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Modern Trends in e-learning Tools and Technologies in Education with the Use of Blackboard^(*)

Researcher. Tayyiba Asim Muhammad Asim

Jazan University, Saudi Arabia

tamuhammad@jazanu.edu.sa

Researcher. Farah Naeem

Content Design Specialist at Telstra Group Limited, Australia

1994.khan.ms@gmail.com

Researcher. Aimen Yousaf

University of Management & Technology, Pakistan

aimonyousaf1996@gmail.com

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الاتجاهات الحديثة في أدوات وتقنيات التعلم الإلكتروني في التعليم باستخدام بلاك بورد

الباحثة/ طيبة عاصم محمد عاصم
جامعة جازان المملكة العربية السعودية

الباحثة/ فرح نعيم
اخصائية تصميم محتوى لدى مجموعة تلسترا المتحدة استراليا
الباحثة / أيمن يوسف
جامعة الادارة والتكنولوجيا باكستان

الملخص

يتطلب مجتمع القرن الحادي والعشرين بيئة تعليمية مرنة. حيث ينبغي أن تكون بيئة التعلم قادرة على التكيف مع أهداف التدريس وأهداف التعلم وقدرات ورغبات الطلاب للمعلومات وأحدث التقنيات وخدمات الاتصال. في العقود القليلة الماضية تم تطوير العديد من أدوات التعلم الإلكتروني واستخدامها في النظم التعليمية. حيث أصبحت أدوات التعلم الإلكتروني هذه مصدرًا رائعًا في توفير التعليم أو التدريب للطلاب من مصادر ثقافية ومستويات تعليمية متنوعة. ومع ذلك لا تزال هناك فجوة بحثية في فهم أدوات التعلم الإلكتروني وقدرتها على الوصول إلى الأهداف التعليمية. ويمكن أن يؤدي هذا العجز في فهم القدرات الفعلية للتعلم الإلكتروني أو توقع الكثير من أدوات التعلم الإلكتروني والتكنولوجيا إلى الفشل في تعليم أو تدريب الطلاب بشكل فعال. تهدف هذه الورقة البحثية الى مراجعة الاتجاهات والأدوات المستخدمة في التعلم الإلكتروني مع التركيز على قدرات بلاك بورد في تقديم تعليم فعال. وسيناقش إيجابيات وسلبيات استخدام التعلم الإلكتروني لتثقيف الطلاب. وتغطي هذه الدراسة التجريبية منصة بلاك بورد كأداة للتعلم الإلكتروني تهدف إلى التحقق من فائدتها وسهولة استخدامها كما أفاد مستخدميها الطلاب. كما ستتطرق إلى إمكانية استخدام بلاك بورد لإنشاء ودعم بيئة تعليمية تعاونية.

اكتسب تأثير استخدام منصة بلاك بورد كأداة لتعليم اللغة وتعلمها في جامعات الخليج اهتمامًا في السنوات الأخيرة نظرًا للتأثير الذي يمكن أن ينجزه في تعلم لغة أجنبية وأدائها. ويزودنا تحليل البحث بنظرة للاتجاهات الحالية والمستقبلية لأدوات التعلم الإلكتروني وتحديدًا بلاك بورد حيث يساعد على توفير فهم موضوعي لأدوات التعلم الإلكتروني المستخدمة في الفصل الدراسي. وقد أشارت نتائج الدراسة إلى أن الطلاب وجدوا أن منصة بلاك بورد أداة مفيدة في الحصول على المواد الصفية وتقديم الواجبات وإجراء الاختبارات وإعداد المشاريع. بالإضافة إلى ذلك فقد أثبتت إمكانية الوصول والقدرة على التكيف أنه مفيد وسهل الاستخدام وفعال في زيادة الإنتاجية. وأظهرت الدراسة أن تجربة الطلاب مع الأداة أدت إلى سهولة ملحوظة في الاستخدام وفائدة ملحوظة. وبالمثل، تم العثور على منصة بلاك بورد لتكون فعالة في الوصول إلى أهداف التدريس التي حددها المؤسسة التعليمية. ومع ذلك، يؤدي افتقار بلاك بورد لشبكة واسعة إلى عدم وجود بيئة تعاونية للطلاب والمعلمين على حد سواء. حيث يعتمد التعلم الإلكتروني أيضًا على الحوسبة السحابية لمزامنة المعلومات بين جميع الأجهزة الإلكترونية لتوفير فرص التدريب والتطوير المهني.

