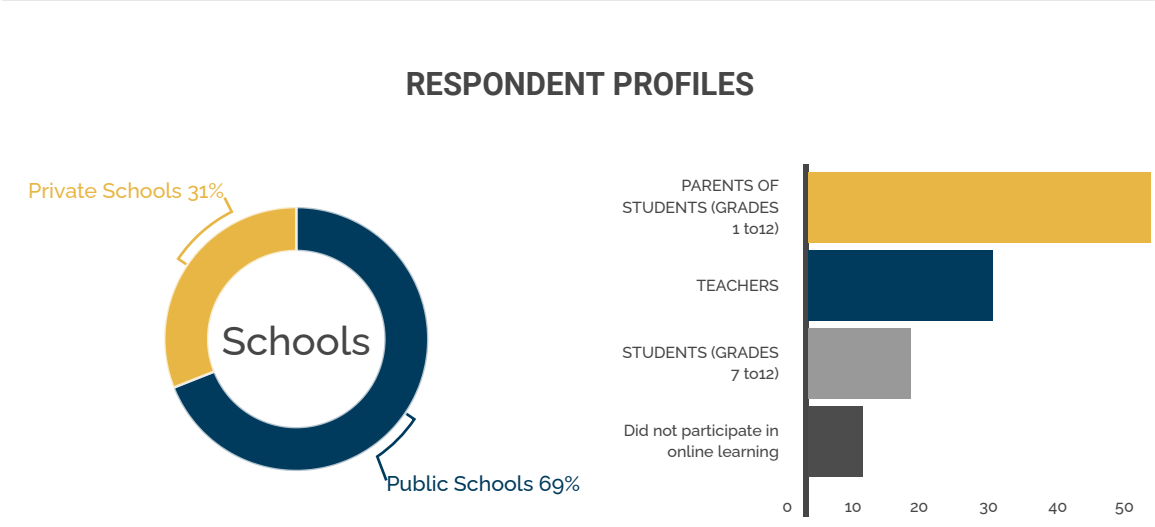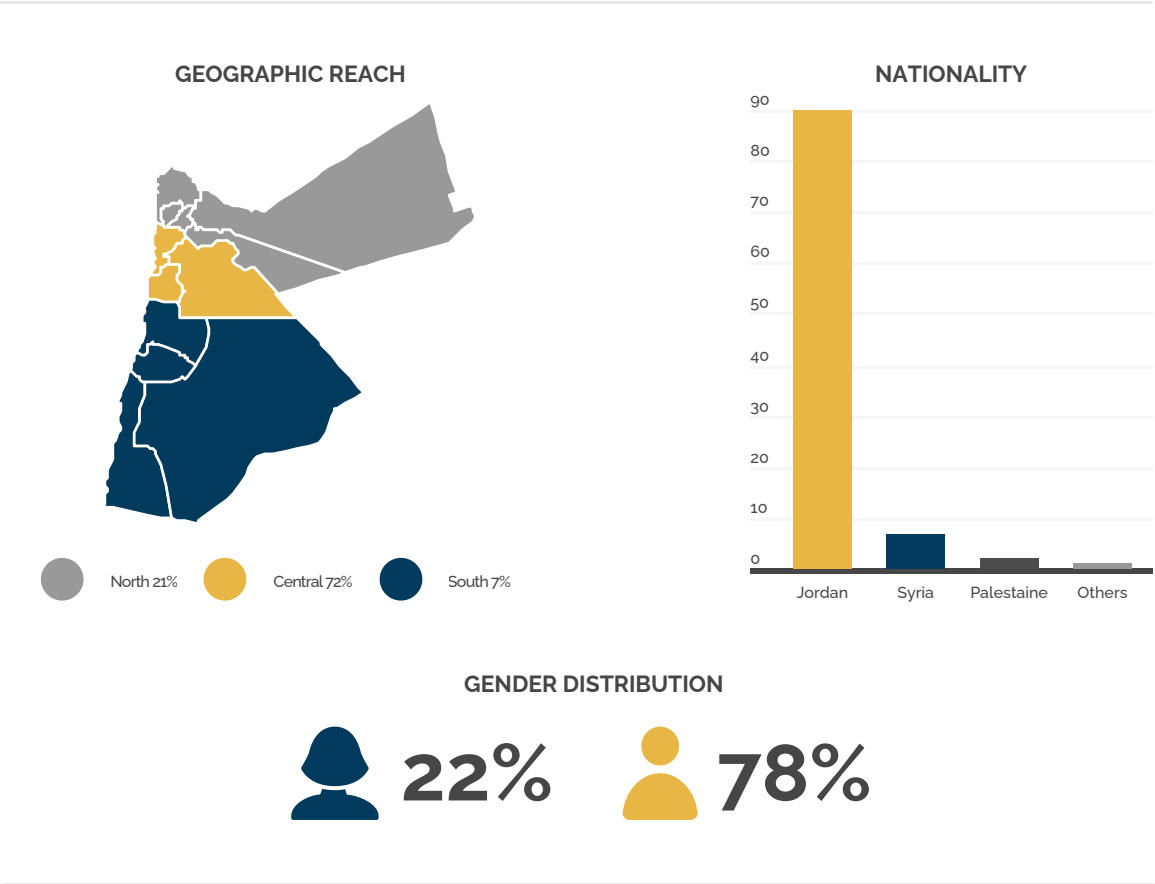**04** The availability of infrastructure and connectivity

The survey was conducted as Jordan was emerging from the lockdown and students were wrapping up their learning for the year. From the time the survey was initiated to the drafting and release of this report, many developments occurred: people initially felt that online learning was a temporary solution to a temporary problem caused by the pandemic. Jordan's infection rate was very low and there was a general sense of optimism that school will go back as normally planned in September.

We however are now in a situation where infection numbers are going up and blended and online learning models are being considered more seriously for the long term. We therefore believe that the results of the survey are timely and relevant to the situation and we hope that it informs practices and policies for public and private schools pertaining to online learning.

Survey Respondents

3,548

COMPLETED SURVEY RESPONSES

GEOGRAPHIC REACH

● North 21%　　● Central 72%　　● South 7%

NATIONALITY

Jordan　Syria　Palestaine　Others

GENDER DISTRIBUTION

👤 22%　　👤 78%

RESPONDENT PROFILES

Private Schools 31%

Schools

Public Schools 69%

PARENTS OF STUDENTS (GRADES 1 to12)

TEACHERS

STUDENTS (GRADES 7 to12)

Did not participate in online learning

0　10　20　30　40　50

Access to online learning

Access

Internet penetration in Jordan as of January 2020 stands at 67%. According to the World Bank over 16% of students in Jordan lack internet access, 16 percentage points below the OECD average, while one-third do not have a computer that can be used for schoolwork, 25 percentage points below the OECD benchmark.

Given this context, Edvise ME sought to understand how students accessed online learning (whether through TVs and/or digital platforms) during the lockdown by enquiring about:

• Number of individuals in the household who study.
• Number and type of devices in the household (TV, smart phone, laptop).
• Digital Platforms that were used.
• Technical support for digital platforms.
• The timing of TV programs.
• Internet availability and connectivity.

We looked at whether there were any relationships between the following variables:

01 Overall satisfaction with online learning and digital platforms used

02 Overall satisfaction with online learning and number and type of devices used

03 Overall satisfaction with online learning and availability and consistency of the internet connection

04 Availability of TVs in the household per individual studying and the timing of the TV classes

We also highlighted commonalities and differences between respondents as well as any distinctions or discrepancies found between public and private schools.

