Legislations Governing E-learning in Jordanian Higher Education Institutions: An Analytical Study

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Abstract

This study aims to analyze the legislation governing e-learning in Jordanian higher education institutions through an analytical, descriptive approach to the contents of the Jordanian legislative texts related to e-learning. This comes to determine the concept and types of e-learning, determine the positive and negative points of the process of employing e-learning in university education and determine the nature of the electronic content, its necessary teaching methods, and the nature of the technical and technological infrastructure necessary for e-learning. E-learning is distinguished by its flexibility; it provides an attractive learning environment, takes into account individual differences, and provides students with many research and scientific skills. On the other hand, it increased social inequality and the inability of parents to follow up on their children due to their electronic illiteracy. E-learning also reduces the opportunities for face-to-face interaction since students are affected by body language during the explanation. The study recommended the need to hold training courses for teachers and students and reconsider the methods of evaluating teachers depending on the quality of employing the electronic methods in their teaching.

Keywords: e-learning, legislation, higher education

1. Introduction

The rapid technological developments affected the speed and power of communication means in sending and receiving information, and its increasing ability to link time with space for educational purposes. This shift imposed various challenges on educational institutions, which responded to the changing needs of society, and supplies the requirements of development plans with qualified competencies capable of facing life and global competition. It provides the community with qualified and trained human energies that possess thinking minds and creative capabilities in their work (Singh et al., 2020).

The royal vision in Jordan gave attention to the future aspirations for education in the seventh discussion paper (Ibn Al-Hussein, 2017), which dictated that most of its interest is in developing the educational process system, to keep pace with modern technological changes, where it no longer became a secret to anyone that we live in an era whose pace has accelerated and that we will not be

able to keep pace with the challenges. Therefore, the Ministry of Higher Education was aware of this matter and started moving towards e-learning to implement it in higher education institutions to improve their level of performance and the quality of their outputs, increase their global competitiveness, to keep abreast of developments in information and communication technology, and to integrate them into teaching and research" (Higher Education Law, 2018, article: 3/a/j). These objectives were done by "creating a smart and attractive educational investment environment, and following the e-learning system" (Higher Education Law, 2018, Article: 6/a/5), which called on the Ministry of Higher Education to issue legislation related to e-learning that has become the most important tool for learning and an essential part of the education system that currently exists in higher education institutions. It also became a new way to bring about change in the reality of education within higher education institutions to avoid pitfalls that may hinder its success when applied (Mabrouk & Al-Madhoun, 2022).

The e-learning integration system for the year (2021) clarified the types of e-learning as e-learning, synchronous and asynchronous e-learning, and blended e-learning. The percentage of integration in teaching hours was determined for each type according to the specialization area, technical, health and medical, provided that "the percentages prescribed for subject levels in academic program plans are distributed over all years of study (The Bylaws for integrating e-learning in higher education institutions, 2021, article: 3/a/4). Higher education institutions are committed to the purpose of implementing e-learning by providing "wired and wireless Internet service within its campus in a continuous manner with a high degree of quality and providing a subscription for the software needed to support the process of integrating e-learning into it, and providing integrated protection systems for all e-learning systems and its virtual platforms" (Regulations for the integration of e-learning in higher education institutions, 2021, Article: 6/b, c and d).

E-learning contributed "to the learner's possession of many skills that he did not obtain in traditional education and provided the learner with many opportunities to join various training courses" (Singh, 2020). In addition, "students who used e-learning preferred this type of learning because of the flexibility they get in the process of choosing between attending e-learning with the teacher or learning through self-study." (Luaran et al., 2014). E-learning has provided interesting scientific material for learners, helped them invest their spare time by implementing useful activities, increased communication skills between learners and their teachers, and was distinguished by its application flexibility that combines self-learning, cooperative learning, and participatory learning. It is also available at any time and place, reduces the cost of material and effort for the learners, and provided the opportunity to communicate with multiple places to obtain knowledge, thus contributing to improving the quality of learning and teaching (Al Rawashdeh et al., 2021).