الكلمات المفتاحية: التعلم الإلكتروني، تقنيات التعلم عبر الإنترنت، استخدام منصة بلاك بورد، إدراك التعلم عبر الإنترنت.



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Researcher. Tayyiba Asim Muhammad Asim

Jazan University, Saudi Arabia

Researcher. Farah Naeem

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Abstract:

The 21st century society requires a flexible learning environment. The learning environment should be capable of adapting to teaching goals, learning objectives, students' capabilities, students' preference for information and the latest communication technology and services. In the past few decades, several e-learning tools have been developed and used in educational systems. These e-learning tools have turned out to be a great resource in providing education or training to students with diverse cultural backgrounds and educational levels. However, there remains a research gap in understanding the modern e-learning tools and their ability to reach educational goals. Failure to understand the actual capabilities of e-learning or expecting too much from e-learning tools and technology can result in a failure to educate or train students effectively.

The purpose of this research paper is to review the trends and tools used for e-learning, with a focus on the capabilities of Blackboard in providing effective education. It will discuss the positives and negatives of using e-learning to educate students. This experimental study covers Blackboard as an e-learning tool aiming to investigate its usefulness and ease of use as reported by student users. It will also study the possibility of using Blackboard to create and support a collaborative learning environment.

The impact of using Blackboard as a language teaching and learning tool in Gulf Universities has gained attention in the recent years due to the impact it can carry on the achievement and performance of learning a foreign language. The research analysis provides us with a view of the current and future tendencies of e-learning tools, specifically Blackboard, and helps provide substantive understanding of e-learning tools used in the classroom. Results of the study indicated that the students found Blackboard to be a useful tool for obtaining class materials, submitting homework and assignments, taking quizzes and tests, and preparing a project. Additionally, its accessibility and adaptability proved it to be helpful, easy-to-use, and effective in increasing productivity. The study shows that students' experience with the tool has resulted in a perceived ease of use and perceived usefulness.

Similarly, Blackboard was found to be effective in reaching the teaching goals set by an institute. However, Blackboard's lack of a social network results in the lack of a collaborative environment for students and teachers alike. E-learning is also dependent on cloud computing to synch information among all electronic devices to provide training and professional development opportunities.

Keywords: e-learning, online technologies for learning, blackboard usage, online learning perception.



Introduction

The popularity of the Internet and Internet-based applications has grown in recent times. It has affected how we conduct our day-to-day activities. People rely more and more on the Internet to find the information they are looking for or even to learn new subjects. When we talk about the Internet and learning, “e-learning” comes to mind. E-learning is a broad term that generally covers a range of teaching and learning activities via electronic media such as computers or web-based platforms. E-learning is not necessarily distance learning and may also occur in face-to-face classes.

E-learning enables us to share educational material in different formats, such as videos, slideshows, word documents, and PDFs. With the ever-increasing sources of knowledge and learning, it has become necessary to provide students with learning materials that make it easier for them to grasp the lessons. Additionally, providing hard copies and notes to students is time-consuming and costly. Diverse and consistent learning streams help students develop their critical thinking skills and discover new ways of relating to people from different cultures and with different linguistic backgrounds. Therefore, e-learning helps provide a streamlined educational experience to the students and a better grasp of the lesson plans to the teachers.

