

The Implementation Of E-learning Strategy

**DR. Arwa hisham rahahleh^a , DR.Zaid ahmad abed alabaddi^b, DR.Majd
Mohammad al-omoush^c**

^a:Al-Hussein Bin Talal University ,P.O. Box 20 Ma'an, Jordan

aaarawaa@yahoo.com

^b: Al-Hussein Bin Talal University ,P.O. Box 20 Ma'an, Jordan

zaid.abaddi@yahoo.com

^c: Tafila Technical University P. O. Box 179 , Tafila 66110 , Jordan

majdomoush@yahoo.com

Abstract

This paper examines the implementation of e-learning strategies, from the perspective of four common objectives: To increased capacity and capability for e-learning applications and looking ahead to a new learning technologies and their applications, To provide a quality information to applying the e-learning strategy , To Develop quality of training materials or reuse others that have been created, which apart from the specific content of the course material , the research methodology is the theoretical research based on the literature review , the research consist of discussion between the previous studies.

1 Introduction

E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning. A number of other terms are also used to describe this mode of teaching and learning. They include online learning, virtual learning, distributed learning, network and web based learning. (Som. 2006), (Gbadeyan&. Akinyosoye . 2011) This study has reveals that e-learning has become an important part of our academic culture and there is tendency for its wider use by educational institutions and corporate organizations in future, as we experience more technological development in the field of Information Technology.

the online learning is a pedagogy that prepares students for lifelong learning as well as operating efficiently and effectively in technology supported work environments, future work needs to be undertaken to determine what impact online learning has on learning outcomes, specifically on the grades achieved. (Annemieke & etal. 2008)

E-learning is becoming popular and used as an alternative means of solving problems in education. E-learning is usually used in distance learning and may be used to replace conventional classroom teaching. (Soekartawi .2006) E-Learning may provide universities with a means of exceeding the newly formed competition, by taking full advantage of their traditional, already established reputations. (John & Harvey. 2003), this paper consists of seven sections : the first included the introduction, the second literature review, third the conceptual model of e-learning strategy, the fourth discuss the research methodology, the fifth talk about the research discussion , the sixth obtain the conclusion , the final section suggest a future work to the research.

2 Literature review

This section gives the reader an overview of different contribution in literature associated with the implementing of e-learning strategy. It also presents description of the strategies at university. As well, it presents an e-learning strategies .

2.1 Implementation strategy

Curran(2004) Report that the Devising convergent strategies to reconcile inconsistent or conflicting goals, and securing the support of internal communities for their implementation, is a challenge for all universities – but can be particularly acute in research-intensive universities with prized reputation or a tradition of consensual governance , wheelen & hunger (2008) The secret to enterprise success is its will executed strategy implementation of e-Learning, principally by the shift in learning styles required to be successful in an online environment ,and clearly lead out programs , budgets and procedures support the company competitive strategy by making enterprise stand out in the mind of the customer Students.

Buchmann(2011) Suggest to implement an efficient e-Learning system in universities. E-Learning must not be perceived strictly as an educational environment, but also as collaborative process framework aimed to increase individual and organizational performance, thus providing an operational-level decision support. (Gbadeyan & Akinyosoye . 2011) E-learning should be effectively implemented for it to achieve its objective, as a qualitative and effective learning method of study , (Kayte & atl .2004) Acknowledge that in the implementation of eLearning brings forth implications for all stakeholders in HE, and poses a number of risks which can not be overlooked other ways , (Partridge & Edwards .2003) Says that If e-learning is to have a meaningful role in higher education in fostering quality student learning than it is important that universities firstly, examine how e-learning is being implemented within their institutions.

2.2 E-learning strategy

To applying the e-learning strategy it must have a clearly defined the vision and mission, the next the first step to applying this strategy is to analyze the current situation ,through a series of analyses (external and internal environments, benchmarking and gap analyses) using different models. Traditional business models such as Porter's five forces model could be used to identify possible threats in a specific market or a SWOT analysis could be used to determine strengths ,weaknesses, opportunities and threats, (Uvasara & Heshan.2010) Reports on his study that E-learning strategies are increasingly being using in the higher education sector to facilitate the teaching -learning process.

