The Obstacles of Using the Blinded Learning among the Teaching Staff in the Faculties at Jadara University

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Abstract

This study aims to highlight the obstacles facing the use of blinded learning among the teachers at the faculties in Jadara University. The researcher designed a questionnaire to find out the obstacles facing this blinded learning at the universities whether they are human, technological or administrative obstacles. After testing the validity and the reliability of the study tool, this questionnaire was distributed on a random sample of the university teachers from Jadara University for the academic year 2014/2015. The sample consisted of a forty teachers and the (T) test was used to test the study hypotheses. The study results show that there is a vital role for the human, technological and administrative obstacles in limiting the use of the blinded learning by the teaching members at Jadara university. The results show that the highest mean value was for the technological obstacles with 85% of the sample agreement. The second value was for the administrative obstacles with 81% of the sample. 77% of the sample agreed on the human obstacles according to these results. The researcher recommends urgent continuous modifications and adjustments for the university teaching to be consistent with the development in the blinded learning to get benefited from this system advantages. The research also recommends the necessity to set models and designs for teaching strategies that depend on the use of blinded learning and to apply it by the teaching members in different teaching courses.

Keywords: Blinded learning, Human obstacles, Technological obstacles, Administrative obstacles.