Unlike traditional learning, e-learning is flexible, letting students access lessons online even if they missed the live session. It also allows teachers a higher degree of control, helping them deliver educational content regularly and equitably to all students. It ensures consistency in learning. E-learning is also cost-effective, as this learning method is quick and easy.

This study focuses on determining the pros and cons of e-learning tools and technology and determining the reasons behind the popularity of e-learning in the current years. Secondly, it also aims to find the measures of success or failure of an e-learning system and its impact on the education system. Finally, its objective is to help us study and analyze the use of Blackboard for e-learning to determine the current scale of impact and future tendencies of e-learning tools.

Definitions of e-learning

Over the years, several researchers have tried to define e-learning, resulting in several definitions. However, they all fall under the following themes:

1. A learning system based on formalized teaching but with the help of electronic resources is known as e-learning.
2. E-learning refers to using electronic media and information and communication technologies in education.



3. E-Learning is ubiquitous and vast, so it's difficult to articulate a concise outline that does the word justice.

Concept of e-learning

E-Learning is the process of imparting and facilitating knowledge through media or electronic devices like the Internet, CD-ROMs, DVDs, streaming media, etc. Unlike conventional schooling, e-Learning makes giving and receiving simpler, prolific, and productive. Shortly, e-learning is the method of teaching purely through technology. The word e-learning is used synonymously with virtual knowledge, online education, computer-based training, web-based knowledge, and networked education. E-learning is revamping the style traditional academia teaches and the learners grasp.

Purpose of e-learning

The goal of e-learning is to empower learners with the skills and means to gain personal accomplishment, complete schooling, or obtain a degree or certificate without attending an academic institute. Another goal is to apply e-learning to all levels of education to ensure students grasp the lessons adequately. Psychologists believe that audio-visual teaching methods create a disciplined learning environment and foster effective student engagement in the class. Learning online or on electronic media ensures that students are in sync with advanced learners. E-Learning is versatile, flexible, and ample to suit all learning methods.

Types of e-learning

E-Learning eventuates in many forms and can be a blend of the following:

Completely online – no vis-a-vis meetings

In online learning, the main element is the use of the internet. E-learning refers to the idea of using online tools for learning. An online course implies a distance between you and your teachers. Lectures, assignments, and tests are all enabled by virtual platforms. A fully online university degree means students do not have to travel for their studies.

Mixed Learning

Blended learning is a mix of online learning and traditional on-campus learning. It requires a fixed schedule where students have to attend a part of the classes on campus. However, most courses will still be online, allowing them to do coursework and assignments online. This type of e-learning is ideal for students that can travel and wish to create relationships with colleagues and teachers through face-to-face interactions and networking.

Synchronous

Synchronous learning involves online studies conducted through chat rooms. This kind of learning can only happen online. Online communication



helps learners stay in touch with their teachers and fellow students. It's called synchronous learning because the system allows students to ask their teacher or fellow students questions through instant messaging. A student has to watch a lecture at a set time. They can interact with the other students about the lesson. The teacher can read these conversations and interact with the students during this lecture.

Asynchronous

Asynchronous learning is a student-centered teaching method that uses e-learning resources to facilitate information sharing outside the constraints of time and place among a network of people. Asynchronous learning focuses on the constructivist theory, a student-centered approach that emphasizes the importance of peer-to-peer interactions. It combines self-study with asynchronous interactions to promote learning and facilitate learning in traditional on-campus education, distance education, and continuing education. This network of learners and the electronic network in which they communicate is called an asynchronous learning network.

The online learning resources supporting asynchronous learning include email, electronic mailing lists, threaded conferencing systems, online discussion boards, wikis, and blogs. Synchronous components supplement asynchronous learning, including text and voice chat, telephone conversations, videoconferencing, and even meetings in virtual spaces, where discussions happen among groups of students.

