

The Reality of E-Learning and its Role in Achieving Interaction among Learners from the Perspective of Faculty Members and Students.

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- **Abstract:** This study endeavours to widen our knowledge regarding the reality of e-learning at Isra University and its role in achieving interaction among learners from the perspective of faculty members and students. Furthermore, the study attempts to reveal whether gender, academic level, educational stream, position, and interact with the reality of e-learning at Isra University and its role in achieving interaction. Employing a descriptive correlational study design, 747 participants (642 students and 105) faculty members) were selected to participate in this study. Their perspective was measured using a five-point Likert format scale. A background information questionnaire was administered to gather information about the participants' gender, position, educational stream, and academic level. The findings revealed the most influential dimensions are procedures and strategies and infrastructure dimensions from the perspective of faculty members, and the procedures and strategies and interaction between learners' dimensions are the most influential dimensions from the perspective of students. The findings further designated a positive correlation coefficient between faculty members and student responses. It was finally found that there is a difference in the means of responses of participants on the scale based on the educational stream variable.
- **Keywords:** Knowledge, Educational stream variable