The changes in social and economic environment as well as advances in information technology drive the universities to change the traditional strategy to e-learning strategy. Any organization needs a facilities to applying the e-learning strategy (Curran, Chris. 2004) Pointed out that the commitment to enhancing the quality of teaching and learning, especially for students on-campus, is a recurrent aim of university e-learning strategies – especially in traditional, research-intensive universities Much of the content of the available literature concentrates on the factors that effect and effected by the implementation of e-learning strategy (Macpherson& atl .2005) Considers that There is absolutely no doubt that e-learning has the potential to play a major role in the continued development of corporate learning and education. However, organizations wanting to embrace a successful e-learning strategy must ensure they are fully prepared both culturally and technologically. (Annemieke & etal . 2008) Shows in their study that the aim of applying e-learning strategy in frequently to provide students with realistic expectations of the university learning experience. component of this is for students to understand their role as students, as well as what they can realistically expect from teachers, other researcher (wheelen. 2008) Reported that the use of E-learning models are attempts to develop frameworks to address the concerns of the learner and the challenges presented by the technology that is required ,and factors to implement online learning effectively.

Moreover, it tends to be presented with little description about this factors quality which is related to the quality of technology and information to attempt the e-learning approach , in other hand the human recourses and what training ,skills that uses to implement the e-learning strategy and who going to use it, we need to investigate four phases that can be seen in Table(1).

Table 1: Taxonomy of the e-learning strategy

Factor	Dimension	Sub dimension	Reference
E- learning	Quality	Technology	Soekartawi .(2006) Pratirick x.w(2007) Chitanana, L.(2008) Shafqat, H (2009) Javed ,m.(2010)
		Information	Pratirick x.w(2007) Soekartawi .(2006) Curran, Chris,(2004) Malhan .(2006) Javed ,m.(2010)
	Human recourse	Training	Pratirick x.w(2007) Chitanana, L.(2008)
		Skills	Annemieke,c (2008) Javed ,m.(2010) Pratirick x.w (2007)

This study concentrate on studying the implementation of e-learning strategy and the factors that influence the e- learning strategy, from this point of view appears the research problem which is implementing the e-learning strategy, for this reasons the researcher contribution is studying the factors that effect the implementation of e-learning strategy .

Purpose of research

The use of e-learning in universities enables access and broadens the curriculum. This paper assesses the use and implementation of e-learning through theoretical literature review , and explores some of the challenges and **Research problem**emerging concerns.

Aim and objective

The aim of this study is studying the implementation of e-learning strategy in Petra university according to the quality of technology and information and human recourse training and skills .

1. To increased capacity and capability for e-learning applications and looking ahead to the new learning technologies and their applications.
2. To provide a quality information to applying the e-learning strategy .
3. To Develop quality of training materials or reuse others that have been created, which apart from the specific content of the course material .
4. To Encourage practical skills development for conceptual knowledge application to success in implementing e-learning strategy .

3. Conceptual model of e-learning strategy

Much of the content of the available literature concentrates on the factors that effect and effected by the implementation of e-learning strategy . Moreover, it tends to be presented with little description about this factors quality which is related on building increased capacity and capability for e-learning innovation and on looking ahead to potential and new learning technologies and their applications. and providing a quality information to applying the e-learning strategy .

, in other hand the human recourses and Developing quality of training materials or reuse others that have been created, which apart from the specific content of the course material, practical proposals are being included, Encourage practical skills development for conceptual knowledge application to success in implementing e-learning strategy , we need to investigate four phases that can be seen in next section.

3.1Quality and e-learning strategy

Curran (2004) Pointed out that the Enthusiasts generally take a sanguine view of that potential, perceiving in e-learning a means of widening access to educational opportunity, of enhancing the quality of teaching, or of reducing the cost of higher education . Chitanana (2008) Says that the strategic plan should ensure that the quality of course delivery is maximizes by using a blended approach that uses the best of traditional and e- says. other researcher , Kayte (2004) Say that Programmers of Implementing the e-learning strategy in higher education should be of high quality and should meet the needs of the diverse student population , Curran` (2004) This should en-sure the success of eLearning into the future, providing institutions with a much needed competitive edge. In many universities, students and staff routinely use the Internet to access external resources to enhance the quality of teaching and learning on-campus. Macpherson & Wilkinson (2005) , Priem (2005) resulted In his research it will concentrate on the most suitable information with going to be usable and clear to having an effective e-learning system .