Self-study

Self-paced instruction depends on the learner's response and abilities. The content can be curriculum, corporate training, technical tutorials, or any other subject that does not require the immediate response of an instructor. The student can, therefore, decide when and how to complete coursework and meet the course requirements.

Web-based learning

Web-based learning consists of technology that supports traditional classroom training and online learning environments. "Pure" web-based courses are wholly based on computer and online possibilities. In this case, all the communication and learning activities are done online.

CD-ROMs

A CD-ROM helps browse the web offline, as a single CD-ROM can store vast amounts of textual content, including entire websites. For this study, a CD-ROM stored all the project documents, including text files, PowerPoint presentations, and tests for the course.

Audio and Visuals



Audio-visual (AV) learning is the delivery and use of instructional content involving sound (auditory stimuli) and sight (visual stimuli).

Tools of e-learning

Some commonly used e-learning tools in educational systems help reach institutional educational goals. These include:

1. Elucidat

Elucidat is a cloud-based, responsive authoring tool designed to help ambitious teams create high-quality e-learning programs. This free e-learning tool support helps both novice and experienced educators understand and use the tool to its full capability. Elucidat has an extensive library of pre-built templates to help all educators create interactive experiences for the viewers. A “layout designer” feature allows creative teachers to build their pages without the need to learn or use coding. Flexible rules of use and branching options allow teachers to create complex, personalized, and adaptive learning experiences. Educators have access to different interactive features, such as social polling and gamification, which provide plenty of opportunities to hook in learners. Elucidat’s analytics dashboards give authors detailed data on how learners interact with their course. It enables the authors to regularly update and improve content based on new data and insight.

2. Adobe Captivate

Captivate is a desktop application available for both Windows and Mac. It’s one of the most powerful e-learning tools used by educational systems, but it has a steeper learning curve and challenges. Experienced educators can create learning content using customization options from the themes available. However, these themes are limited and are similar to PowerPoint, with color palettes and slide masters defining the look and feel. Captivate’s built-in screen recording allows educators to create good-quality systems demos and build sandpit-style screens for learners to practice. Complex interactions, mobile gestures, and geo-location features are all possible and can contribute to a high-quality experience, but the options for personalized learning are limited. The 2019 release of this tool improved the ability to create responsive designs for multiple devices using “Fluid Boxes.” While users can view the content on several device types, they cannot make design decisions on per-device basis, so the content isn’t mobile-responsive.

3. Articulate Storyline

Articulate Storyline is another e-learning tool extensively used by institutions for e-learning purposes. It is a Windows desktop application that leverages a PowerPoint look and feels. It has a modest learning curve despite being flexible — especially if the users already know their way



around PowerPoint. If educators have the skills and competencies, Storyline allows them to author highly customized and engaging content. Like PowerPoint, educators can control theme pages through project colors and slide masters. It makes Storyline very flexible, but tricky to control consistent branding over many courses and Storyline installations.

4. Articulate Rise

Articulate Rise is a web-based authoring tool included as part of an Articulate 360 update released around the end of 2016. While not as commonly used as other e-learning platforms, Rise still has a considerable base of learners. There are several prebuilt lesson types, custom learning called “blocks,” interactions, and screencasts to create a wide range of courses. As a cloud-based authoring tool, it is possible to have educators collaborate and work on the latest version of the content. Stakeholders can log in and add review comments, which speeds up the content review processes, which are slow with tools like Articulate and Storyline.

5. Gomo

Gomo is a cloud-based authoring tool that allows teachers to create web-style content. The courses are hosted online through the web or offline using the Gomo app. Gomo Learning lets educators design, track and deliver video and e-learning content as a unified experience. It avoids many stressors of the desktop-based tools but is limited in actual course customization. Gomo has several themes that users can tweak and create e-learning that looks modern and on-brand. It’s worth noting that fully customized themes require specialist development, which can be costly if educators have grand plans for their visuals. Interactive templates in this e-learning tool are available to bring the online learning content to life. The interactions all sit in a two-column structure, which limits the designs a little.