Internet penetration
in Jordan as of January 2020 stands at

67%

According to the World Bank over

16%

of students in Jordan lack internet access,

Access
USE OF PLATFORMS.

18% **of respondents** reported using TVs to access their learning.

76% **of public school students respondents** stated that the timing of the TV classes broadcasted was not convenient for them.

Based on the finding, the timing of the classes seems a barrier for students to access their learning.

Respondents were asked how many TVs they have at home and how many individuals in the home use TV to study. We analysed the responses and found that of the **44% of respondents who reported having 3 children or more who use TV to study, 68% of them indicated they have one TV at home.**

This seems to indicate that the availability of TV devices in the household is a factor as to why the timing of the TV classes is not convenient for students. There however may be other contributing factors including student habits and motivation at home.

Regarding the use of digital platforms, 95% respondents used a digital platform to access their online learning.

Public and private schools accessed different digital platforms. Figure 2 outlines the most frequently used platforms by public and private schools. We found that most public

schools used "Darsak" and "Nourspace" platforms adopted by the Ministry of Education, while private schools either invested in e-learning platforms such as Edunation or used available digital and communication platforms such as Google Classroom and Microsoft Teams.
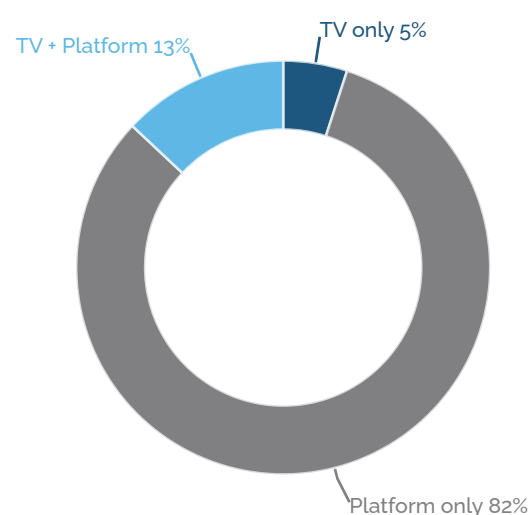

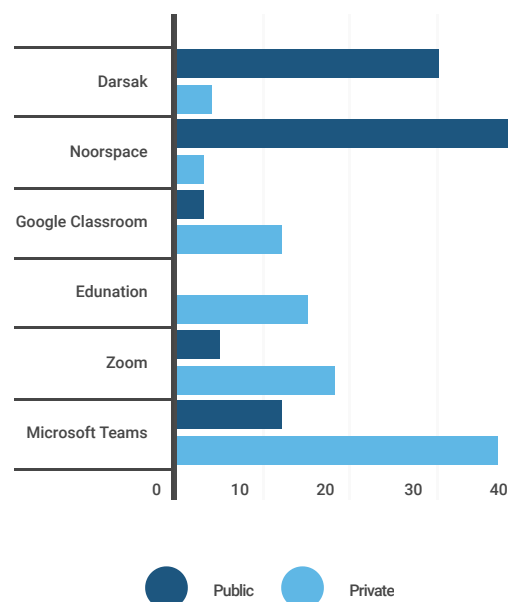**Figure 1:** % of all respondents using tv and/or a platform

Figure 2: respondents' most used platforms to access online learning

Access
USE OF DEVICES

Respondents were asked what devices they used to access online learning from a list of 5 options: TV, Laptop with and without camera, tablet, smartphone.
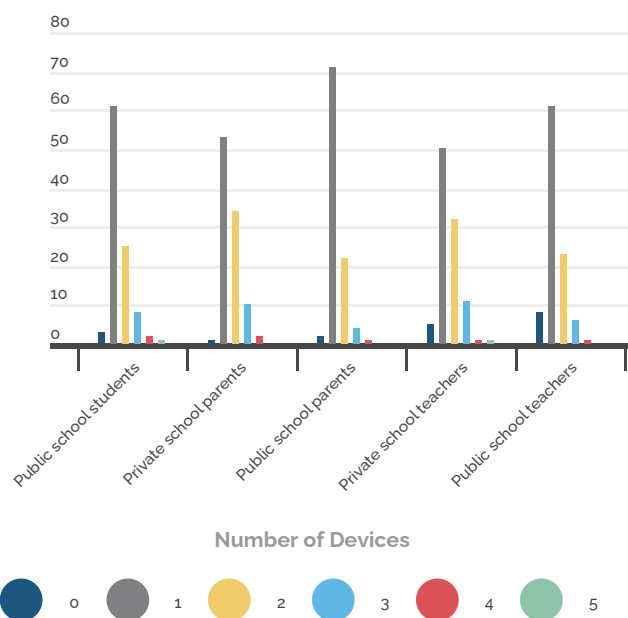

Number of Devices

● 0 ● 1 ● 2 ● 3 ● 4 ● 5

Figure 3: NUMBER OF DEVICES USED BY ALL RESPONDENTS (by school type)

Type of Device

● smartphone ● tablet ● TV
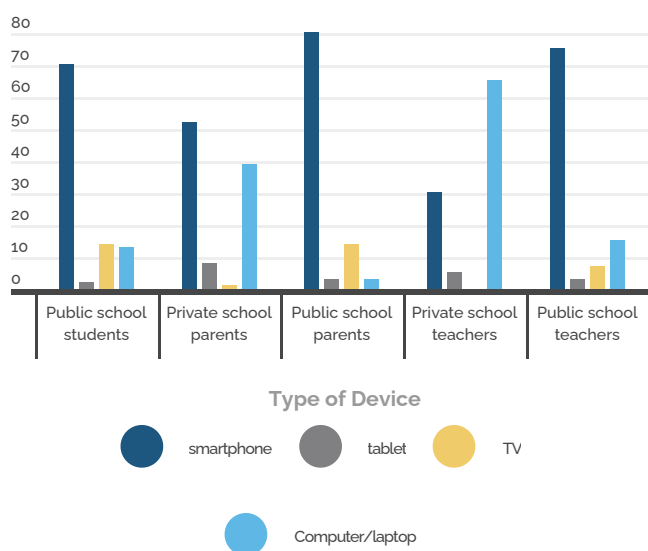
● Computer/laptop

Figure 4: % OF ALL RESPONDENTS WHO USED ONLY ONE DEVICE

The smart phone was the most selected device among respondents. The only significant difference we found was private school teachers indicating they mostly used a laptop.

We found in our analysis that the majority of respondents selected only one device

This finding is in line with the Government of Jordan reporting that only 12-16% of students in public schools are in possession of computers to use during online learning. There is much literature and discussion around the use of smartphones for online learning and limitations on how content may be presented. However we did not find a relationship between the type of device used and the overall experience with online learning.

Interestingly, in the section below pertaining to quality – survey respondents were asked how content was presented to students. **We found that videos were cited as the most frequent form of content and when asked what types of assignments were given, written assignments and worksheets were cited most frequently.** This therefore gives a perspective as to how online learning was delivered and why the use of smartphones may not have negatively impacted the experience of students at that time, in addition to the fact that online learning had to be activated only a few months before the end of the school year.