Viewed from this perspective, quality in implementing e-learning strategy should provide qualified e-learning technology and equipping a high quality information to the users .

3.1.1 E-learning technologies

Chitanana(2008) Confirm that one of the e-learning development and support team would have the mandate to establish an e-learning strategy, which would facilitate the: provision of an e-learning infrastructure and a range of e-learning tools that have high quality specifications and one of them is having a good web for university .in the other hand the university should have an effective communication system to having better interaction in Soekartawi (2006) Shows that One of the positive impacts of collaborative learning is having better communication and technological tools .

Kayte (2004) Says that The critical factors for success will change with the implementation of eLearning programmes: prior experience of using technology; the technological infrastructure, and adding the most important techniques its the communication channels that needed for sharing knowledge between universities to adding knew experience and knowledge participate in collaborative learning. Sandy (2008) Address in his study one of the Benefits of emerging technologies for education: Education is scaleable, since educational institutions do not have to build classrooms and infrastructure to hold face-to-face classes. To accommodate more learners, educational institutions need only expand the network and hire more instructors to facilitate additional courses . Kayte (2004) Supports this opinion and contends that as The critical factors for success will change with the implementation of eLearning programmes: prior experience of using technology; the technological infrastructure; and the lecturer will be the new key elements in the success of the learning experience . Ahmadpour & Mirdamadi (2010) The result of this study shows that MoA should pay more attention to provide appropriate hardware and software and infrastructure, because technical resources are one of sustainable implementation dimensions of e-learning , Hall & Walton (2005) Who suggests that E-learning has progressed and access to technology has improved since the published studies described here in this study other researcher , Priem.(2005) Says The use of an electronic learning platform could show some outstanding positive aspects. Firstly, the electronic connectivity has led to a lively teacher/student and student/student communication. A second positive aspect was the student's enthusiasm, mainly because of the involvement in the flexible learning process. In this respect can be concluded that the VME questionnaire was extremely useful .

This paper focuses on building increased capacity and capability for e-learning innovation and on looking ahead to potential and new learning technologies and their applications.

3.1.2 Information in e-learning

Gbadayan & Akinyosoye (2011) Says in his research A collaborative online learning environment should be created so as to enable students have opportunities to exchange ideas and information, Buchmann (2011) Says that The students' use of computer is a dominant activity, for both professional guidance and information, and consistent with trends of the time allocation for online communication and leisure purposes, Gbadayan & Akinyosoye (2011) Suggest that academic culture and there is tendency for its wider use by educational institutions and corporate organizations in future, as we experience more technological development in the field of Information Technology. Rosenblit (2005) The new information and communication technologies affect currently most spheres of life, including higher education environments. Their effects are most likely to grow in the future. Malhan (2006) Suggests one of the challenges is Rapid changes are taking place in the information environment and managing change in the information centers is the greatest challenge of information system.

Other research Shafqat (2009) Says that The university has an "E-Strategy" and in within the remit of the strategy there will be a future requirement which will make it compulsory for tutors to provide information and use E-Learning on a more frequent basis – even if it is to upload information about themselves to their students. Kaye (2004) Shows in his study that the academic staff is appointed on the basis of their subject expertise rather than any proficiency in the areas of pedagogical design and Information Communications Technology.

3.2 Human resource and e-learning strategy

Recent studies indicate that the success of e-Learning methods in higher education can only be measured according to the effectiveness of delivery, training staff with fit skills, in a good infrastructure and some techniques may be regarded as a major challenge in the adoption of e-Learning initiatives, (Curran, 2004) Who suggests that universities are currently Divergence can take many forms: the need to respond quickly to emergent commercial opportunity, without distorting an established process of consensual, deliberative decision-making; the desire to widen access to scarce academic resources, without overwhelming the scarce resource or debasing its quality; the opportunity to build on reputation, Ahmadpour & Mirdamadi (2010) Argue that human in e-learning should be considered. The important factor to accepting and applying e-learning is human resources. Uvasara & Heshan (2010) It is important to provide the necessary technical assistance to interesting academic staff members to develop good quality e-learning resources, In the environment of university should have a good Infrastructure (Building spaces, ICT, Internet speed, , Classrooms audiovisual facilities, labs, equipment. Macpherson & Wilkinson (2005) explains that in his study that the in implementing e-learning strategy that the technology is used to deliver training and development to a broad organizational constituency. However, while technological support for training and development may provide access for the whole of the workforce.