6. Lectora Inspire and Lectora Online

Lectora is a Windows desktop authoring tool that has been around for a long time. The company has now released a cloud-based HTML5 version of the authoring tool, Lectora Online, which gives great flexibility to educators. It can be powerful if used correctly, but it has a steeper learning curve than other e-learning tools. It has pre-built interaction templates available that educators use as they are or tweaks to meet their needs. The development interface can help change some aspects, but for others, educators may need to use a graphics package to replace existing images. Teachers can create great-looking e-learning content with Lectora; however, they need to have experience as instructional designers and be confident with the tool. Lectora’s new “Responsive Course Design,” or RCD, the



feature allows educators to design courses in the desktop view. The tool then automatically rescales objects to fit on mobile devices.

7. Adapt

Adapt is an open-source authoring tool that creates responsive e-learning content. As an open-source e-learning tool, Adapt comes with challenges. While most of Adapt's contributors are learning designers that understand desirable features, the tool is not as user-friendly as other e-learning tools. Developers and designers anywhere can add new interactions to the community. The e-learning tool only makes the tried and tested components from the community available to users. Educators can produce modern, slick-looking content with themes in Adapt, or by making customized themes. However, Adapt works on a grid-like system with content blocks, so all the finished products look blocky and similar. While there are many interactions and assessment features, they are all standard – nothing creative or different from other tools.

8. DominKnow ONE

DominKnow ONE brings a traditional authoring tool Claro with DominKnow Flow for responsive authoring, screen capture, and simulation capabilities. It has a Microsoft look and feels and strong capabilities, which makes it easy to use. However, limited support or help is offered to educators and learners. DominKnow helps teachers start with customizable themes and templates to meet their needs. They can also import PowerPoint content to then edit within the tool. The responsive design capabilities are strong, and there's a great range of actions to create varied page types and interactions.

9. Easy generator

Easy Generator is a cloud-based e-learning platform that has been around since 2013. This e-learning tool focuses on creating simple and quick e-learning content. Educators use this tool to create templates and produce responsive designs with simple interactions and question types. However, this tool has limited design functionality and interactions compared to other authoring tools. Educators looking to create something that looks and feels bespoke, with advanced interaction types, avoid using this tool.

10. Blackboard

Blackboard is an e-learning tool used extensively in the Gulf. It allows faculty to add resources for students to access online. PowerPoint, Captivate, video, audio, animation, and other applications created outside of Blackboard, are added to Blackboard courses for students to enhance teaching and learning efforts. Blackboard Learn (previously the Blackboard Learning Management System) is a virtual learning environment and learning management system developed by Blackboard Inc. It is a Web-



based server software featuring course management, customizable open architecture, and scalable design that allows integration with student information systems and authentication protocols. Institutions install it on local servers or host it through Blackboard ASP Solutions. Its main purpose is to add online elements to courses traditionally delivered face-to-face and to develop completely online courses with few or no face-to-face meetings. For the purpose of this study, we shall study Blackboard and analyze the future tendencies of e-learning tools.

Literature Review

Some literature exists on the study of e-learning tools and technologies. The American Society for Training and Development (ASTD) described e-Learning as anything delivered, enabled, or mediated by electronic technology for the explicit purpose of learning. It also refers to the technology and services that help create, deliver, and manage those activities (as cited by Piskurich, 2003). The definition of e-learning provided by the American Society for Training and Development covers several applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes content delivery through the internet, intranet/extranet (LAN/WAN), audio and videotape, satellite broadcast, interactive TV, and CD-ROM.

E-Learning has several definitions and holds differing meanings for people in different roles. The E-Content Report (2004) describes e-learning as 'an umbrella term describing any type of learning that depends on or is enhanced by electronic communication using the latest information and communication technologies (ICT)'. It is also defined as 'a generic term covering a wide set of ICT technology-based applications and processes, including computer-based learning, web-based learning, virtual classrooms, digital collaboration, and networking' (Hambrecht, 2000; Kaplan - Leiserso's online glossary).