Access
INTERNET CONNECTIVITY

INTERNET ACCESS

All survey respondents were asked whether they have internet subscription. Those respondents who answered yes were asked what type of internet subscription by choosing from the following options: Home internet subscription (FIBER/MIFI/WIFI), Mobile internet bundles, I don't know. They were also asked whether they faced any challenges accessing the internet by choosing from the following options: Always, Sometimes, Never
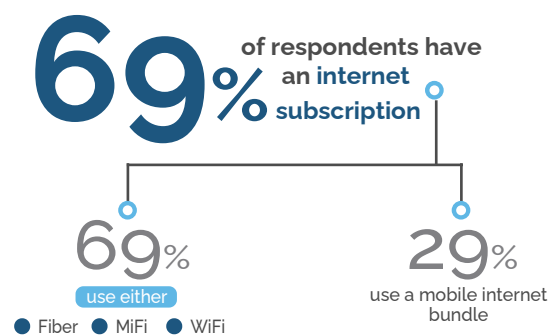
69% of respondents have an **internet subscription**

69% use either
● Fiber ● MiFi ● WiFi

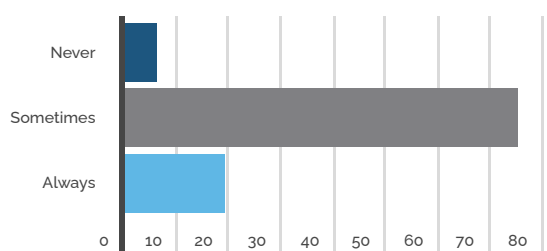**29%** use a mobile internet bundle

Figure 5

Figure 6: FREQUENCY OF CONNECTIVITY CHALLENGES

69% of survey respondents answered yes to having an internet subscription. Of those respondents 75% of respondents stated that they sometimes faced connectivity challenges while only 6% stated that they never faced connectivity challenges.

It did not seem that those who selected "never" or "sometimes" faced internet connectivity challenges had a negative overall experience.

We however found a trend that indicates that the 19% of respondents who experienced consistent internet difficulties were more likely to report a negative overall experience.

Since, according to responses content was delivered through videos and assignments were mostly written assignments and worksheets which can be downloaded once, this may explain why internet connectivity may not have played a major role in respondents' satisfaction with online learning.

Respondents were also asked what the biggest disadvantages to online learning, they were provided with a list of options: need for internet and equipment, integrity of online assessments, social skills, limited interaction between teachers and between their peers, increased dependence on parents, **67% of public-school respondents and private school teachers ranked the need for equipment and internet connectivity.**

This may indicate the respondents' realization that a full-fledged school based online program, if properly delivered, will require proper infrastructure and internet connectivity.

Access
STUDENTS WITH DISABILITIES

Despite progress made with the enactment of the Law on rights of person with disabilities and the 10-year plan to make Jordan inclusive and accessible by 2027, the availability of data on disability prevalence in Jordan is still limited and underreported. From what we know, 16% of the population have a type of disability.

It has been reported that 79% of school aged children with disabilities do not receive any form of education.

We did not attempt in the survey to provide a full picture on disability prevalence in schools, rather, we posed a few targeted questions on: Whether teachers or parents have a student with a disability in school and what accommodations they receive in order to shed some light on this issue and prompt a deeper discussion. Around **20% of teachers and less than 5% of parents responded to having children/students with disabilities.** Among those who responded we found a significant difference between accommodations in public and private schools.

While 43% of private school teachers stated that their schools do not accommodate students with disabilities, 70% of public-school teachers stated the same.
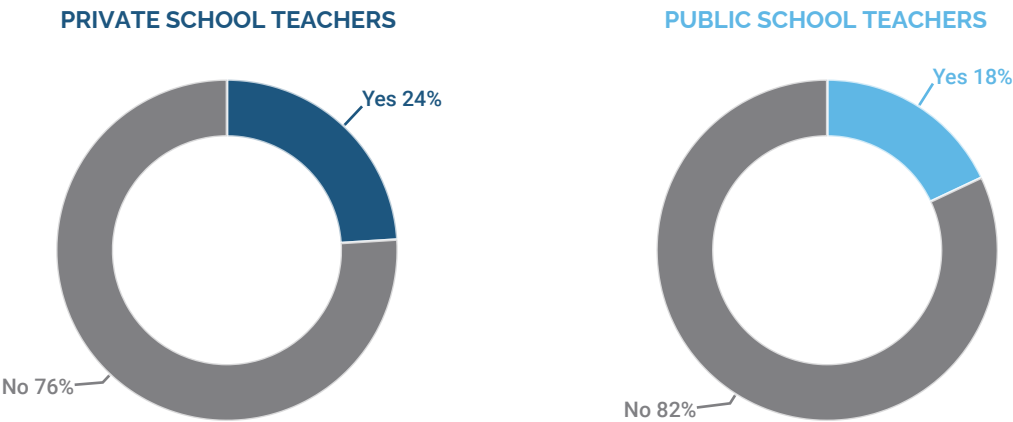
PRIVATE SCHOOL TEACHERS

Yes 24%
No 76%

PUBLIC SCHOOL TEACHERS

Yes 18%
No 82%

Figure 7: % OF STUDENTS WITH DISABILITIES

Type of Accommodation Provided for Students With Disabilities

62% SHADOW OR SUPPORT TEACHERS

68% AVAILABLE TECHNOLOGIES

62% MODIFIED ASSIGNMENTS

42% MODIFIED ASSIGNMENTS

68% AVAILABLE TECHNOLOGIES

34% SHADOW OR SUPPORT TEACHERS

Access
KEY TAKEAWAYS

01 **Most respondents who used TV**
to access their learning indicated that the timing of the TV sessions was not convenient for them. One contributing factor may be that the availability of TV devices is be low compared to the number of individuals in the household requiring the TV to study.

02 **Most respondents used one device**
out of the options listed to access their learning and the smartphone was the most frequently selected device among the listed options.

03 **Respondents who indicated that they "never" or "sometimes" faced internet connectivity challenges**
did not seem to be negatively impacted. However respondents who consistently faced internet connectivity challenges seemed to have a less positive overall experience.

04 **Most Respondents indicated that videos were the most frequently**
form of content provided among a list of options and written assignments and worksheets were the most frequently cited form of homework among a list of options. This may provide a snapshot of how online learning was delivered in the surveyed schools during the lockdown and may help explain why there was no relationship between internet connectivity and the type of device used with the overall online learning experience.

05 **We did not find a relationship**
between the use of TV/ digital platforms and overall satisfaction with online learning; therefore the use of TV/Digital platforms did not seem to impact the quality of the online learning experience

Quality Of The Online Learning Experience

Quality
OF THE ONLINE LEARNING EXPERIENCE

The survey questions sought to identify and understand elements of quality that may impact

▪ Their experience of online learning.

▪ Whether any change occurred to their feeling of being connected to their school before and during the lockdown.

▪ How they feel about continuing with online learning.

When respondents were asked about their overall experience, answers varied between those who felt strongly about it and those who felt neutral. The answers did not reflect a major trend either way indicating that responses were distributed across the options provided as shown in **Figure 8.**

Public Schools

Private Schools

Figure 8: all respondents' overall experience

We again refer to the context and the timing of the survey.

Respondents were asked to answer questions and reflect on their experience during a two-month lockdown period.

Respondents filled the survey over the summer when Jordan was emerging from a strict lockdown, students were on summer break and COVID-19 infection rates were very low.

There was a general sense that online learning was a temporary fix to a problem that will go away and a sense of optimism that learning will go back as planned in the next academic year.

The situation is currently more complicated because parents, teachers and students are faced with a new reality where online learning may become part and parcel of the education system.

