Abstract

This study aimed to identify master students' level of using self-learning in their learning of educational programs. It also aimed to determine the impact of each one of the following variables (gender, date, place of work, first scientific degree (Bachelor's), and computer or technological skills) on their use of self-learning and to recognize the difficulties they face in leaning educational programs. The study used the descriptive research approach. A questionnaire was distributed on a randomly selected sample consisted of (108) male and female students who are enrolled in the educational technology specialization, totaling (45%) of the entire population of the study (227) master's students in the Educational technology program in the Faculty of Educational Sciences at The University of Jordan during the academic year 2014/2015.

For the purposes of the study, the researcher developed a self-administered questionnaire, based on previous studies and theoretical literature in the same field. The questionnaire consisted of (3) parts, in accordance with a five-point rating Likert scale which took the following measurement levels: (always, often, sometimes, rarely, never). The (SPSS) software package was utilized to analyze the data and find the results. The study results indicated that the level of the degree of use of self-learning by students to learn educational software was high. Also, no statistically significant differences at the level of significance ($\alpha \leq 0.05$) were found in the degree of use of self-learning by Master's students due to their: (gender, age, place of work, first academic degree (Bachelors), and computer or technological skills). The results indicated that the level of difficulties students encounter in the use of self-learning was high. In addition, the results showed no statistically significant differences in the difficulties students encounter due to the same variables. The study recommended the following: activating self-learning into curriculum and study plans to increase its use, providing appropriate and supportive environment for this type of learning, conducting further research and studies on self-learning, and activating the latest types of modern aided technology and computational tools.

Keywords: degree of use, self-learning, educational software, students, educational technology, the University of Jordan.

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