In addition, e-learning achieved quality standards to a large extent from the point of view of students (Fatoum et al., 2022) because when students participate in the learning process to a large extent, they bear responsibility. E-learning also saves time and effort and is an attractive learning environment, with scientific material that is not limited to a time during the week, and not relying on actual attendance (Hassan, 2017). It also provides multiple ways to evaluate students, enhance their self-education, and increase their academic achievement (Al-Abbasi & Al-Mazah, 2019). On the other hand, one of the disadvantages of using e-learning according to the results of scientific studies is that it is not suitable for teaching some courses, such as indexing and classification materials, and field training, because they need a conventional interaction (Shehata et al., 2022).

E-learning also reduces the opportunities for direct communication between the teacher and the learners themselves, as it reduces the motivation of the learner if he finds it difficult to absorb or obtain electronic content (Wolniak & Stecula, 2022). In addition, e-learning has reduced the opportunities for face-to-face interaction between the teacher and the learners. (Luaran et al., 2014). Poor design of educational material content leads to weak interaction between students and teachers, and students' inability to access Internet platforms due to technical problems related to poor communication (Sarker et al., 2019). In addition, the use of e-learning has increased social inequality among learners, due to the lack of educational means and methodological efficiency using e-learning.

(Kassymova et al., 2021). It also increased social isolation, as a result of sitting in front of technical means for a long time, and the inability of parents to follow up on their children electronically, due to their electronic illiteracy (Al Rawashdeh et al., 2021).

1.1 Problem Statement

E-learning has become one of the issues that preoccupy those interested in the field of the teaching and learning process because it has become different from what was prevalent in the traditional education process. This process of transformation requires conscious preparation and the provision of an environment rich in human, material, infrastructure, and technological data (Al-Salmi, 2020) to contribute to achieving the educational goals sought by higher education institutions. The Ministry seeks to employ e-learning in its forms and types, study plans, and academic and knowledge programs so that students acquire modern technical, scientific, and technological skills. All these could be achieved through an educational environment rich in various knowledge, which allows the learner to be self-reliant in his learning, and to find solutions to cognitive and human problems in cooperation, based on dialogue and discussion of others, in a flexible and open-minded manner.

Therefore, this study aimed at revealing what was included in the texts of legislation in Jordanian higher education institutions on the process of e-learning to analyze it, stand on its concept and types, and extrapolate the pros and cons of e-learning (Mahdi, 2022). Due to the importance of clarifying these concepts in e-learning, the contents of the legislative texts related to e-learning in Jordanian higher education institutions were surveyed and clarified in an organized manner. They form legal rules that are consistent with each other and enable the implementers of e-learning and the beneficiaries of it to possess modern scientific, practical, cognitive, and administrative skills and competencies that help them to employ them effectively. Therefore, the problem of the study is defined by the following questions:

1. What is the concept of e-learning?
2. What are the types of e-learning?
3. What are the main aspects of the e-learning system, its technologies, and its environment from an educational perspective?
4. What are the advantages and disadvantages of e-learning?

1.2 Significance of the study

This study is useful in spreading the culture of knowledge of the legislation regulating e-learning and raising awareness of its implications for the implementation of its provisions by faculty members and students in Jordanian higher education institutions. Implementing these legislations in a real and not formal way, through the use of electronic technologies in a networked learning environment, to improve the level of performance and raise the efficiency of the educational process, to keep pace with technological educational progress. The results of this study help in developing e-learning legislation with its various axes to achieve a competitive advantage. The study constitutes theoretical literature for those interested in e-learning and its researchers. The results help in building innovative technical concepts for e-learning in educational institutions and identifying the positive and negative effects resulting from the use of e-learning.

1.3 Limitations of the study

This study was limited to analyzing the texts of the legislation governing e-learning in Jordanian higher education institutions from 2018 to 2022.

2. Methodology

The study relied on the analytical descriptive approach to the contents of the legislation texts related to e-learning in Jordanian higher education institutions, to analyze, clarify, and extrapolate them to deduce the positives and negatives resulting from the process of employing e-learning and integrating it with traditional learning.