Therefore feelings about online learning and continuing with online learning may change in this current context.

We looked at several factors that may have an impact on the overall experience of respondents. **Those factors include:**

1. SCHOOL BASED ONLINE PROGRAM

▪ Communication between students and teachers
▪ Student academic performance
▪ How lessons are presented
▪ Homework diversity
▪ Organization and teaching Tools provided to teachers

2. COMMUNITY SUPPORT

▪ Family and spouse support for teachers and parents
▪ Effect of online learning on other duties parents have

Satisfaction

Satisfaction
STUDENT/TEACHER COMMUNICATION

When parents and students were asked whether there was communication between them and their teachers during the lockdown, respondents were provided with options: Always, Sometimes, Rarely, Never.

82.5% of parents and students in public and private schools indicated that they communicated with their teachers.

Whereas only **17.5% of respondents stated that they rarely or never communicated with their teachers.**

We found this finding to be very encouraging, particularly because the experience with online learning improved with the number of communication tools used.

Several international research publications concur that communication between students and teachers fosters a sense of community and belonging which helps students feel connected to teachers, classmates and their school.

Our survey findings agree with this because we did find a relationship between frequency of communication between parents and teachers and the respondents feeling about being connected to their school as shown in **Figure 9**.
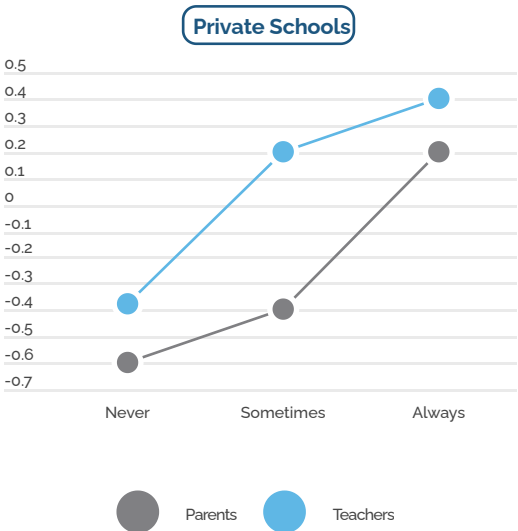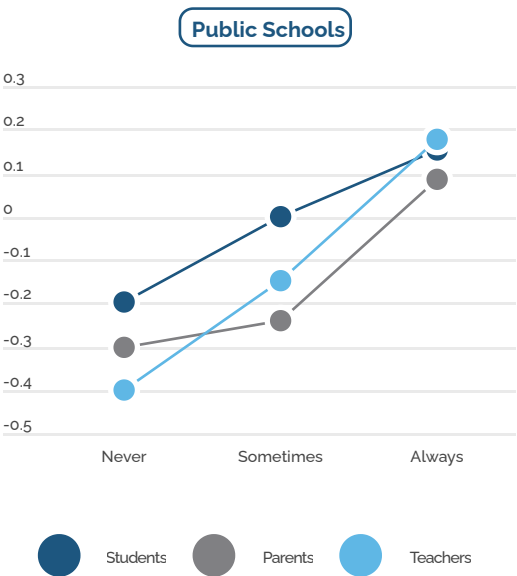
Private Schools

Parents   Teachers

Figure 9: relationship between the frequency of student-teacher communication and the overall satisfaction (by school type)

We also found a relationship between the diversity of communication tools between students and teachers and their overall satisfaction with online learning.

Student and parent respondents who did communicate with teachers were asked from a list of options what communication tools they used: through the platform, text messages, social media, phone calls, emails, other.

We found that those who reported using several communication tools were more likely to indicate a positive experience with online learning as shown in **Figure 10.**
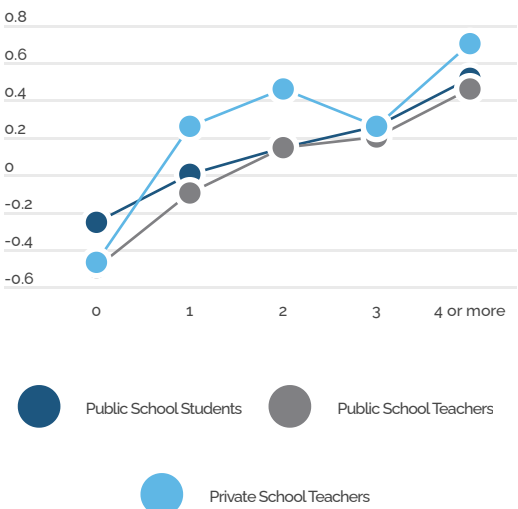
Public Schools

Students   Parents   Teachers

Public School Students   Public School Teachers

Private School Teachers

Figure 10: relationship between the diversity of communication tools and the overall satisfaction (by school type)

Satisfaction
STUDENT PERFORMANCE

When parent respondents were asked what their perception was of their children's performance during online learning, they were asked to select from a list of options based on their perceptions: Improved, Regressed, No Difference. The majority felt that their children regressed as shown in **Figure 11:**
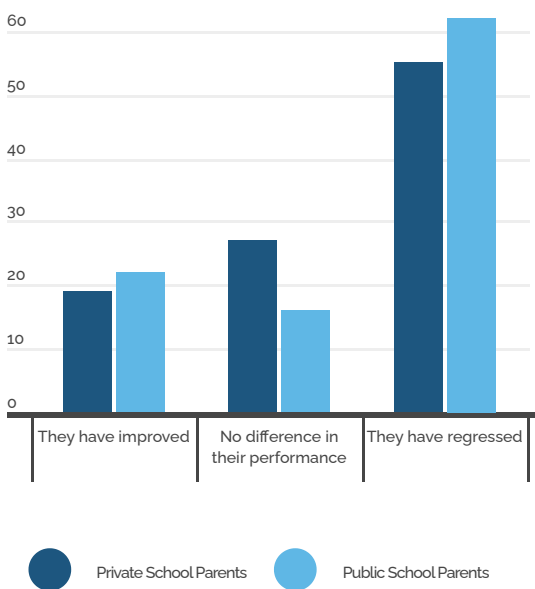
figure showing Public Schools data with legend: Always, Sometimes, Never

figure 11: parents' perception of their children's performance (by school type)

However, of the parents who reported that their children improved 74% of them also indicated higher frequency of communication between their children and the teachers as shown in **Figure 12.**
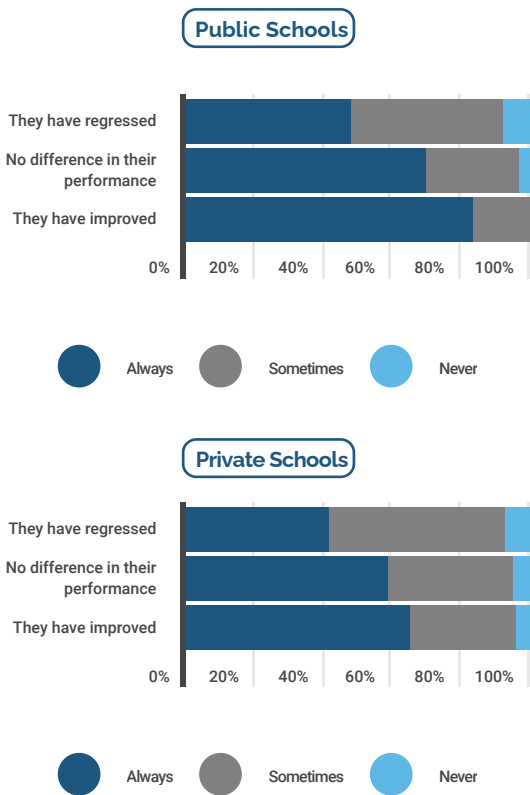
figure 12: correlation between the frequency of student-teacher communication and children's performance

This finding echoes documented international research which states that student performance appears to be linked with improved teacher-student communication. Research documents recommend that professional development programs for teachers include ways to effectively communicate with students.