3.2.1 Training staff

Having a well training teachers and student is one of the most important element to succeed in any university, Integrating e-learning process into the universities is not an easy task and requires specialist with various skills to be at the implementation team. Macpherson & Wilkinson (2005) Shows that technological support for training and development may provide access for the whole of the workforce, even for suppliers and customers, this review suggest a number of difficulties that must be considered, other researchers chitanana & others (2008) Studied An institutional strategic plan is essential as the first step in the development of e-learning. To enable the University to manage its e-learning developments, it is recommended that an e-learning strategy has to be developed with wide consultation Universities should avoid human resource training and lack of workshops and training programs for academic staff. Javed. (2010) Ensure that the quality in open and distance education in Pakistan, it is recommended that Teachers in distance learning programmers should given mandatory training and retraining of ICT programmers to provide them with practical and functional knowledge of the computer, internet and associated areas of ICT. Annemieke & others (2008) Shows in his study that the major thrust of the University to ensure students graduate with lifelong learning skills is likely to be jeopardized if students are not encouraged to participate fully in the online learning experience. A recommendation to the University will be the need for staff development to ensure that all University staff have the key skills in online teaching so that all students get more of a uniform educational experience no matter on which campus they are based,

Kisielnicki & Sobolewska(2010) Suggest that We are especially interested in the training's impact on the career path of the employee. The organizations are aware of the fact that it is a technology that can dominate the training market in the future, other ways Buchmann(2011) Says some do not know or did not correctly implement these technologies in teaching-learning-evaluation, while others will not adapt to new requirements; some educational institutions lack an organized form for continuous training for teachers in ICT , other opinion Ahmadpour & Mirdamadi (2010) Shows in his study that the Agricultural extension is skipping traditional training delivery methods and are going straight to using elearning. To achieve the goal of application of e-learning for extension service , other researchers, Hall & Walton(2005) Explains that the learners feel that e-learning is effective and improves education and training; the key benefit of e-learning is the flexibility it provides .

This paper Develop quality of training materials or reuse others that have been created, which apart from the specific content of the course material, practical proposals are being included.

