E-learning experiences

Managing change

By

Meoli Kashorda, Ph.D., MIEEE, MIET

Faculty of Information Technology,
Strathmore University
Outline of presentation

• Benefits and motivation for E-learning
  – Administrator and faculty perspectives
• Content development and quality assurance
  – Managing change?
• Total cost of e-learning
  – Access costs for students/faculty; Infrastructure costs for institutions
• What have we learned?
  – It is a change management issue not a technological one!
Happiness Index

\[ H = \frac{A}{E} \]

Where \( H \) = Happiness
\( A \) = Achievement
\( E \) = Expectation
Reasons for e-learning

- To increase effectiveness and efficiency of teaching and learning
- Ease of quality control and peer learning
  - See the MIT Open CourseWare project
  - Coaching and mentoring junior lecturers?
- To serve the learning needs of graduate and working students
  - Over 80% full-time employees
- E-learning as a strategic inflection point in global higher education
Strategic Inflection point

Business grows

Inflection point

Business declines
E-learning as the Sixth Force with a 10X force

Existing rivals  Complementors  Customers

The Business

Suppliers  Substitute products or services (e-learning)  Potential competitors (New Entrants)
Effective and efficient teaching

• There is an acute shortage of business and IT faculty in all Kenyan Universities
  – Large classes + e-learning cost-effective

• Improved testing, assessment, and evaluation methods
  – Efficiency of the process significant for faculty with increasing workload.
IT and effective learning environments

• To improve quality of learning resources
  – ability to create, maintain, and deliver learning resources which are current, consistent and readily available

• Improved communications
  – students/student, student/faculty, student/administration

• Effective integration of on-line library resources and the e-learning environment
Introducing E-learning @ USIU

• Adopted the life-cycle approach to developing the e-learning content with following phases:
  – Initiation, development, implementation, and operations and maintenance phases
• Initiation phase = pilot project phase
  – Get buy in from faculty, admin, and test technology
• E-learning content development contracts crucial
  – Compensation and Intellectual Property issues must be addressed very early!
  – Address quality assurance issues in contract
Introducing E-learning @ Strathmore

• All lecturers encouraged to use e-learning platform to post classroom notes and assignments
  – Peer training workshops
  – Platform support and template

• No e-learning content development contracts
  – Quality assurance issues to be addressed later
  – Informal learning outcomes assessment
E-learning quality assurance process?

• What method will be adopted for content-development?

• E-learning content and delivery must be subjected to the same quality assurance process as regular courses
  – Learning outcomes are the same; delivery different.
Setting up IT Infrastructure @ Strathmore

- Networked campus with institutional access to Internet?
  - Well-equipped teaching labs and student workrooms with extended opening hours
- Internet bandwidth is expensive in Kenya
  - For the students and for university
- Students and faculty need off-campus access to e-learning resources
  - E.g., access to Internet databases such as EBSCOHost
IT Infrastructure at Bilgi in Turkey in 2003

- Networked campus with access to Internet 22 Mbs. – 2 Mbs. allocated to e-MBA program

- Totally automated LMS - no campus delivery except for orientation and final exams

- 8500 journals in 15 databases, 20000 e-books available for remote access

- Well-equipped teaching labs and student workrooms – extended hours

- Software library for teaching and developer staff
Moodle@Strathmore
Cost of e-learning for a student or faculty

- Off-campus cost per student for analog dial-up Internet access (about 2 hrs/day) $475 per term
- Off-campus ADSL access per student per term (unlimited time)?
  - Campus lab access cost significantly lower
  - Lab access fee? Laptop access to SBS wireless LAN?
- Off-campus Mobile Internet access?
  - Cost in terms of Ksh/MB good for students
What have we learning about developing e-learning content?

• Allow time for learning
  – Train faculty
  – If possible, let each faculty take an e-learning course
  – Provide cheap and high-speed access to Internet for faculty

• It is a change management issue
  – Are the faculty motivated to adopt e-learning?
  – Junior faculty adopt e-learning much faster than the senior faculty!

• E-learning should be a long-term goal
  – First two years, get faculty and infrastructure up to speed
  – E-learning supplements classroom experience
Effective Organizational Change

\[ \Delta = D \times V \times P \]

Dissatisfaction
Vision for future
Practical next steps
What did we learn about introducing E-learning (cont.)

• A well-developed Intranet is crucial for success in training and developing on-line materials
  – On-campus E-learning labs necessary in our environment

• Graduate students DEMAND e-learning
  – Internet access problems notwithstanding

• Greater focus on quality assurance necessary from start!
THE END

THANK YOU