Satisfaction
CONTENT DELIVERY

We discussed earlier in the report, how content was delivered and what types of assignments students were given and its possible effect on access to learning.

We are now looking at this issue from a qualitative perspective.

When students and teachers were asked how the content was delivered, they were provided a list of options: Reading Materials, Audio Recordings, PowerPoint Presentation, Videos, None **we found that the majority of teacher and student respondents from public schools selected only 1 form of content**
delivery out of the 4 options whereas most private school teachers selected more than 1 form of content delivery out of the options provided.

We also found that the more options selected by student and teacher respondents, the more they indicated a positive overall learning experience, as shown in Figure 13. This is reaffirmed by international research which states that there is a relationship between catering to different learning styles and the motivation of the learner. The research also goes as far to say that it improves academic achievement and therefore training teachers on strategies and methods of teaching should consider how teachers can diversify the presentation of their content.
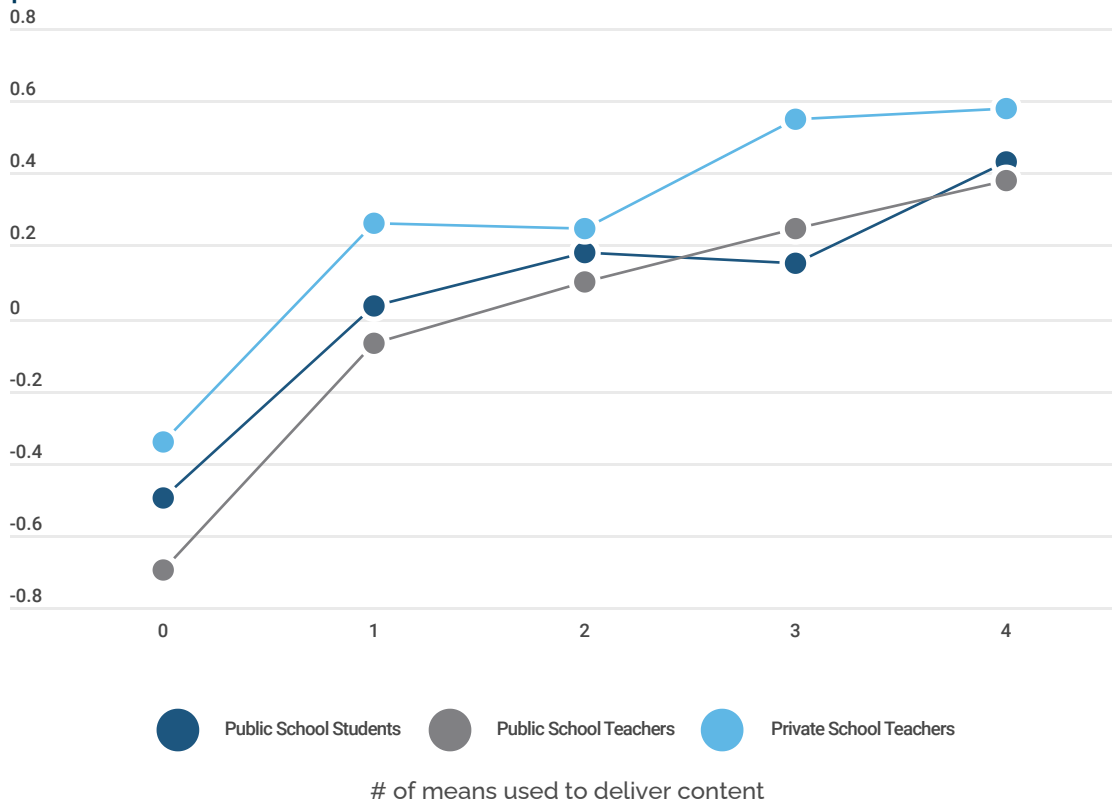

# of means used to deliver content

Public School Students   Public School Teachers   Private School Teachers

Figure 13: correlation between overall satisfaction and # of means used to deliver content (by school type)

Satisfaction
HOMEWORK TYPES

W hen student and parent respondents were asked about homework types, they were asked to choose from a list of options: Written Assignments, PowerPoint, Projects, Worksheets, Other, **we found that the options most frequently selected were "assignments" and "worksheets".** We found that similar to presentation of diverse forms of content, **respondents who selected more than one type of homework reported a positive experience with online learning in both public and private schools** as shown in **Figure 14.**

● Public School Students   ● Public School Teachers   ● Private School Teachers

# of homework types

Figure 14: correlation between overall satisfaction and # of homework types (by school type)

Satisfaction
PLANNING & ORGANIZATIONAL TOOLS

Teacher respondents from public and private schools were asked if they have tools to help them organize and plan their lessons. They were provided with a list of options to select from as shown in Figure 15.

Teachers in both public and private schools selected a variety of planning & organizational tools, it however is important to highlight that **36% of teachers in public schools indicated using no tools compared to 18% of teachers in private schools**

Public Schools

Private Schools

figure 15: planning & organizational tools

International research recognizes that teacher online readiness is just as important as student online readiness. Moreover, teacher competency frameworks need to be adapted to online learning environments where the ability to manage technology, deliver and assess content becomes especially important in online environments, because there is less available time to acclimatize to new tools and

operating environments. Being able to monitor progress, identify and follow up on issues are also critical to minimize the likelihood of student disengagement or withdrawal. Therefore planning and organizational tools seem to be a key factor impacting teacher online readiness and satisfaction with online teaching.

The survey findings are in line with what international research is stating. We found that teachers from public and private schools who had access to different planning & organizing tools were more likely to indicate a positive experience as shown in **Figure 16**.

This indicates a need to further support teachers who did not have access to tools or do not use tools provided and integrating instructional online readiness criteria in national teacher competency frameworks.
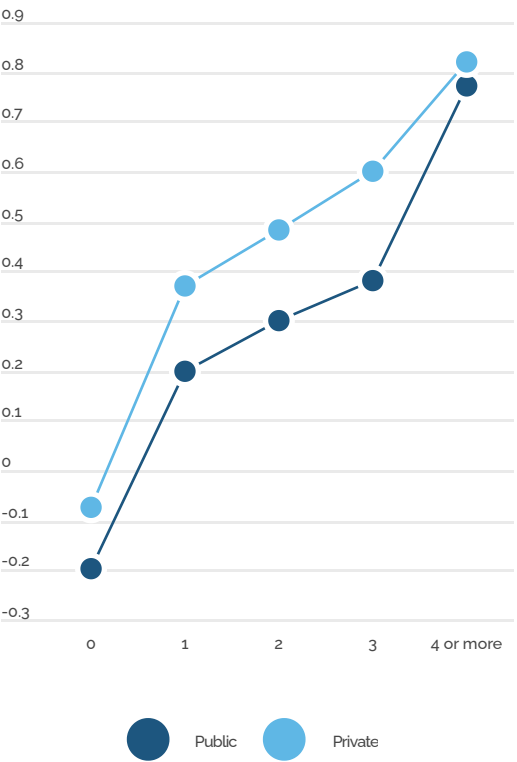

figure 16: correlation between overall satisfaction and # of planning & organizational tools used by teachers (by school type)

Satisfaction
SUPPORT FOR TEACHERS

Teachers are considered frontline workers in classrooms; therefore we found it important to ask questions in the survey that address teacher resilience.