3.2.2 Skilled staff

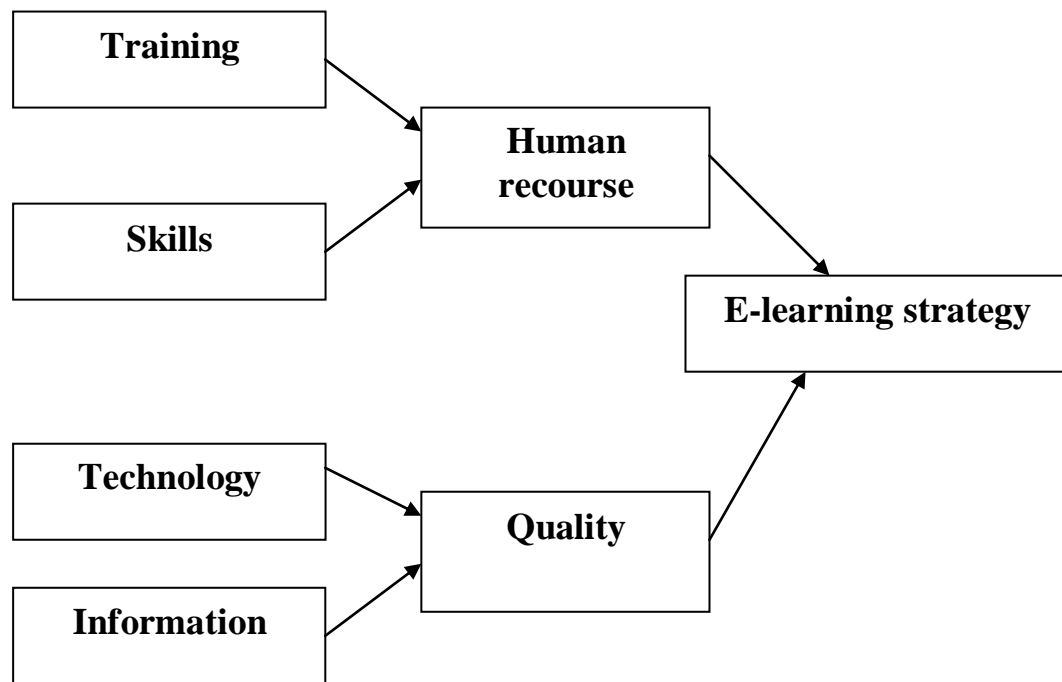
Annemieke & etal(2008) Shows in his study that the University will be the need for staff development to ensure that all University staff have the key skills in online teaching so that all students get more of a uniform educational experience no matter on which campus they are based. Javed (2010) Shows in his study Lack of Skills in Designing Course-ware: Sufficient personals tutors/facilitators etc providing their services to AIOU do not have proper knowledge and skills in designing and delivering their courses in electronic format. This greatly affects instructional delivery system. in other hand (Patrick. 2007) Shows that e-learning approach should including satisfactory university computing facilities and support, dedicated staff having the necessary IT skills, and a well designed website with interactive course material, as well as students IT skills and their experience and motivation for e-learning.

(Chitanana & alt .2008) Say in his research link-staff should be hired to work in each Faculty to facilitate the adoption of e-learning. Lecturers should be offered training and support through their Faculties alongside that for ICT skills. (Paul. 2008) Shows in his research the university develops a concentrated and specific eLearning process that seeks to exploit eLearning and it's supporting ICT to enhance a skills-based provision. The university appeared to attempt to encourage the use of eLearning to deliver and promote engagement on selected courses only – those courses specifically directed at skills development or the work-place , (Priem &etal .2005) In this research it will concentrate on training the existing student and employees to learn new skills to deal with the e-learning system , (Hall & Walton.2005) The managers/trainers agreed on barriers caused by requirement for change, poorly designed packages, inadequate technology, lack of skills, costs, need for a component of face-to-face teaching .

This paper seeks to Encourage practical skills development for conceptual knowledge application to success in implementing e-learning strategy .

3.3 The Research Model

The use of e-learning in universities enables access and broadens the curriculum. This paper assesses the use and implementation of e-learning through case material, and Addressing the key factors that affects the e-learning strategy this factors are quality which is related to the quality of technology and information to attempt the e-learning approach, in other hand the human recourses and what training ,skills that uses to implement the e-learning strategy and who going to use it, we need to investigate four phases that can be seen in diagram (1)



The research model diagram (1):of e-learning strategy

Hypotheses

This research consists of six hypotheses according to the research model:

- H1 : There is no effect between quality of technology on implementing e-learning strategy.
- H2 : There is no effect between quality of information on implementing e-learning strategy.
- H3 : There is no effect between human resources training on implementing e-learning strategy.
- H4 : There is no effect between human resources skills on implementing e-learning strategy.

4. Research methodology

Gbadeyan& Akinyosoye (2011) adopted the survey method to basically examine the effect of both online and traditional classroom teaching on students' performance. The study try to determine if the two method learning result in the improvement of students' learning performance or not. 198 students out of 215 MBA students of the Institute of Public Administration and Management, University of Sierra Leone were considered for the study. The survey Instrument used was Questionnaire and of Likert type. The study was conducted between November 8, 2010 to December 4, 2010 just to enable students have enough time to fill and return the questionnaire. The Likert type questions have a 5 point scale (indicating 1 = Strongly disagree, 5 = Strongly agree), divided into four sections: Biographical Information of students, questions examining students attitude to Online learning, Classroom teaching and both methods of learning. The Instrument contained 39 Items in all .