The "e-Europe: Promoting Digital Literacy initiative" describes it as the use of new multimedia technologies and the Internet to improve the quality of learning through access to resources and services, and long-distance collaborations and exchanges. Further, the Commonwealth of Learning in 1998 described e-learning in two ways: i) the application of information and communication technologies (ICT) to core institutional functions such as administration, materials development and distribution, course delivery and tuition, and the provision of learner services such as advising, prior learning assessment, and programmed planning. ii) As an organization that has been created through alliances and partnerships to facilitate teaching and learning to occur without itself as a direct provider of instruction.



The previous studies described that the use of technologies to improve the e-learning process is rapidly moving on. The rapid technological and social change puts forward the need for lifelong learning. That is why conventional classroom learning unable to satisfy such a need.

This study also provides the importance of e-learning with Blackboard, an increasingly preferable alternative to traditional classroom learning. The move to conduct teaching over the internet is rapidly gaining momentum along with the advance of computing technology and the deep research into the pedagogical methodology on the internet. This study explains that the modern trend of e-learning with Blackboard has become important in the education and training landscape. E-learning can enable more learners to access learning materials and provide students and teachers with unprecedented flexibility and convenience. Blackboard is one of the main tools through which students and teachers get close to each other. However, many current instructional websites deliver course materials over the Internet, and do not provide effective and efficient support for using these materials to construct knowledge. As a result, learners only passively receive the presented materials.

Methodology

Research methodology is the scientific method used to get the data based on a purpose and function (Sugiono, 2006:1). Methodology helps the researcher understand and analyze how to achieve the research goals. In other words, the method is the way of working systematically to make the implementation of the research objective easier. A well-defined research methodology allows the researcher to create an investigation plan and structure it to obtain evidence and answer the research questions (Panneerselvam, 2014).

1. Types of Research

a. Library Research

Library research is a kind of research method that focuses on identifying and getting sources that provide factual data on the research question being studied. Library research helps systematically search the recent scholarly books and articles to help achieve research objectives and get beneficial data during the study (Zed, 2004:4)

b. Qualitative Research

Qualitative research focuses on gathering non-numerical data to answer open-ended questions. A qualitative study helps understand different individuals' social realities (Darmuki, Nurkamto, & Saddhono, 2017). It helps understand people's perceptions about the topic under study.



c. Descriptive Research

Descriptive research describes the characteristics of the object under study. There are three parts of qualitative research. Firstly, researchers obtain the required data from different sources. These sources commonly include interviews, observations, or questionnaires. Secondly, analysis procedures and interpretations help get theories in qualitative research. Lastly, the conclusions are derived and stated in a research paper (Yogyakarta: Pustaka Pelajar: 2009:7). Both qualitative and quantitative research methods can be used to carry out descriptive research.

2. Focus of Research

The current study investigated the trends of e-learning tools and tendencies in providing education, focusing on Blackboard. For this purpose, a questionnaire was designed to help identify the learners' perceptions and the instructors' views on e-learning. The questionnaire focused on the use of Blackboard for e-learning.

3. Technique of Data Collection

The data for this study was collected from the teachers and students of three Gulf Universities: Colleges of Applied Sciences, Oman, College of Arts, Umm Al-Qura University, and ELC Bahrain University.

A proportional random sampling technique was used to generate the samples. The study sample consisted of undergraduate students and their teachers. Most of the teachers and students use Blackboard for their lectures. Only a few of them are using Blackboard for other activities like attempting quizzes and assignments.