The survey looked at whether teachers were provided with support at school.

We found that 46% public school teachers and 24% of private school teachers didn't receive any support, as shown in Figure 17.

There also was a discrepancy in responses of public and private school teachers regarding supervisors.

However its important to point out that supervisors in private schools are employed and directly working in the school with teachers while public school supervisors are Ministry of Education field staff who visit the schools.

This therefore may account for the difference in response.

International research states that teachers who lack support are less effective teachers, have less supportive relationships with their students and in turn students they have lower academic and social outcomes.
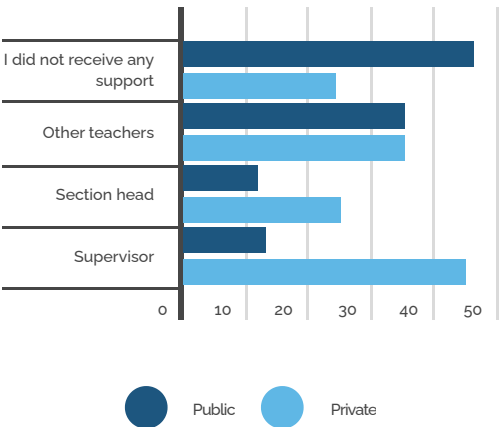
Teacher respondents were also asked whether they received support from people in their household during the lockdown.

They were provided with a list of options as per the graph below.

Of those who reported receiving frequent support, they were more likely to indicate a positive experience with online learning as shown in **Figure 18.**
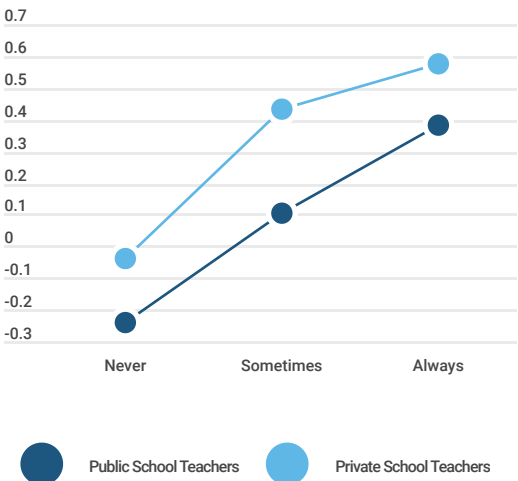

Figure 18: correlation between overall satisfaction and frequency of family support provided to teachers (by school type)

Figure 17: % of teachers receiving school support (by school type)

Satisfaction
SUPPORT FOR PARENTS

When parents were asked if they helped their children during online learning, they were provided with several options to answer from as outlined **Figure 19.**

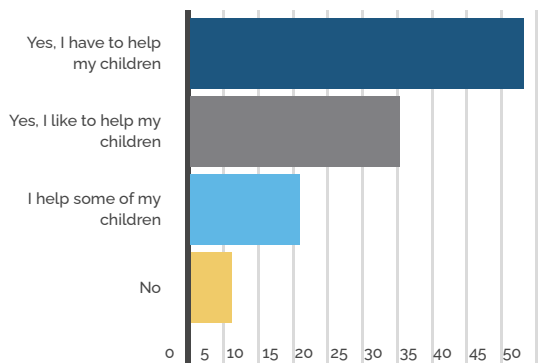**48% of parents reported they are helping their children because they are obligated.**

Figure 19: % of parents who supported their children during online learning

Parent respondents were also asked whether assisting their children with online learning took them away from other duties.

80% of parents from both public and private schools stated that it did as shown in Figure 20.

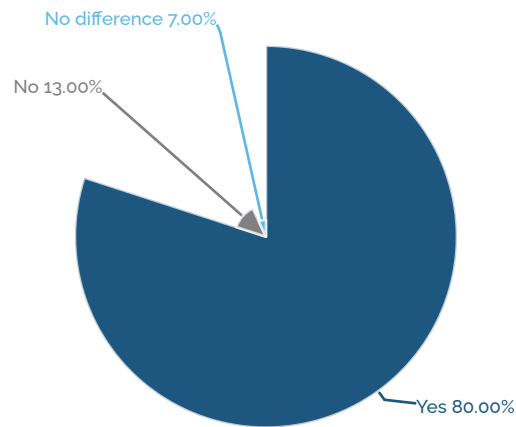

No difference 7.00%

No 13.00%

Yes 80.00%

Figure 20: % of parents who found online learning distracting from other duties

When parents were asked if they received assistance from their spouse, more than 50% of them stated that they rarely or never received support from their spouse as shown in **Figure 21.**

This may also indicate why online learning took them away from other duties
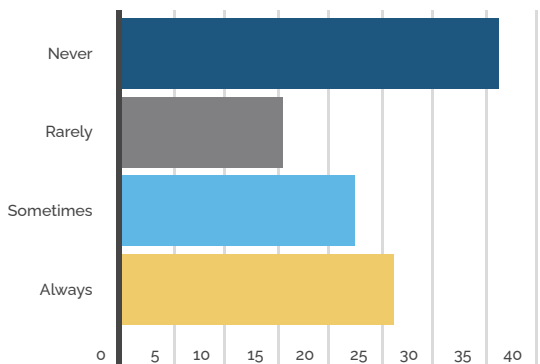

Figure 21: frequency of parents receiving support from spouses

When frequency of receiving support was analyzed against overall satisfaction, parents who reported receiving support from their spouse were more likely to indicate a positive overall experience as shown in **Figure 22.**
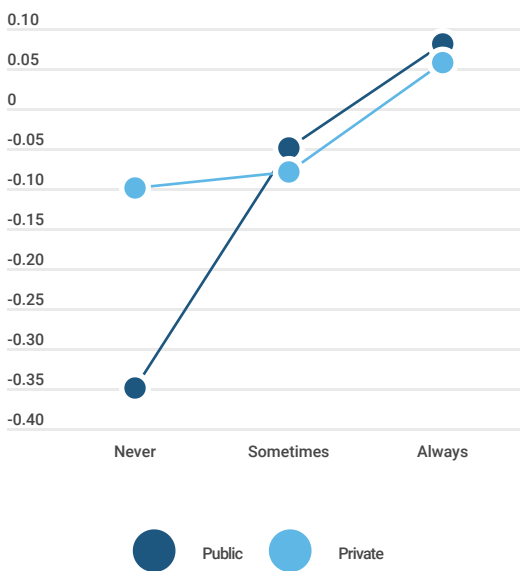

● Public   ● Private

Figure 22: correlation between overall satisfaction and frequency of parents receiving support from their spouses (by school type)

Connectedness
WITH THE SCHOOL

Respondents were asked whether they felt connected to their school, before and during the lockdown and were provided with several options: Connected, Neutral, Not Connected. 70% of public and private school respondents indicated no change in their feelings prior to and during the lockdown. Despite the majority feeling, It is worth noting that **45% of private school parents and 33% of public-school parents felt that their children became less connected to their schools as a result of the lockdown.**

