

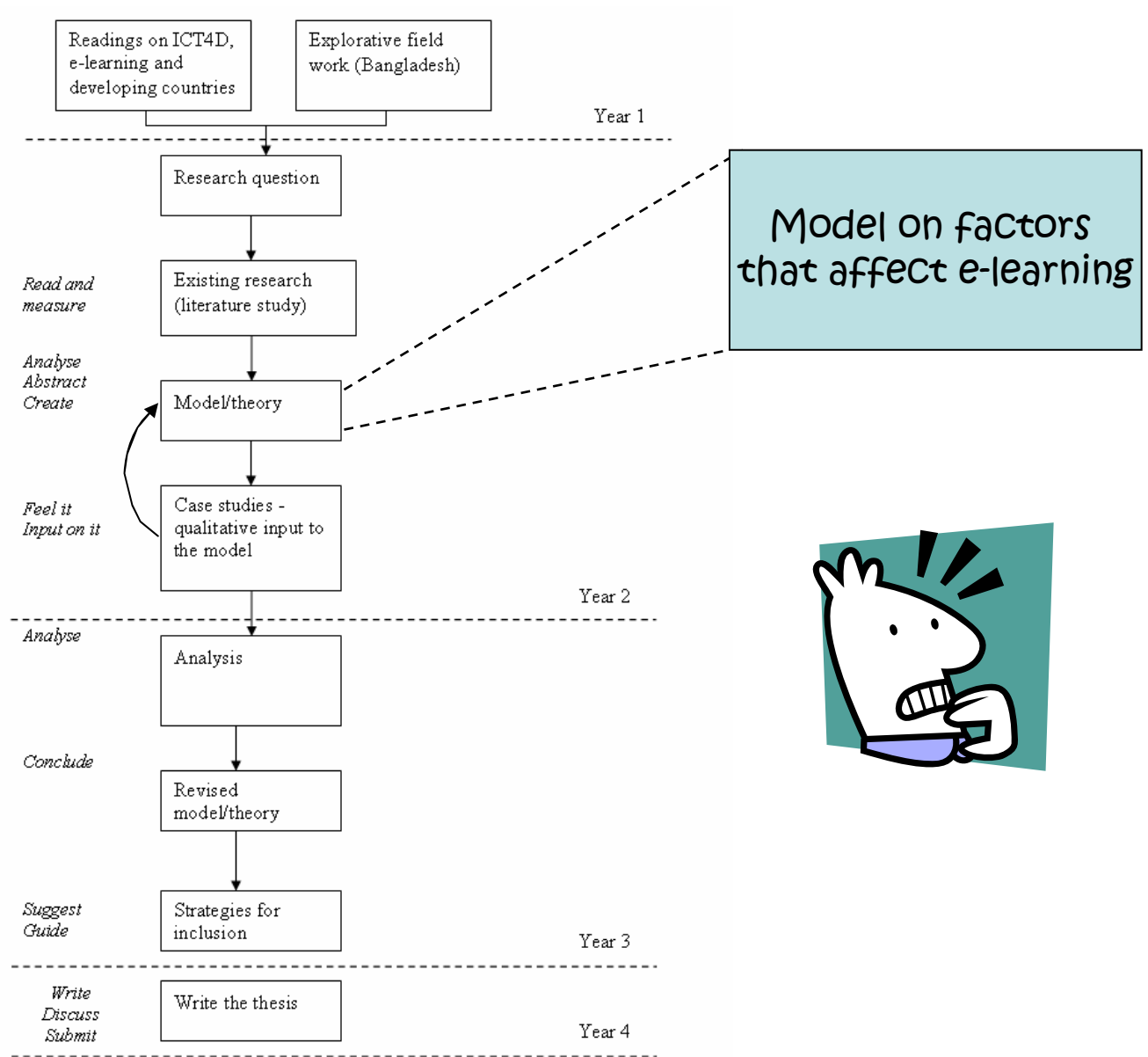
To learn or not to learn...