The sample for the study was selected based on whether or not the students and teachers used Blackboard for one or more of their courses (core, elective, college or university requirements). It ensured that the research could effectively find the pros and cons of e-learning tools and technologies, factors for the success and failure of e-learning, and analyze the use of Blackboard in the educational sector. The total study population was supposed to be 300, but the actual correct responses were 280. Out of 280 responses, 50 of the responses belonged to the teachers who participated in the research and the rest of the study sample (230) were students.

The questionnaire had three main question categories: background information about the participant, questions on e-learning and its advantages or disadvantages, and the use of Blackboard in their classrooms. Under the background information section, the teachers and students provided their age, experience, course majors, gender, and type of courses departments. The rest of the questions covered the area of research: the use of Blackboard and educational technologies to improve learning and the advantages and



disadvantages of these e-learning tools and technologies. The questionnaire helped gain a description of the population from which the sample was selected.

The results from the questionnaire provided us with data. After the data was collected, it was analyzed descriptively.

Findings & Discussions

Research findings were analyzed and described based on the teachers' and students' personal experiences of using Blackboard as a tool for e-learning education. The following Table I provides a summary of the background information about the participants (age, experience, gender, and their experience with Blackboard).

Table 1 Summary of Participants

	Item	Frequency	Percentage
Students	Male:	102	44.34%
	Female:	128	55.65%
Teachers	Male:	19	38%
	Female:	31	62%
Age	18-20	57	20.35%
	21-25	98	35%
	Above 26	125	44.64%
BB Experience	First time:	83	29.65%
	Already experienced:	197	70.35%

Table II below provides a summary of Pearson correlation analysis to test the relationship among each two of the three variables, which suggests a positive attitude towards the e-learning educational system. The study shows that the sample found e-learning education effective and helpful for learning modern techniques and being part of education. The population agrees that e-learning has more pros than cons and is effective and useful in achieving educational goals. It shows that teachers and students both like to be educated through e-learning tools and technologies. This shows that while e-learning has become widely used by people across the globe, its popularity continues to remain high. The reason for its spreading is the possibility of sharing ideas and easy access to almost all sorts of information.

Table II PEARSON'S CORRELATION MATRIX

Weight		1	2	3	4	5
e-learning education has more pros than cons	X	9	5	36	80	150
e-learning education system is useful and helpful	Y	10	4	31	124	111
Your value for e-learning education	Z	5	9	18	113	135
Correlation is Strong Positive		0.89492				

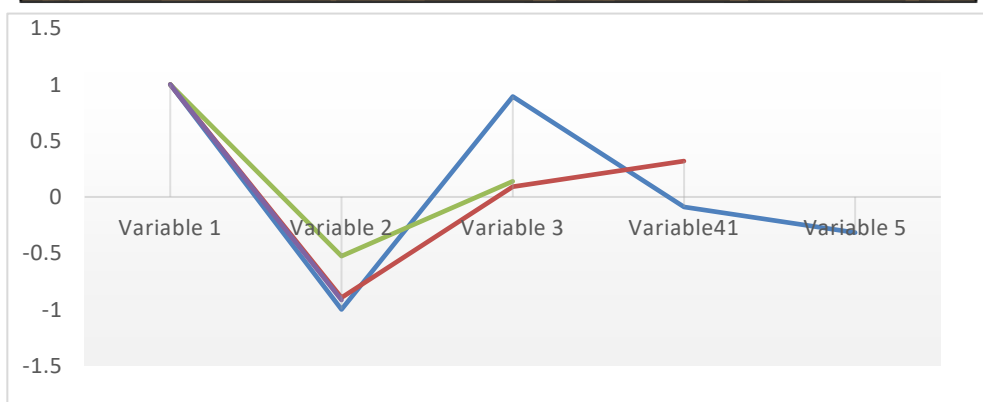
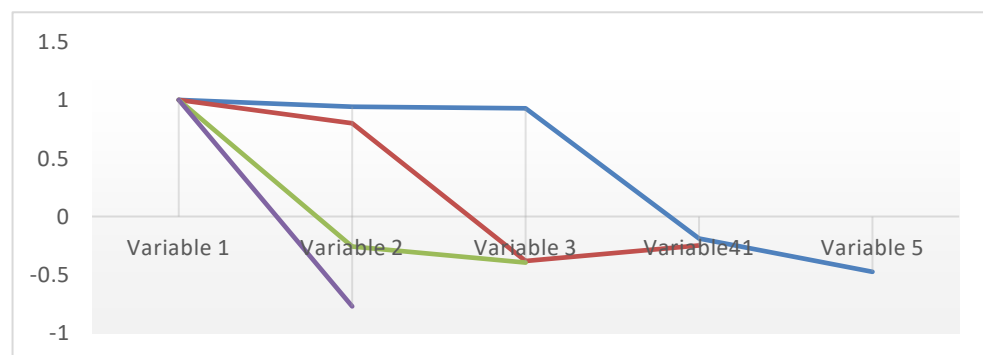