FACTORS THAT MAY CONTRIBUTE TO A MORE POSITIVE CONNECTION TO THE SCHOOL

As previously mentioned, we found that respondents from public and private schools who communicated
frequently with teachers also felt a positive connection towards the school as shown in Figure 23:
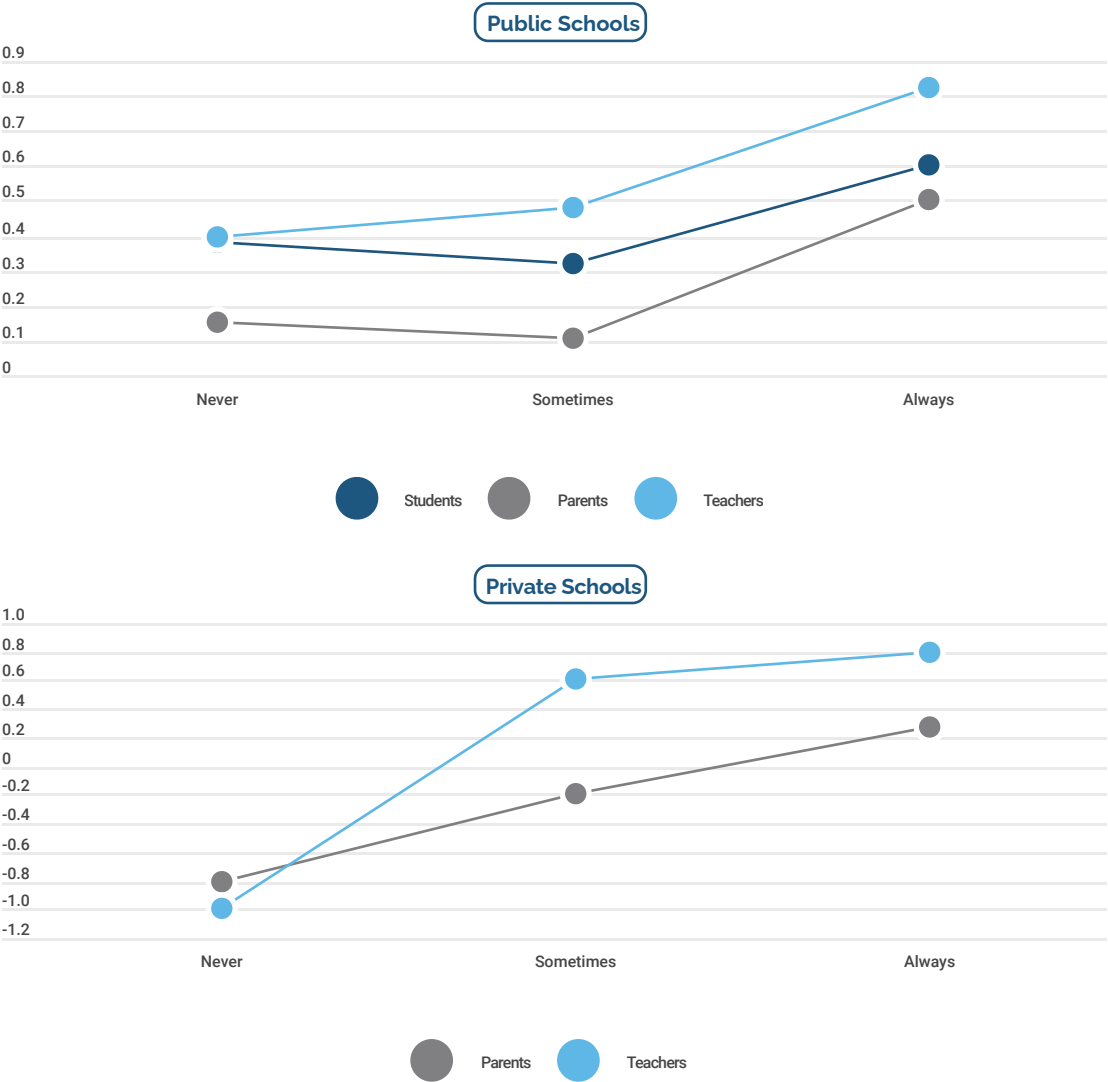
Public Schools

Private Schools

Figure 23: correlation between connection to school and frequency of communication (by school type)

Feeling About
CONTINUING WITH ONLINE LEARNING

All respondents were asked how they feel about continuing with online learning. They were provided with several options to answer from: Positive due to online learning experience, Negative due to the online learning experience, Positive for other reasons, Negative for other reasons, Don't mind continuing as shown in Figure 24.
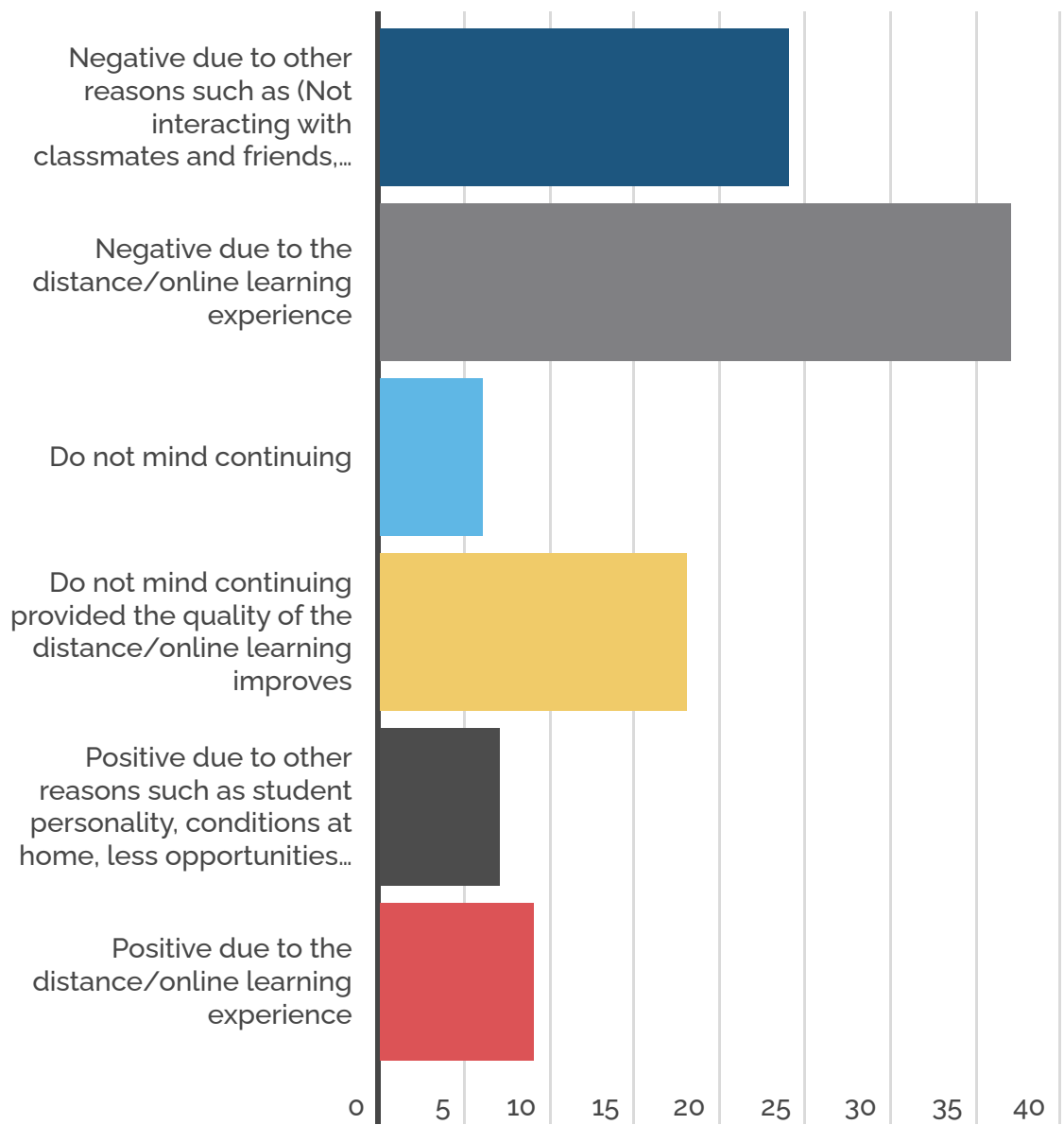