a model on factors having an influence on e-learning

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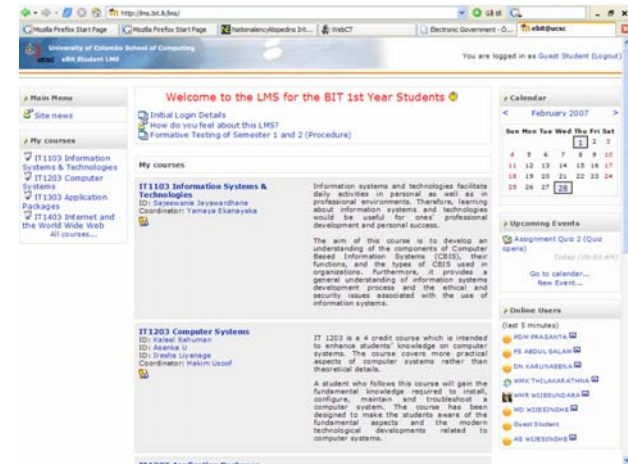


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e-Learning in developing countries

- E-learning is growing in almost all developing countries and is seen as a very interesting option for governments struggling to meet the growing demand for education.
- Drop-out rates from e-learning educations are much higher compared to traditional, classroom based, teaching.
- Case study eBIT, Sri Lanka: average completion rate of 1,5% out of 10.000 students that have enrolled.



E-learning (working definitions)

- ICT-supported distance education?
- *“any formal approach to ICT-supported learning in which a majority of the instructions occurs while educator and learner are separated by space but not necessarily by time” ?*
- *“the use of technology to deliver some or all of a course” {Oblinger, 2005 #399}?*



Research question

What are the inhibiting and facilitating factors that can explain inclusion and exclusion in ICT-based distance education in Sri Lanka (a developing country context)?

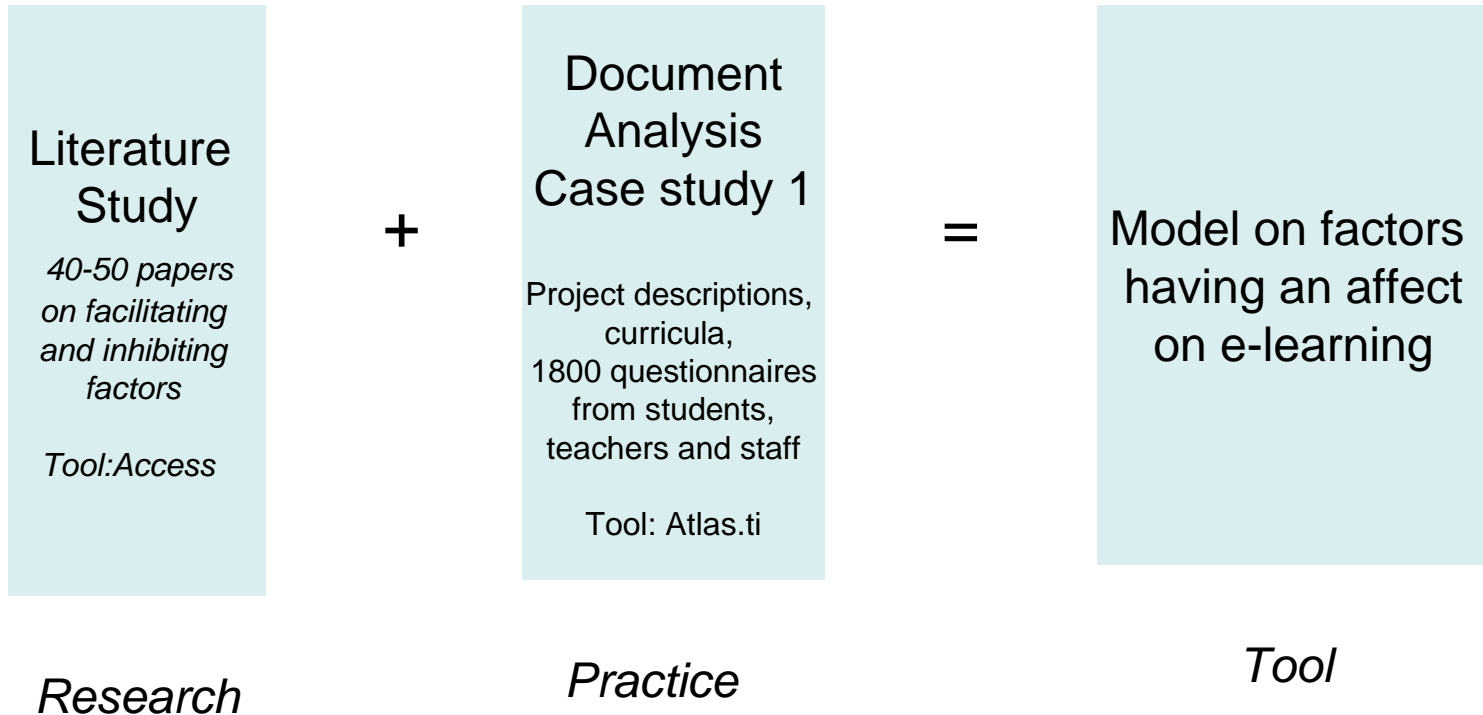
Current subquestions:

...which are the factors affecting e-learning?

...difference between developed and developing countries?



Method



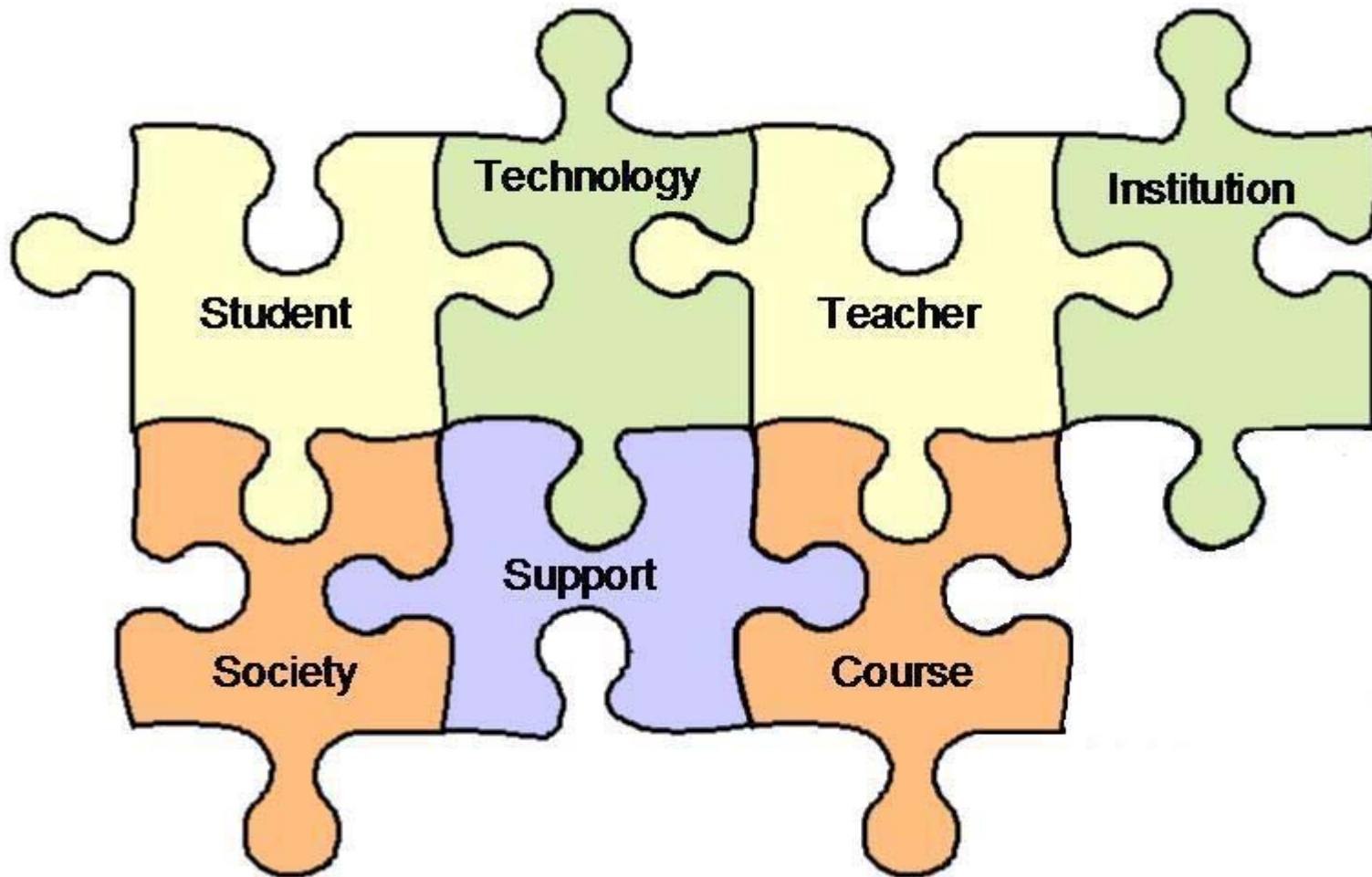


Fig 1. The puzzle of e-learning

Student	Teacher
Motivation	Technological confidence
<u>Conflicting priorities (time)</u>	New learning style confidence
<u>Economy</u>	Motivation and commitment
<u>Academic confidence</u>	Qualification and competence
<u>Technological confidence</u>	Time
<u>New learning style confidence</u>	
<u>Gender</u>	Course
<u>Age</u>	<u>Curriculum</u>
	<u>Pedagogical model</u>
Technology	<u>Subject content</u>
<u>Access</u>	<u>TLAs</u>
<u>Cost</u>	<u>Flexibility (delivery mode)</u>
<u>Software and interface design</u>	<u>Localization</u>
<u>Localization</u>	
	Support
Institution	Support for students from faculty
Knowledge management	Social support for students
Economy and funding	Support from employer
Training of teachers and staff	Support for faculty
Society	
Role of teacher and student	
Attitudes on e-learning and IT	
Rules and regulations	



What's the use of this model, then?

- a check-list of factors that should be addressed when designing a project
...or as it has been used so far
- in research data collection as a tool for creating questionnaires and interview guides by guiding the researcher in what questions to ask and to whom.
- The model should be relevant both in research and practice by:
Making the discussion of “e-learning” more sophisticated by characterizing different levels and factors for the reason of not by default taking progress in only one field.
Integrating research (literature studies) and practice (documents from the field) to bring more nuances to the different issues related to the area.



"I would prefer better economic prerequisites"