2.1 Population and Sample

The study population consisted of all the contents of the official legislative texts related to e-learning contained in the Jordanian legislation. These laws include the Higher Education Law No. (17) for the year 2018, the e-learning integration system No. (69) for the year 2021, the regulations for the integration of e-learning in higher education institutions for the year 2021, and the regulations for the general accreditation of universities for the year 2021 AD. The legislative texts also include the regulations for monitoring the extent to which higher education institutions adhere to legislation related to higher education and accreditation standards for the year 2021, regulations for special accreditation for postgraduate programs in universities and university colleges for the year 2021, regulations for special accreditation for the Department of Basic Humanities, and the Department of Scientific Basic Sciences for the year 2021. The laws under study also included the foundations for the special accreditation of full-distance e-learning programs in Jordanian higher education institutions for the year 2022 and the foundations for integrating e-learning (in its two forms: full-distance electronic and integrated) in Jordanian higher education institutions for the year 2022.

2.2 Research Instrument

The Jordanian official legislation has been studied, and the texts related to e-learning, its types, and aspects, have been extracted from it. These legislations have been organized in two matrices to determine the type of legislation that regulates e-learning and its types in Jordanian higher education institutions so that these two matrices are a starting point for determining the types of paragraphs of the study tool as shown in Table (1) and Table (2).

Table 1. E-learning legislation and its types in the Jordanian legislation

E-learning legislation and its types													
Type one		Type two						Type three		Type four		Type five	Type six
Synchronous e-learning is implemented through:		Asynchronous e-learning is "indirect", and is implemented through:						Full distance e-learning, implemented through:		Blended learning, implemented through:		Complete face-to-face learning	Inverted learning
The video lecture	Voice/telephonic communication	Written communication	text chat	forums	E-mail	Voice chat		synchronous learning	Asynchronous learning	face-to-face learning	Asynchronous learning	face-to-face learning	Asynchronous video lecture	face-to-face learning

Table 2. The aspects of e-learning mentioned in the Jordanian legislation

E-learning aspects legislation													
Aspect one					Aspect two					Aspect three			Aspect four
e-learning environment					Academic programmers and subject plans					Training and rehabilitation			Electronic governance
Provide an electronic system/platform	website	Internet	Providing integrated security systems	Software - hardware and teaching aids	educational content	Evaluation	teaching methods	programs' plans	courses' plans	Qualifying academic staff	Qualification of administrative staff	Rehabilitation of students	Guidance leaflets

3. Results and Discussion

3.1 First: the concept of e-learning

E-learning is one of the most important areas of learning that have been affected by the developments of information technology and the changes that have taken place in learning theories: behavioural, cognitive, and constructivist thinking (Mahdi, 2022). In its implementation, e-learning depends on the use of electronic media in the process of communication, receiving information, acquiring skills, and interaction between the learner and the teacher, and between the learner and the educational institution. It is a paperless work system that enables the learner to obtain knowledge, process information, understand it, and rephrase it himself, in addition to acquiring digital skills, lifelong learning, self-management, critical and creative thinking, decision-making and problem-solving, teamwork, and the possession of moral and human values (Hassan & Muhammad, 2021).

E-learning depends on the use of Internet technology, and programs for managing educational content with cognitive tools that control the design, implementation, evaluation, and management of the teaching and learning process (Asiri & Lemhia, 2011). It is available to all age groups wishing to continue education and to obtain modern electronic knowledge content that meets the needs of learners and their abilities and is characterized by provoking their motivation to learn and developing in them the skill of criticism, creativity and the ability to solving problems, and the ability to communicate with their teachers freely without temporal or spatial restrictions (Hashem, 2017). Therefore, e-learning was defined as "education that takes place using information technology and its platforms (the system for Integrating e-learning in higher education institutions, 2021, subject: 2). In addition, it is "an innovative method in facilitated learning environments for learning, which is its centre. It is also characterized by good design and interaction, for any individual, anywhere and at any time, to benefit from the resources and characteristics available in numerical digital technologies (Al-asiri & Al-Mahya, 2011). It is also a "modern method of education, in which modern means of communication are employed, whether remote communication or in the classroom" (Hashem, 2017, 14).

3.2 Second: Types of E-learning

E-learning can be classified according to several criteria. The first type is synchronous e-learning, which is learning that employs Internet technology to teach in the traditional concept, in which the teacher and the learner meet at the same time, and they communicate through text and audio conversations, or video and audio conferencing with visual participation on the screen. The teacher provides education, presentations, and explanations of the subject "through interactive and participatory virtual meetings between the teacher and the students directly through the virtual educational platform approved by the Authority to implement e-learning (the bylaws for integrating e-learning in higher education institutions, 2021, Article: 2). It includes explaining a new educational material to students, discussing questions and answers from students and the teacher, and watching short presentations provided by one of the parties to the education process, in addition to discussions and short exercises (Regulations for integrating e-learning in higher education institutions, 2021, Article 5/b). This category includes several tools and techniques, such as video/electronic lectures, voice/telephonic communication, written communication, and written chat (Mahdi, 2022; Fathya, 2020).