Figure 24: all respondents' feeling about continuing with online learning

It is interesting to note that 61% did not want to continue with online learning due to the school- based online learning program or other reasons while only 16% wanted to continue with online learning

Key Takeaways
QUALITY OF THE ONLINE LEARNING EXPERIENCE

01 **There is a relationship between frequency of communication**
between teachers and students and respondents' overall satisfaction as well as their feeling of being connected to the school. We also found a relationship between parent perception of their children who performed well during online learning and frequency of communication with their teachers.

02 **Catering to different learning styles**
through diversity in presentation of content and diversity in homework seems to indicate a more positive overall experience for teachers and students.

03 **There is a need to focus on professional development**
for teachers and look at teacher competency framework adopted to ensure that teachers have the capacity and strategies to provide diversified content and homework.

04 **Teachers resilience**
is affected by their relationship and the support they receive from their peers, supervisors and family members at home.

Approach

THE SURVEY FRAMEWORK

Edvise ME followed a well researched and reviewed framework by Chickering and Gamson that encompasses principles for good practice based on seven key principles in designing the survey approach.

Those principles outlined factors that promote the effectiveness of school based online programs.

They were originally written in regard to face-to-face learning but also apply to online learning (Bigatel et al, 2012):

1. **Student-Faculty contact**
2. **Cooperation among students**
3. **Active Learning**
4. **Prompt feedback**
5. **Time on Task**
6. **Communication of High Expectations**
7. **Respecting diverse talents**

This framework was adopted in a higher education context in western countries. Based on Edvise ME experience in Jordan and practice in the K-12 space,

Edvise ME contextualized the framework mapping key elements of the online learning experience against access and quality factors to ensure that the survey questions are balanced and targeted.

Survey Questions   ⊕

SURVEY RESPONDENTS

Edvise ME sought to understand student, teacher and parent perceptions of the online experience during the lockdown because the success of online learning depends not only on how students perform in school and how teachers relay content, it also depends on the relationships and interactions between students, teachers and parents that influence motivation and attitudes towards learning.

We determined that students in grades 7-12 would be able to independently fill out the survey without facing major obstacles, while we hoped to capture the younger students' perspectives through their parents who may have assisted them.

The survey was divided into several sections, some questions targeted all respondents where some questions were more specific to students, teachers or parents.

SURVEY ANALYSIS

In order to better understand what factors influence the respondents online learning experience,

Edvise ME looked at relationships between different variables (under access and quality) and overall satisfaction with online learning. We provide a snapshot below, of what variables influenced or did not influence the overall experience and provide more explanation in the sections below

Overall Experience   ⊕

MEASURING SATISFACTION

Edvise ME included questions for students, parents and teachers on the overall satisfaction with online learning and the feeling of connectedness to the school prior and during the lockdown in order to identify any correlations between those satisfaction measures and the school based online program, behaviors and practices around online learning and accessibility of online learning.

Edvise ME used the Pearson Chi-Square statistical test to assess the relationship between two variables and determine whether it is statistically significant.

(See Annex for for more details on how the statistical test was applied)

Limitations

OUTREACH

Edvise ME is an independent entity that has not received any national or international funding or support to conduct the survey.

This carries some advantages because our approach and findings are independent and free of bias, but we also faced limitations because we are not an institution that has a set base or platform of users.

We however reached out to an extensive network including the Ministry of Education who connected us with all public schools, we also reached out to numerous educational centers and institutions, nongovernmental organizations and community-based organizations to ensure outreach beyond Amman.

We actively used social media channels to distribute the survey as well as traditional media.

We received a higher response rate from students in public schools compared to private schools (less than 12% response rate).

We therefore decided to exclude private school student responses.

We also received very few responses from other types of schools such as UNRWA and Military schools (less than 3% response rate) and decided to also exclude those respondents from the survey findings.

SURVEY TOOL

Edvise ME chose to conduct the survey online through Survey Monkey because of its flexibility and ease of use.

It allowed us to reach a broad audience through multiple channels and ensured the safety of the survey respondents who faced restricted movement during the lockdown.

We however understand that while online surveys can reach a higher number of respondents, some members of the target population may not have participated because of their unfamiliarity or discomfort using online tools or their lack of access to devices such as a smartphone or laptop or lack of internet connectivity and access.

Annex

STATISTICAL TEST USED

Edvise ME included questions for students, parents and teachers on the overall satisfaction with online learning and the feeling of connectedness to the school prior and during the lockdown in order to triangulate and identify any correlations between those satisfaction measures and the school based online program, behaviors and practices around online learning and accessibility of online learning.

Edvise ME used the Pearson Chi-Square statistical test to test the probability of independence (or dependence) between drivers and measures of satisfaction. We considered that a significant relationship exists between a driver and a measure of satisfaction or connectedness to the school was statistically significant when the p-value of the Chi-Square test associated to the set of driver-measure was below the chosen level of significance of 0.05. The relationship between those two variables (i.e. how does the driver impacts the satisfaction) was determined from the graphical visualization of the two variables.

For pairs of driver and measure of satisfaction in which any combination would contain less than 5 respondents, Yates correction was automatically applied to the Chi-Square test.

Any missing answer or answers among the following, were automatically removed from the dataset on which the Chi-Square test was applied: "I don't know", "not applicable", "other", "varies with children" (for parents only). All statistical tests were applied to the data using R.

SATIFACTION SCORES AND LINEAR GRAPHS

Some measures of satisfaction were transformed into numerical scores, in order to quantify the level of satisfaction of respondents among different categories and compare those levels across categories. For example, the labels used to assess the feeling towards continuing remote learning were transformed as follows:

▪ Has objections because the experience was negative was scored -1

▪ Has objections because of other reasons was scored 0

▪ Has no objections as long the quality improved was scored 1

▪ Would not mind and would like it were both scored 2

Definitions

Digital Platform:

An integrated set of online services that provide learners and administrators involved in education with online tools and resources to support and enhance education delivery and management.

Learning Management System (LMS):

A learning management system that allows the school administration to document, track, report, automate and deliver educational courses, training programs or learning and development programs.

Communication Platforms:

Communication platforms allow organizations to incorporate real-time communication capabilities, such as voice, video and messaging to boost interaction between users.

School-Based Online Program:

School-based content provided at a distance through the internet

Connectedness with the School:

This term is used throughout the report to relay the respondents feeling of belonging/affinity towards their school prior to and during the lockdown

Communication:

This term is used throughout the document to express how teachers and students interacted with one another during the lockdown

Acknowledgments

We aspire to be the educational consultants of choice, recognized for our passion and commitment in delivering differentiated quality services to our clients and unlocking the potential of future generations.

Edvise ME