Chitanana & others (2008) attempted to estimate the current level of practice of e-learning in Zimbabwean Universities. The study allowed the collection of useful information and data in relation to this new mode of teaching and learning. Our considerations are based on questionnaire responses from 86 lecturers, who were randomly selected, as well as interviews with IT directors from four leading universities in Zimbabwe the sample its 70 The questionnaire was designed to collect data on their level of computer expertise, their level of preparedness to adopt e-learning as well as the challenges they faced. The questionnaire had both closed and open end questions. The face validity of the questionnaire was established by giving the questionnaire to experts to comment on its validity. The questionnaire was administered in person to 86 university lecturers by the researchers.

Annemieke & others (2008) The research design included gathering data from both staff and students at the University. The first part of the project was a series of focus groups with purposefully selected staff experienced with online course design, development, implementation, or operation (teaching). The findings of these focus groups were then benchmarked with external teaching staff through a workshop at the Asia-Pacific WebCT User Conference in September 2005, involving 20 Australian and international participants. An online student questionnaire was deemed the most appropriate survey instrument for the final part of the study. This questionnaire aimed to gain a representative student sample as well as being] the least demanding method, in terms of time and resources, to implement and administer, The survey consisted of 60 questions .

Shafqat (2009) This study consisted of three research activities which included questionnaires, and semi structured interviews. The first phase consisted of the questionnaire which was distributed amongst the taught postgraduate students; the second phase conducted semi-structured interviews amongst a sample of the staff who lectured on the taught postgraduate courses; the third phase consisted of semi-structured interviews conducted amongst a sample of E-Learning content developers within the University. For the 1st phase the questionnaire was distributed among 200 postgraduate students. The postgraduate students were part of the Business School at the University of Northampton and were enrolled on the various MSc and MA taught courses. Out of the 200 questionnaires that were distributed, 150 were returned which amounted to a response rate of 75%. The second phase involved the Business School lecturers from the same courses as those studied by the student in the first phase. Additional data was collected through these interviews and the discussions that were conducted with the teaching staff and other users of the learning activities support environments such as NILE and Blackboard. The third phase was to interview other people involved in the provision of E-Learning support at the University

The most suitable research methodology is the theoretical review based on the literature review, the research consist of discussion between the previous studies.

5 . Discussion

there is no effect between quality of technology on implementing e-learning strategy in Petra university. There is many researcher proved that there is a relation between technology and e-learning strategy , Sandy (2008) address in his study one of the Benefits of emerging technologies for education: Education is scaleable, since educational institutions do not have to build classrooms and infrastructure to hold face-to-face classes. To accommodate more learners, educational institutions need only expand the network and hire more instructors to facilitate additional courses. , Kayte(2004) supports this opinion and contends that as The critical factors for success will change with the implementation of eLearning programmes: prior experience of using technology; the technological infrastructure; and the lecturer will be the new key elements in the success of the learning experience . In this research it will concentrate on the most suitable techniques like computer web side to deal with e-learning system , Ahmadpour & Mirdamadi(2010)The result of this study shows that MoA should pay more attention to provide appropriate hardware and software and infrastructure, because technical resources are one of sustainable implementation dimensions of e-learning , This paper proved that there is no effect between quality of technology on implementing e-learning strategy in Petra university .

there is no effect between quality of information on implementing e-learning strategy in Petra university. many researcher proved that there is a relation between information and e-learning strategy Buchmann (2011)says that The students' use of computer is a dominant activity, for both professional guidance and information, and consistent with trends of the time allocation for online communication and leisure purposes, Gbadeyan& Akinyosoye (2011) suggest that academic culture and there is tendency for its wider use by educational institutions and corporate organizations in future, as we experience more technological development in the field of Information Technology, The new information and communication technologies affect currently most spheres of life, including higher education environments. Their effects are most likely to grow in the future Rosenblit (2005) , Malhan(2006) suggests one of the challenges is Rapid changes are taking place in the information environment and managing change in the information centers is the greatest challenge of information system . this paper proved there is effect between quality of information on implementing e-learning strategy in Petra university.

