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E-Learning Implementation Strategy for ICT-Challenged Environment

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E-Learning Implementation
Strategy for ICT-Challenged Environment

School of Education Colloquium
Presentation by
Isaiah T. Awidi
Main aim of the study

• When, Where and How
  – Workable e-learning implementation strategy
Background/Significance of research

Background

Context
Literature and Conceptual Framework

E-Learning Implementation

Strategic Dimensional Factors

- Institutional Domain
  - Vision & Policy
  - Objectives & Strategy
  - Leadership
  - Funding & Resources
  - Reward System, etc

- People Domain
  - Lecturers
  - Students
  - Technical Staff
  - Project Team

- Technological Domain
  - Infrastructure
    - Technology
    - Technical
    - L/CMS
    - Adoption/Diffusion

Objectives, Operational, Activities, Timelines, Responsibilities, Evaluation

Successful E-Learning Implementation
Successful Adoption/Adaption
Research Design

Literature

Theoretical Concepts and Institutional Experiences

Research Instrument

Interviews  Survey  Documentation  Observation

Research Questions

Issues surrounding e-learning in the UG  Factors that motivate/affect effective use of e-learning  Dimensions of technology and practice

Proposed Framework

Framework of implementing strategies for successful e-learning
# Research Methodology

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sample</th>
<th>Instrument</th>
<th>Period - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>12</td>
<td>Mixed Mode</td>
<td>March/August</td>
</tr>
<tr>
<td>- Science &amp; Engineering</td>
<td>12</td>
<td>2 Focus Groups</td>
<td></td>
</tr>
<tr>
<td>- Humanities</td>
<td>236</td>
<td>2 Focus Groups</td>
<td></td>
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<tr>
<td>- Survey</td>
<td></td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Lecturers</td>
<td>26</td>
<td>Questionnaire</td>
<td>March/August</td>
</tr>
<tr>
<td>HODs &amp; Lecturers</td>
<td>18</td>
<td>Interviews</td>
<td>March/September</td>
</tr>
<tr>
<td>Deans of Faculty</td>
<td>6</td>
<td>Interviews</td>
<td>May/September</td>
</tr>
<tr>
<td>Management</td>
<td>2</td>
<td>Interviews</td>
<td>May/September</td>
</tr>
<tr>
<td>- Central Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ICT Managers/Unit Heads</td>
<td>5</td>
<td>Interviews</td>
<td>May/September</td>
</tr>
<tr>
<td>- ICT Consultant/Managers</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Staff</td>
<td>12</td>
<td>Interviews</td>
<td>May/August</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>4</td>
<td>Interviews</td>
<td>June/September</td>
</tr>
</tbody>
</table>
# Main Findings – Issues & Motivational Factors

<table>
<thead>
<tr>
<th>Knowledge and Acceptance</th>
<th>Approach from adoption to adaption</th>
<th>Participation and Diffusion</th>
<th>Motivations for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good Rationale for e-learning.</td>
<td>1. Lack of institutional policy and plan.</td>
<td>1. Lack of clear institutional principle &amp; priority</td>
<td>Expectations of Management; Competent support staff; Adequate resources; improved communication and social systems</td>
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<tr>
<td>2. Inadequate users and institutional understanding of e-learning</td>
<td>2. Poor ICT skill and competencies</td>
<td>2. Poor engagement initiative efforts</td>
<td></td>
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<tr>
<td>3. Poor institutional channels of communication</td>
<td>3. Poor institutional channels of communication</td>
<td>3. Lack of User confidence in institutional support</td>
<td></td>
</tr>
<tr>
<td>Poor - perception of ICT infrastructure; Access to resources</td>
<td>Poor – access to computers; connectivity, speed; bandwidth &amp; reliability</td>
<td>Poor skill and competencies; Reliability and Scalability of infrastructure</td>
<td>Relative advantage and reward system; Training &amp; pedagogical concerns</td>
</tr>
<tr>
<td>Good awareness of government provisions &amp; collaboration</td>
<td>Institutional capacity; initiative, support &amp; actual use of ICT resources</td>
<td>User and institutional readiness to adapt &amp; change</td>
<td>Conditions and Capabilities</td>
</tr>
</tbody>
</table>
Discussion of Findings – Identified Dimensional (D) Factors

- **Institution & Management D-factors**
  - Skeptic optimism
  - Exploring optimism
  - Nurturing Direction
  - Focus Direction
  - Optimism
  - Leadership, Policy & Strategy

- **People Domain D-factors**
  - Novice
  - Experts
  - Concerns
  - Acceptance
  - Unsatisfied de-motivated
  - Confident Motivated
  - Skill and Competencies
  - Readiness and Acceptance
  - Institutional Capacity

- **Technological Domain D-factors**
  - Inadequate Inefficient
  - Adequate Efficient
  - Ad-hoc
  - Strategic
  - Physical and Technical Infrastructure Readiness
  - Management and policy for e-learning
Proposed E-learning Implementation Strategy

Vision & Mission

Policy & Objectives

Implementing Strategies’

Quality Assurance

Management Level Strategy

Management Level Strategy

Lecturer, Pedagogy, Student, Technical & Technology level strategies

All Strategic level
Conclusions and Recommendation

Clear Policy and Institutional Objectives

Pilot and Summative Evaluation Processes

Successful E-Learning Implementation Strategy

Planning: Identification of user needs, resources & Task

Adaptation Techniques and Timeline

Action Operational Process involved with Task
Acknowledgement/Question

Thanks!