The second type is asynchronous e-learning, which is communication between the two learning parties in the form of activities. It takes place at different times and from different places, and it does not require presence in real time for learning. It is implemented through educational activities and tasks carried out by students through the virtual platform without a direct meeting with the subject teacher (e-learning integration system In higher education institutions, 2021, subject: 2). The teacher

places the references and evaluation mechanism with the course teaching plan on the educational website, so that the learner enters the website whenever he wants, and follows the teacher's instructions in completing the learning assignments, without simultaneous contact with the teacher (Al-asiri & Al-Mahya, 2011).

Asynchronous e-learning is implemented with the following tools. E-mail is used to exchange information, opinions, discussions, and messages collectively with the teacher and between the students, and the possibility of linking additional files to them, to be sent and to be answered by both parties in writing. Forums are also used as tools of communication and participation via the Internet, between a group of students, who have common interests in a specific discipline and are used to express opinions, and inquiries, or carry out joint tasks, activities, or educational projects (Mahdi, 2022). Telephonic voice communication is also another tool, where one-on-one or group voice chats on a topic are done via the virtual platform.

The third type of e-learning is complete distant e-learning, which is the learning that is implemented entirely using the virtual platform, between the teacher and the learner and they are in two different places, in both synchronous and asynchronous forms (The bylaws for Integration of E-Learning in Higher Education Institutions, 2021, Article: 2). Electronic communication tools are used to enhance learner motivation and increase the quality of the education process. (Al-asiri & Al Mohya, 2011).

The fourth type of e-learning is partial/blended e-learning, which is the learning that mixes one subject between face-to-face learning and asynchronous e-learning (the bylaws for Integrating e-learning in higher education institutions, 2021, article: 2). This diversity comes together to create an intellectually strong learning environment. It is also called blended learning, hybrid learning, integrated learning, and dual learning (Mahdi, 2022). Blended e-learning mixes traditional learning in the classroom face-to-face with a specific percentage of the learning time and electronic communication systems via the Internet to perform various tasks in the form of activities. It includes learning tools, such as Internet-based courses and learning courses self-management, learning systems management, and instant virtual collaborative learning software (Al-asiri & Al-Muhaya, 2011).

The fifth type is face-to-face learning, which is learning with electronic dimensions, and it is an important education for many courses whose nature requires complete front-facing learning (Executive Action Plan for the Integration of E-Learning, 2021). Finally, the sixth type of e-learning is inverted e-learning, which is learning through which the lecture is recorded by the subject teacher, and uploaded to the virtual platform, for the students to watch in their free time, and answer the questions posed by the teacher, to discuss during the time of synchronous e-learning (Foundations of special accreditation for e-learning programs, 2022: article: 2). It seeks to employ e-learning materials and environments in a way that enables the teacher to prepare electronic lectures in the form of video clips, audio files, projects, or exercises for students to see before they attend educational institutions, to be discussed between the teacher and students, face to face for a specific time. The role of teacher becomes the transmitter of knowledge, an evaluator of the level of students, a supervisor of students' participation and interactions, and a supporter and facilitator for those who fail (Mahdi, 2022).

3.3 The main aspects of the e-learning system

The effectiveness and quality of e-learning depend on the complete interdependence between the components of its educational system, which relies on "a true integration of the content and the method that suits it, and is facilitated by the presence of experts in the organization process, and teachers who are proficient in teaching methods, using constructive interactive and collaborative methods while providing a new environment for teaching using communication capabilities (Garrison & Anderson, 2006). Therefore, the course elements, including objectives, content, teaching methods, and evaluation, are integrated, in a way that takes into account the principle of individualization of teaching and time during learning. Higher education institutions have been

obliged to provide an integrated system for managing e-learning security and protection, the provision of a technical environment in information technology, and the qualification of academic and administrative staff and students (the bylaws for integrating e-learning in higher education institutions, 2021, Article: 4).