"I do not have enough money to buy a computer or access the Internet"

"My mother-in-law can't understand why I'm going on [studying]. She keeps saying that I want to overrule her son (my husband). Once I am at home I have to turn off from studies."

"having three kids you have to count on being interrupted now and then, but I study the moments when its most peaceful and quiet"

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Learning style confidence	
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Different models- different focus...

Study	Student	Technolog	Teacher	Institution	Society	Support	Course	I/D/E*
(Brown et al. 2006)	X							I
(Bum et al. 2005)					X			T
(Friesner et al. 2004)					X			T
(Galusha 1998)	X		X	X		X	X	I
(Jun 2005)	X							I
(Keller et al. 2004)	X						X	NA
(Kember 1989)	X					X	X	NA
(Khan 1997; Singh 2003)		X		X	X	X	X	I/T/D
(Levy 2007)	X							I
(Osborn 2001) (Muse 2003)	X					X		I
(Parker 1999)	X							I
(Sandler 2000)	X			X		X	X	I
(Siritongthawom et al. 2006)	X	X	X	X	X	X	X	T
(Tinto 1975)	X			X	X	X	X	I
(Usun 2004)		X						D

* Industrialized (developed country), Transitional country (emerging economies), Developing country



Challenges

- Which factors to “nominate” for the model? (being specific but not too specific)
- Validity of the factors
- Very few quality papers from developing countries
- Many old papers used in the literature study (from turn of the millennium)
- There is so much literature out there!
- Maybe it should be different levels “Individual, Pedagogical, Technical, Political etc”? I feel that it is often a matter of taste (or choice) how the levels are divided, but there will obviously be some implications depending on this choice.
- FINDING ANOTHER CASE STUDY



Thank you!



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