

Abstract

This study aimed at constructing knowledge base regarding educational researchers' beliefs in the field of educational technology at the University of Jordan. A qualitative research methodology was employed, the researcher used systematic review, and content analysis was conducted on the theses of educational technology at the University of Jordan during the period (2004- 2014). The study sample consisted of (40) theses out of (150), and was selected purposefully to meet the criteria, which have been previously identified, as a requirement for conducting systematic reviews. The theses were listed and summarized in special forms, and then data were extracted and organized. In order to insure validity and reliability of the results, three assistant researchers were involved, and then a comparison was conducted between a sample of their work and the original work which was done by the researcher. In addition to that, the study forms and the initial findings were presented to specialized arbitrators in education technology and research, so as to obtain their feedback and amend in the light of their notes. The study findings indicated most of the theses were about the "use of educational technology in teaching and learning", "attitude of lecturers and students toward it" and "obstacles hindering the effective use of educational technology". The findings in (11) theses out of (15) showed that the level of educational technology use in teaching and learning was around the average, while (18) theses out of (23) showed high levels of positive attitude of lecturers and students toward it. Additionally, (5) out of (8) theses showed high levels of obstacles hindering the effective use of educational technology. (22.5%) of the theses were about the use of internet in teaching and learning. and (22.5%) were about eLearning and virtual learning. (95%) of the theses employed descriptive research methodology, and (5%) used experimental research methodology. On the other hand, (92.5%) of them were qualitative, while (2.5%) were quantitative and (5%) were experimental. The research variables used by researchers varied according to the research topic and focus (students or lecturers), as (69%) of the theses whose sample were students investigated the "faculty" variable. (80%) of the theses which focused on lecturers investigated the "experience" variable. The researchers' pedagogical beliefs varied and were categorized as follows: Pedagogical beliefs about students; Pedagogical beliefs about lecturers; Pedagogical beliefs about educational system; Pedagogical beliefs about society. The results of the study were summarized in two models. The first illustrates the current research practices in educational technology, and the second illustrates the desired practices "design based research practices". Based on the results the study recommends reconsidering some aspects of educational technology program at the University of Jordan.

Keywords: pedagogical beliefs, educational researchers, educational technology, systematic review, the University of Jordan.