The first aspect is the environment of e-learning, which is an interactive learning environment linked to the computer, which relies on the principle of individualization of learning that focuses on the process of mastering learning individually and independently, according to the learner's abilities and readiness. It is necessary for effective learning, methods of teaching and evaluation, and providing continuous guidance and support to them according to specific, organized, and announced mechanisms so that they can perform what is required (Regulations for Integration of E-learning in Higher Education Institutions, 2021, Article 7/e). The modern e-learning environment also sought to create interaction between the students themselves, with their teachers, and with the technologies and sources of information, so that they could complete the tasks and activities that were assigned to them, by using real tools. For this reason, the texts of the e-learning legislation focused on preparing students with advanced skills in information technology, to live, learn, and work successfully in a technology-rich environment, so that students become proficient in using technology, seeking information, analyzing it, and able to make decisions, communicate, cooperate and share with others, and bear responsibility.

The second aspect is academic programmers and subject plans. The content in the e-learning environment is designed in the form of short paragraphs of information, called educational units, which indicate digital or non-digital information and is coordinated and indexed/facilitated by easy access to the records and data of the educational units (Al-asiri and Al-Mahya, 2011). The process of designing electronic content has a major role in increasing the interaction between students and the content, in addition, the content is adapted in response to students' performance and interests, which encourages them to learn. To achieve these objectives, the legislation obligated higher education institutions to re-review the academic programs, their components and vocabulary, and for all academic degrees to match the requirements of e-learning so that "the file of the academic program's specifications, vision, mission, general description, and educational objectives and outcomes are reviewed to be in line with the requirements of integrating e-learning into higher education institutions and its mechanisms" (the regulations of integrating e-learning in its two forms: full and integrated, 2022. Article: 3).

The fields of knowledge are defined for each e-learning program, so that its content is clear, covering the mental fields, creative abilities, professional competencies, skills, and attitudes that the program aims to provide students with to achieve the desired goals. Therefore, higher education institutions were required to repeat the process of preparing and organizing the course contents within study units according to the approved course outline and compiling them in the electronic course file on the approved virtual platform. The file includes the course plan, a presentation for each lecture, and samples of functions, interactive activities, and pre-questions. The content also includes dimensions for each lecture, recorded videos for each lecture, and periodic reports on the progress of each student in the educational process showing communication between the teacher and students, adding the names of students registered in the course on the platform before the start of teaching, and the subjects of the educational material (the regulations for integrating full distance e-learning in higher educational institutions, 2022. Article: 3/2).

The third aspect of e-learning is training and rehabilitation. Because of the importance of having skills to design the educational content, the legislation required holding training courses to design it and make it available to learners by employing appropriate technologies in the e-learning process, and other courses in designing the subject plan and mechanisms for evaluating and developing the content. In addition, training on the teaching methods used in blended learning curricula and complete e-learning at a distance should be provided along with modern learning methods that enhance effective e-learning, and methods of measurement and evaluation, including electronic methods (Regulations for integrating e-learning in higher education institutions, 2021, Article: 7/b and c). Training teachers and

concerned staff are important in developing basic skills for using computer technologies that support the learning process, employing flipped learning methods, project-based learning, connected learning, or others in implementing the learning process, managing the learning of small and large student groups, and developing the skills of using Learning platforms, evaluation platforms and their characteristics (Regulations for integrating e-learning in higher education institutions, 2021, Article: 7/a). It is also important to hold conferences and seminars by professors and specialists to evaluate the experience of using distance education methods (Ibrahim & Ali, 2022). Moreover, it is important to provide guidelines for teachers and students on the use of complete e-learning at a distance and blended learning and methods of teaching and evaluating them (Regulations for integrating e-learning in higher education institutions, 2021, Article: 10).

Training and rehabilitation are basic for creating the foundations of e-learning to be suitable for serious work and appropriate for its implementation in institutions of higher education. The legislator stipulated in Article "7" of the Academic Work Practice Bylaws for the year 2018, and Article 4 /e of the Academic Work Practice Regulations for the year 2020, that every new faculty member should undertake specialized training courses in the field of using modern teaching methods and information technology, and using collective electronic platforms approved in electronic teaching. The most important strategies in e-learning are variable. Projects, which focus on scientifically applying skills, through the implementation of specific and targeted activities, individually or collectively, and under the supervision of the teacher.