Table III below provides a summary of Pearson correlation analysis to test the relationship among each two of the four variables. This table shows a positive relationship between grades and the use of discussion boards for collaboration, and between task accomplishment and participant's productivity. It appears that the data supports a significant relationship (strong positive) between the two concepts.

Table III PEARSON'S CORRELATION MATRIX

Weight		1	2	3	4	5
Blackboard increase the chance of getting better grades	P	12	12	17	129	110
Blackboard enables users to accomplish tasks quickly	Q	11	13	16	89	151
Blackboard increases users productivity	W	3	7	5	120	145
Student's attendance good in online classes	X	8	9	16	108	139
Correlation is Strong Positive		0.943456				



The results from the first group of questions indicated that most students engaged in solving and submitting the assignments and paid attention to their grades and attendance. The second group of questions focused on the



values and importance of the e-learning educational system in Gulf universities. The study shows that e-learning education can help achieve learning goals and adapt to modern techniques. The final group of questions found out the usefulness and ease of use of Blackboard. The participants' answers were positive toward Blackboard as an e-learning tool for obtaining class materials, submitting homework and assignments, taking quizzes and tests, and preparing a project, and a helpful tool in raising productivity and helping to get better grades. It is justifiable because students feel free to deal with the different tasks and requirements of the subject. Yet they were neutral to disagree regarding the use of Blackboard for education.

The study has revealed that teachers and students are interested in e-learning education. According to the results, the online learning style suits most of them. It shows that e-learning is bringing a revolution in the educational and learning environment. Information can now be accessed, talked about, absorbed, and shared anywhere. E-Learning has made education easy for everyone, including office-goers, housewives, etc. Most teachers and students believe they can complete their education without compromising other aspects of their lives. So it can rightly be said that: The modern learning method fetches a refreshed version of knowledge accessible at convenience and shared with millions of people from different boroughs. Blackboard is an effective and efficient online learning tool and can help education systems achieve success in achieving their goals. Blackboard is an incredibly powerful tool that many businesses have embraced over the last decade

Conclusion

This descriptive study focuses on the fact that nowadays, everyone has access to the internet. The Internet has revolutionized the way the world works. We can use it for different purposes, including researching information for school and college projects, downloading music, pictures, wallpapers, and screen-savers, staying up-to-date with international news and events, emails, instant messaging, chats, and many other things. During the last few years, and after a global pandemic, the Internet has become extremely important for gaining education through the latest e-learning tools and technologies.

Due to the all-inclusive nature of the Internet, e-learning has matured into a popular and accepted way of learning amongst global scholars. The study focused on the advantages and disadvantages of e-learning and the use of Blackboard for e-learning in Gulf universities' educational systems. The e-learning education system provides students and teachers with a flexible learning environment that is adaptable to teaching and learning objectives, for information and communication technologies and services. The research



findings reveal that the Blackboard used in e-learning will open portals to unexplored pathways giving rise to new opportunities.

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