there is no effect between human resources training on implementing e-learning strategy in Petra university. There is many researcher proved that there is a relation between human recourse training and e-learning strategy , Kisielnicki & Sobolewska(2010) suggest that We are especially interested in the

training's impact on the career path of the employee. The organizations are aware of the fact that it is a technology that can dominate the training market in the future, other ways Buchmann(2011) says some do not know or did not correctly implement these technologies in teaching-learning-evaluation, while others will not adapt to new requirements; some educational institutions lack an organized form for continuous training for teachers in ICT , other opinion Ahmadpour & Mirdamadi (2010) shows in his study that the Agricultural extension is skipping traditional training delivery methods and are going straight to using e-learning. To achieve the goal of application of e-learning for extension service , other researchers Hall & Walton(2005) explains that the learners feel that e-learning is effective and improves education and training; the key benefit of e-learning is the flexibility it provides . this paper proved there is effect between human resources training on implementing e-learning strategy in Petra university .

there is no effect between human resources skills on implementing e-learning strategy in Petra university , There is many researcher proved that there is a relation between human recourse skills and e-learning strategy ,Annemieke & others (2008) Shows in his study that the University will be the need for staff development to ensure that all University staff have the key skills in online teaching so that all students get more of a uniform educational experience no matter on which campus they are based. Javed (2010) shows in his study Lack of Skills in Designing Course-ware: Sufficient personals tutors/facilitators etc providing their services to AIOU do not have proper knowledge and skills in designing and delivering their courses in electronic format. This greatly affects instructional delivery system. in other hand (Patrick. 2007) shows that e-learning approach should including satisfactory university computing facilities and support, dedicated staff having the necessary IT skills, and a well designed website with interactive course material, as well as students IT skills and their experience and motivation for e-learning , (Chitanana & alt .2008) say in his research link-staff should be hired to work in each Faculty to facilitate the adoption of e-learning. Lecturers should be offered training and support through their Faculties alongside that for ICT skills. this paper proved there is effect between human resources skills on implementing e-learning strategy.

6 . Conclusion

1. There is effect between quality of technology on implementing e-learning strategy, by increasing the capacity and capability for e-learning innovation and on looking ahead to potential and new learning technologies and their applications.
2. There is effect between quality of information on implementing e-learning strategy by providing a quality information to applying the e-learning strategy .
3. There is effect between human resources training on implementing e-learning strategy , by Developing the quality of training materials or reuse others that have been created, which apart from the specific content of the course material .
4. There is effect between human resources skills on implementing e-learning strategy, by Encouraging the practical skills development for conceptual knowledge application to success in implementing e-learning strategy .

7. Future work

The researcher suggest to use the survey approach using the questionnaire as an instrument to collect data the the university filed to implement the research.

References

- Annemieke C, Annegret G, Jo Coldwell, & Jamie M.(2008). Perceptions of Roles and Responsibilities in Online Learning: A Case Study *Deakin University, Victoria, Australia . Interdisciplinary Journal of E-Learning and Learning Objects*.Australia.
- Chitanana, L., Makaza, D., & Madzima, K. (2008). The current state of e-learning at universities in Zimbabwe: Opportunities and challenges. *International Journal of Education and development using ict*(on line),4(2) avelabel:<http://jjedict.dec.uwi.edu/viewarticle.php?id=450>

Ahmadpour,A & Mirdamadi,M (2010) . Determining Challenges in the Application of E-Learning in Agricultural Extension Services in Iran . American-Eurasian J. Agric. & Environ. © IDOSI Publications . Islamic Azad University, Sari Branch, Sari, Iran

Buchmann,R ,bresefelean,p ,mares ,v.(2011) . The Place of e-Learning in Romanian Universities' Strategies . *Informatics Economics* vol. 15 . Romania .PP220 -230.

Curran, Chris. (2004) . Strategies for E-Learning in Universities . Center for Studies in Higher Education, UC Berkeley. <http://escholarship.org/uc/item/78280303> \ pp 205-217

Hall,A & Walton,G(2005) . Effective e-learning for health professionals and students—barriers and their solutions. A systematic review of the literature—findings from the HeXL project . *Health Information and Libraries Journal* . pp.20–32

Javed,m .(2010) .Enhancing quality of education through e-learning : The Case Study of Allama Iqbal Open University . *Turkish Online Journal of Distance Education-TOJDE January 2010 ISSN 1302-6488 Volume: 11 Number: 1 Article 5.* PAKISTAN.pp84-97.