Problem-Solving, which focuses on solving a specific problem to provide opportunities for real meaningful learning, and to develop critical and innovative thinking skills. The case study also focuses on realistic experiences to solve the problem, and compares this solution with the solution in which the case was successfully addressed, so that students acquire problem-solving and decision-making skills. The research focuses on students using the scientific research method properly. Discussion focuses on provoking students' thinking and enhancing their opinions, by asking questions, discussing a problem or topic, and exchanging opinions about it to increase motivation and develop their scientific thinking style, to determine the type of questions during the discussion. Blogs are also used as a tool to focus on continually evaluating students, through what the learners add from the beginning of the course to the end of it (Al-asiri & Al-Mahya, 2011).

On the other hand, the evaluation is considered complementary to the two processes of preparing the content, and the strategies for its implementation, and in a comprehensive manner. Evaluation is one of the indicators of the efficiency of academic programs, study plans, teaching methods, and the scientific and practical empowerment of teachers and students (Hariri, 2008). Due to the importance of the evaluation process, higher education institutions have been required to review the mechanisms and components of evaluation approved in the subjects according to percentages determined according to instructions issued for this purpose (Regulation of the Integration of E-learning in Higher Education Institutions, 2021, Article: 5/a). The higher education institutions reconsider the evaluation components adopted in the full e-learning and blended learning materials so that the evaluation includes the semester work consisting of exams, projects, research, reports, and initiatives, and when determining the number of components in the subject and their weight in terms of the approved hours and their nature.

The fourth and last aspect of e-learning is electronic governance. To properly implement the e-learning system within higher education institutions, the legislation obligated the authorities concerned with e-governance within higher education institutions to follow up the learning, teaching, and evaluation processes on the platforms, for all subjects and courses, and to provide the necessary assistance to overcome challenges and obstacles and to ensure that those concerned to adhere to the systems, instructions and governing foundations. The legislation also focused on providing the units or centres concerned with e-governance with the necessary human and financial resources that enable them to perform their work efficiently and effectively, and that the numbers of students in subjects and divisions are appropriate to the type of learning used, taking into account the nature of the subject and specialization, and as decided by the authorities (Regulation of the

Integration of E-learning in Higher Education Institutions, 2021, Article: 11). For the e-learning systems to be integrated among themselves and to expand free e-learning programs for life, and expansion of e-learning programs on demand (Mabrouk and Al-Madhoun, 2022), it is vital to develop the necessary policies, legislation, and procedures to implement effective e-learning in all higher education institutions to be in line with e-learning requirements and with the e-learning legislation issued by the Jordanian Ministry of Higher Education.

3.4 The advantages and disadvantages of e-learning

3.4.1 Advantages

Students with disabilities or special needs shall be given their right to education. E-learning makes it easier for students with disabilities to obtain their right to education and enables them to overcome the problems they face during the traditional learning process, including the lack of support services and the necessary equipment for this group in educational buildings (Regulations for integrating e-learning, 2022. Article: 4/4). E-learning also supports the development of various skills and intellectual abilities of students, so that students become possessors of many necessary life skills, such as the skill of learning, dialogue, discussion, analysis, and problem-solving (Singh et al., 2022). The flexibility of e-learning, for the possibility of learning at any time and anywhere, and this matter is useful for people who bear job responsibilities, who cannot go to educational institutions daily, or who prefer learning at specific hours of the day in the morning or evening. It facilitates individual learning and the development of students' intellectual and skill capabilities at the lowest costs (Regulations for integrating e-learning, 2022. Article: 4/2/h).

E-learning provides an attractive work environment, increasing the learner's motivation and self-confidence by expressing his opinion through discussion and dialogue. E-learning eliminated the negative psychological factors that might prevent him from participating, such as fear, hesitation, and anxiety. (Hassan, 2017). E-learning takes into account individual differences and the modification of the teaching method so that the scientific material is given in a manner that suits the learner's capabilities. It also enables the distinguished learner to progress with his studies, without waiting for students who are lower achievers. The lowest-level student is given enough time to raise his level, according to his abilities and the effort expected from the learner (Bassiouny, 2007). E-learning creates ease of communication between students and their teachers. It enables the learner to send his inquiries and questions to the teacher without delay through the virtual platform, and without adhering to a previous appointment or specific office hours. This feature benefited the learner by obtaining feedback directly from the teacher. (Al-Abbasi & Al Mazah, 2019).

