



Attitude towards e-learning

E-learning Case Study

Priority Research Ltd recently conducted a project on behalf of Institution A in order to explore the attitudes of staff towards e-learning.

Aims and Objectives

The main objective was to assess current opinion regarding:

- Current knowledge of e-learning
- Actual experience of using e-learning
- Potential areas where e-learning could assist in teaching and administration
- The level of support required
- Willingness to participate in online training
- The different requirements of academic, administrative and support staff
- Priorities for the future development of e-learning within the institution

Method and sample

Four focus groups were conducted. Two groups comprised academic staff, with a further two covering administrative and support staff. The groups were recruited in order to cover the widest range of different job roles and schools/departments. Some of the participants had been involved in a recent e-learning conference at the Institution and/or had participated in pilot schemes.

Figure 1.1 - Users' views of library services

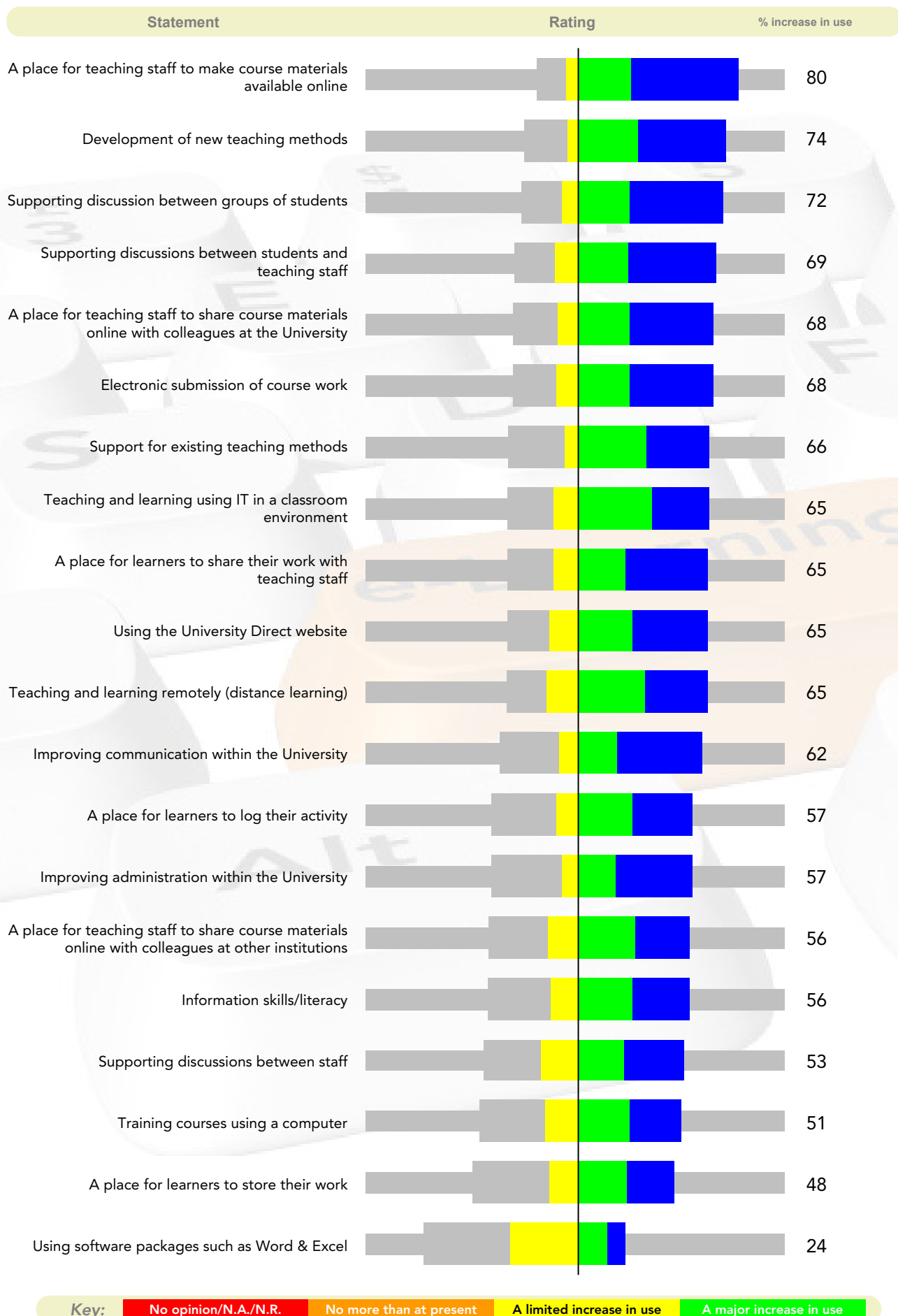


Figure 1.2 - Teaching and learning agreement statements

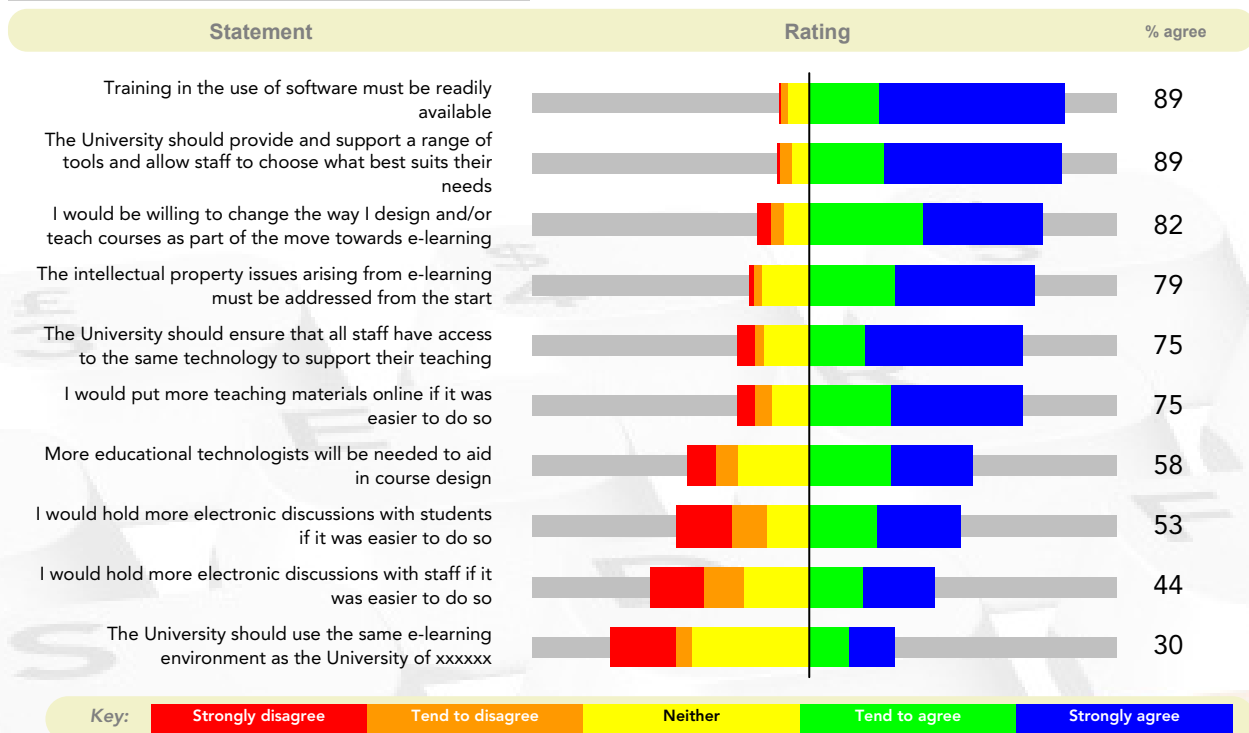


Figure 1.3 - Course administration

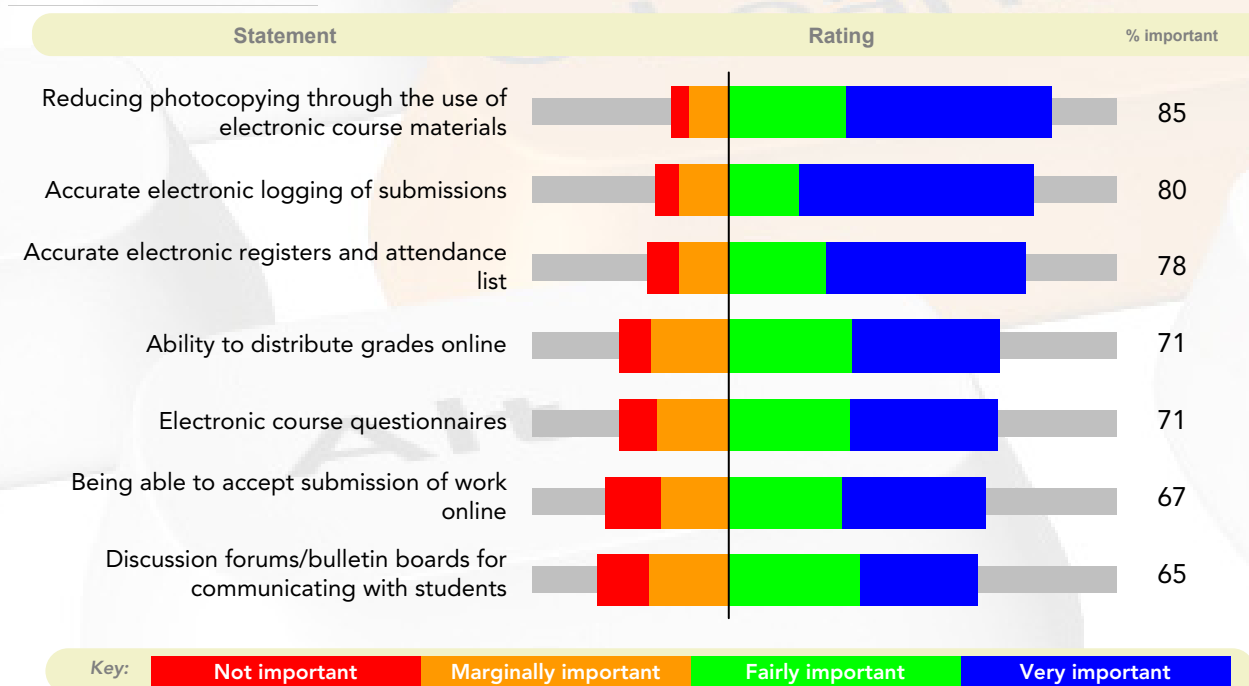
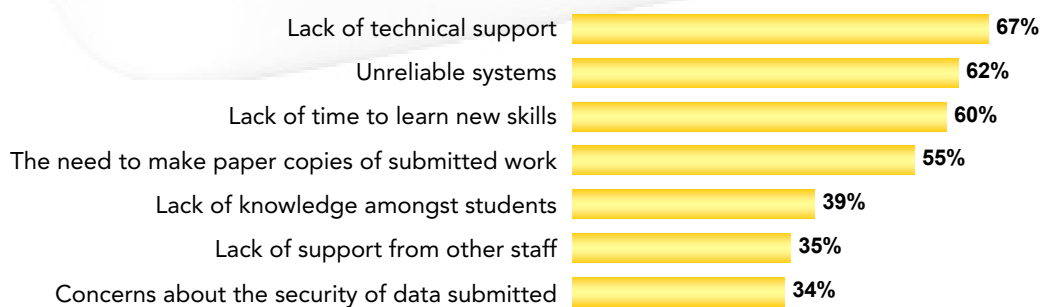
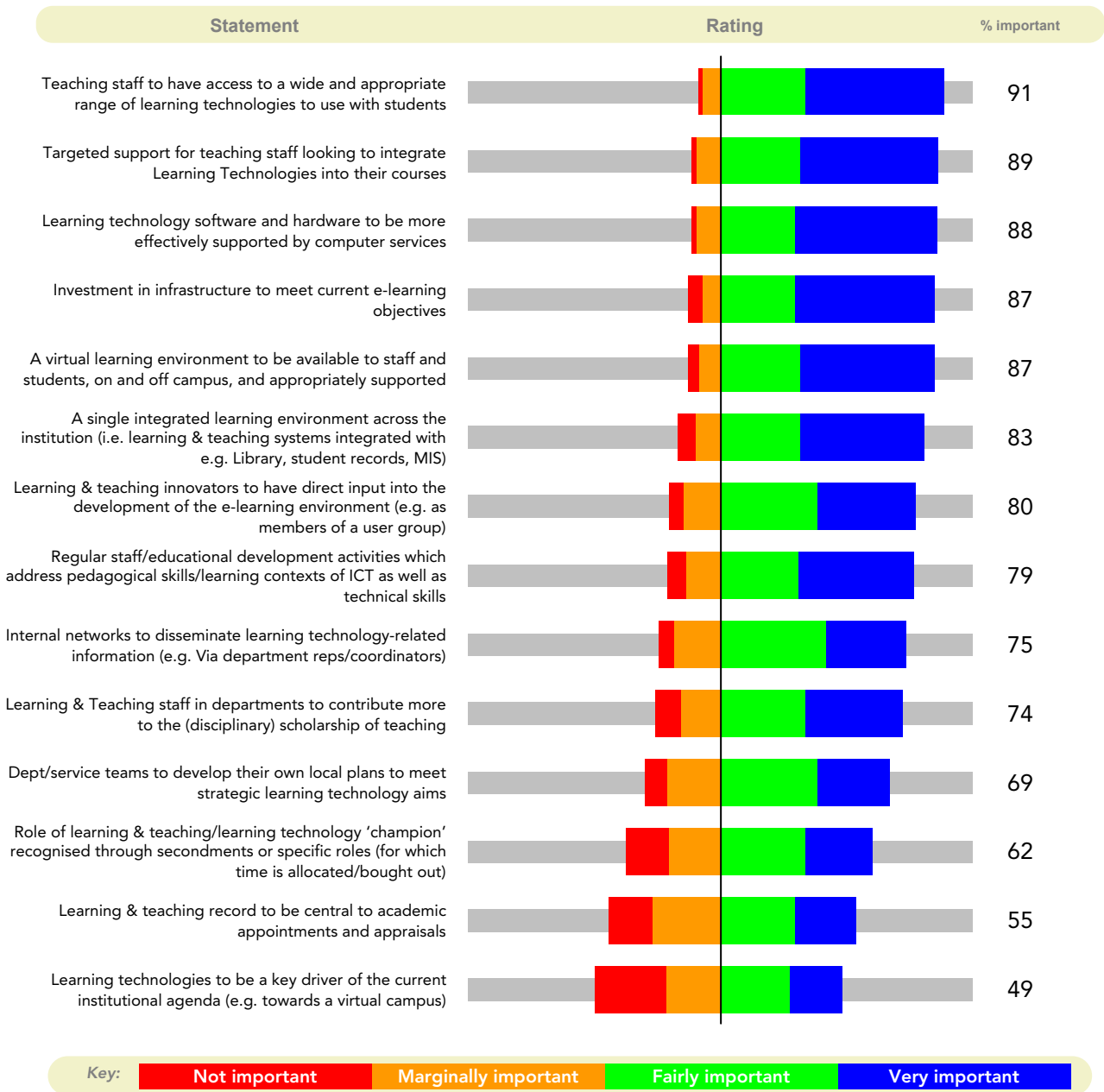


Figure 1.4 - Which, if any, of the following do you currently believe are barriers to effective electronic course administration?



Note: Respondents who were involved in any aspect of administering teaching courses. Respondents could give more than one answer.

Figure 1.4 - Future strategy



Findings

The tables and graphs illustrate some of the key issues and concerns which were raised by staff. In general, participants were positive about the potential for e-learning and enthusiastic about what this would mean for themselves and their colleagues. They saw the advantages for being able to teach more students, disseminate information more effectively and use online discussion groups. Admin and support staff felt there was potential for using e-learning as a means to developing their own career by taking online courses etc.

A range of views about how e-learning could assist in teaching and administration looked at issues such as how it could help with course administration eg online submissions of essays. There were some concerns about information management, sufficient ICT hardware and support and access for all. Academic staff stressed the need to collect 'best practice' and were concerned that time and support would be required to re-design courses so that they could be truly effective when delivered electronically.

For more information

If you would like to examine the role of e-learning at your institution, please contact Sue Whittaker on 07884 494999