John O'D ,Harvey, W. (2003). A Study Into The Effects Of eLearning On Higher Education . *Journal of University Teaching and Learning Practice*. University of Wolverhampton .

Kayte O' ,N, Gurmak, S, and John O' ,D.(2004) . 2004 Implementing eLearning Programmes for Higher Education: A Review of the Literature. *Journal of Information Technology Education K University of Wolverhampton, Wolverhampton.uk.*

Kisielnicki,j & Sobolewska,o .(2010) . E-learning as a Strategy of Acquiring a Company's Intellectual Capital . *Interdisciplinary Journal of E-Learning and Learning Objects* . Warsaw University.

Gbadeyan,r & Akinyosoye ,o .(2011) . Barriers to Effective Implementing Mba E-learning Programme: a Survey Institute of Public Administration and Management (IPAM) Department of Business Administration, University .*Journal of Applied Sciences Research*.pp213-221.

Malhan.(2006) . Developing corporate culture in the Indian university libraries Problems and challenges of change management . Library Management , *The current issue and full text archive of this journal Emerald Group Publishing Limited* l is available at www.emeraldinsight.com/0143-5124.htm . India .pp 486-493

Macpherson,a & l Wilkinson,k .(2005) . The implementation and use of e-learning in the corporate university . *Journal of Workplace Learning Vol. 17 No. 1/2, q Emerald Group Publishing Limited . , UK.* pp. 33-48.

Patrick X.W.(2007) . A Longitudinal Study of E-learning for Construction Management Education . *Journal for Education in the Built Environment, pp. 61-84 (24).* Australia

Partridge ,h & Edwards ,s (2003) Establishing the IT Student's Perspective to e-Learning: Preliminary Findings from a Queensland University of Technology Case Study .Issues in Informing Science and Information Technology. Queensland University of Technology, Brisbane, Australi

Paul, t james .(2008) . Academic staff perception of ict and elearning a Thai he case study. *The Turkish Online Journal of Educational Technology – TOJET 2008 ISSN . Bangkok University .pp36*

Priem,f , De Craemer,r , Calu,j (2005) . E-Learning in Science and Technology via a Common Learning Platform in a Lifelong Learning Project . *European Journal of Open, Distance and E-Learning* . <http://www.eurodl.org/?p=current&article=421>.

Som naidu.(2006).e-learning a guide book of principles, procedures .*Published on behalf of the Commonwealth Educational Media Center for Asia.. The University of Melbourne .Australia.*

Soekartawi . (April 2006) . Effectiveness Of Collaborative Learning In Online Teaching. *Malaysian Online Journal of Instructional Technology (MOJIT) Vol. 3, No.1, pp 68-77*. Veteran.

Sandy ,H.(2008). Education for a Digital World: Advice, Guidelines, and Effective Practice from Around the Globe. BCCampus and Commonwealth of Learning.p60

Sara and Oliver, M. (2005). Birkbeck ePrints: an open access repository of the research output of Birkbeck College. *Journal of Higher Education Policy and Management (ISSN 1360-080X)*.p16 .

Shafqat ,H.(2009). Impact of e-learning package on the quality of student learning experience . *European and Mediterranean Conference on Information Systems 2009(EMCIS2009)*. Turkey.

Rosenblit ,S .(2005) Eight Paradoxes in the Implementation Process of E-learning in Higher Education. International Association of Universities. , (5–29)
www.palgrave-journals.com/hep

Uvasara,D and Heshan ,I (2010) . E - Learning in Agriculture Higher Education: A Case Study . *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* © Scholarlink Research Institute Journals. (2): 80-83

wheelen.t & hunger.d .(2008) .strategic management and business policy . *person international edition* .eleventh edition .usa.

Zhengxin, C .(2008) . Learning about Learners: System Learning in Virtual Learning Environment . *International Journal of Computers, Communications & Control Vol. III (2008), No. 1, pp. 33-40*

<http://www.uop.edu.jo/qa/SPQARReport.pdf>