

E-Learning Strategies: A More Adaptable System or a Threatening One? Case Study on Universities in Lebanon, Kuwait and Egypt

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Abstract

Abstract: E-learning strategies in educational institutions have gained a magnified momentum over the past several years especially in Middle Eastern countries. This paper analyzes the extent of change and innovation in e-learning strategies in the evolution of educational systems in three Middle Eastern countries Egypt, Lebanon, and Kuwait. The main question that is considered is whether innovation in e-learning strategies in such educational systems are considered to be a threat or a promise to such countries. The research, divided into two sections, a qualitative and a quantitative, is based on a comparative analysis on educational systems in Egypt, Lebanon, and Kuwait. The first section is a qualitative one, displaying (1) the stages of educational development in the selected countries (2) identifying the challenges faced by each country in terms of implementing e-learning strategies and (3) raising questions to be answered in the quantitative analysis. The quantitative section is based on a survey distributed among a sample of 100 random citizens in Egypt of various nationalities, where the subjects mark on a Likert scale whether they feel that such innovations are appropriate or not in their personal opinion. Fifty of the chosen sample is university lecturers, regardless of which university they are currently teaching in, and the other fifty involve students from various universities. This research aims to show the different ideologies that are inherited by the students and faculty members and society in general regarding the reliability of e-learning strategies in their educational systems and whether such ideologies are based on cultural determinism or not.

Keywords: innovation; e-learning; cultural determinism, professional development

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