E-learning reduces the financial burdens on the learner, who is sometimes forced to change his place of residence to match the location of his university (Hassan, 2017). E-learning is characterized as a flexible and modern educational system, based on scientific and technological methods capable of serving everyone at the lowest costs (Mabrouk & Al-Madhoun, 2022). E-learning provides multiple methods for evaluating students and does not depend on a single method such as exams. (Al-Abbasi & Al-Muzah, 2019).

3.4.2 Disadvantages

E-learning is not suitable for teaching some courses that require interaction between the students and the teacher, such as field training, indexing, and classification. (Shehata, et al. 2022). E-learning reduces the opportunities for face-to-face interaction between the teacher and the learner, which affects the acquisition of many educational and social values, which are formed by the learner from visual and physical contact with the teacher, and which affect the modification or change of his negative attitudes through the body language used by the teacher. While using e-learning, the learner feels lost, confused, or isolated because he lost direct vision of the model teacher and role model

(Luaran et al., 2014). E-learning has increased social inequality, due to poor financial capabilities, which affected the inability to provide modern technological devices to their children, to help them obtain scientific knowledge. (Kassymova et al., 2021). The continuous use of modern technology dominates the learner, so he spends a lot of time searching and searching for information, and this matter kept him away from using the main books and various references (Fathia, 2021).

One of the disadvantages of e-learning is parents' inability to follow up on their children's educational attainment, due to their electronic illiteracy, which contributed to increasing social isolation and affected social relations in general (Al Rawashdeh et al., 2021). The existence of technical problems related to the Internet affected access to virtual educational platforms. (Mahmud & Sarker, 2019). Teachers' poor possession of the skills of preparing and designing electronic content and modern teaching methods, in line with accreditation and quality standards at different levels, affected students' interaction opportunities with their teachers. The number of students in e-learning was not specified, and the numbers in the academic disciplines remained as the education was in the public domain, and this affects the quality of following up on the activities of the students assigned to them. (According to Article 11 of the instructions for integrating learning, integrating e-learning in higher education institutions for the year 2021). The inappropriateness of teaching methods in e-learning for teaching some subjects, especially practical subjects (Nahid & Khalsa, 2022).

4. Conclusion

Jordanian legislation throughout its long history reflected the extent of its interest in education, which gradually increased during the current period, in line with the rapid technical and technological developments. This is what the Jordanian legislation has taken into account in the continuity of the amendment and development of the educational legislative contents, to adopt e-learning of all kinds, in institutions of higher education, to create an advanced and modern education that seeks to prepare the learner, and to be a global human being, open to other cultures and civilizations, criticizing, scrutinizing and analyzing them.

Therefore, legislation constitutes a safety valve and continuous insurance imposed by religious morals, social and national responsibility towards the education process, the pillar of national construction, the pillar of human growth, and the change-maker. It constitutes an infrastructure on which the current and future e-learning journey is based, which is linked to the development of the learner's personality, and the maximization of his social role. The focus of the legislation is to provide the learner with modern knowledge concepts, and the formation of positive attitudes, in addition to the skills he acquires that combine science and work, theory and application, analysis and planning, openness, creativity, and self-reliance to be able to face all challenges, overcome all obstacles, and participate in the competition of the renaissance and development of societies. Commitment to work with the contents of e-learning legislation improves performance and outputs, fortifies institutions, competes with societies, exalts positives, reduces negatives, overcomes obstacles, and prevents violations from being committed.

5. Recommendations

The study recommends updating/amending e-learning legislation in universities, to be in line with what was mentioned about higher education in this regard. It is important to link the process of accreditation and raising the absorptive capacity in universities, depending on the universities' implementation of all kinds of e-learning legislation, as included in the texts of these legislative articles. The study recommends training teachers in higher education institutions on how to prepare the content of academic courses electronically so that it is compatible with e-learning of its various types. It is also recommended to reconsider the procedures for evaluating teachers in universities, depending on the quality of what is employed by the teacher for e-learning standards in teaching his university courses.

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