“E-Learning for UPNG: An Identification of Current Faculty Challenges in Delivering e-Learning Courses to Open and Distance Learners”

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- Introduction
- Aims & Motivation
- Methodology
- Current e-learning & ODL context
- Survey Findings
- Discussion
- Recommendations
- Conclusion
Outline

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E-Learning

- Electronic Learning or ‘e-Learning’ involves the use of multimedia for Teaching & Learning.
- emerging trend in the education sector worldwide.  

[Source: http://edtechweb.wordpress.com/]

...especially in developed countries
Definitions (cont.)

Study Context

• pedagogy empowered by technology (Nicols).

• the use of the internet for teaching and learning.
What is e-learning readiness?

• Refers to the potential users’ state or quality of being ready for e-Learning.

• How prepared are the potential users of an e-Learning system to use the technology for their teaching and learning?
• E-Learning Readiness in Developing Countries

  – Unique Challenges

  – What works best for developed countries will not necessarily apply to or work well for developing countries.

  No ‘one size fits all’ solution
Background

- Offers UPNG Courses through Open and Distance Learning
- Diploma, Degree Programs
- Certificate in Tertiary & Community Studies
- Print Based Course Delivery
Map Showing UPNGOC Study Centers
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Aims of Study

- Identify & discuss faculty challenges
- Ascertained faculty readiness
- Offer sound recommendations
Motivation for Study

- New Concept
- Transition

Source: http://joannabefree.blogspot.com/
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Methodology

• Mixed Methods Research Approach (using both qualitative & quantitative research methods)

• Faculty E-Learning Readiness Survey
  – Paper Based Questionnaire distributed to 36 faculty members. Approximately 44 course coordinators (SBPP, SNPS, SHSS, CTCS)
  – 12 Items
  – 26 Valid Responses Received
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<table>
<thead>
<tr>
<th>Infrastructure</th>
<th>Computers for Faculty Available.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connectivity</td>
<td>Internet Connection Available.</td>
</tr>
<tr>
<td>ODL Course Design/</td>
<td>Minimal Standalone Multimedia</td>
</tr>
<tr>
<td>Delivery (OC)</td>
<td>Content. Minimal email Usage</td>
</tr>
<tr>
<td>Training</td>
<td>Minimal training in e-learning</td>
</tr>
<tr>
<td></td>
<td>LMS Use.</td>
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Current e-learning context for ODL course design/delivery

- **E-learning Adaption:** Moodle LMS (2012) ERP LMS (2017)

- **Expertise:** 3 Technical Officers’ positions established.

- **Training:** LMS Officer Training (Moodle), ID Training (Designing & Delivering E-learning)

- **Revival of planning for e-learning:** Strategic Plans (UPNG and Open College)
Issues in Print Based ODL Delivery

• High transactional distance
  – Interaction
  – Engagement
  – Motivation
  – Feedback

• Delays in receiving course materials
Current E-Learning Context for ODL Course Delivery (cont.)

- Perceived key concerns for consideration in faculty e-readiness
  - Motivation to use LMS
  - Prior knowledge / experiences
  - Facilitation Skills necessary for using LMS (Interactivity and engagement skills)
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Limited Faculty Experiences in LMS Usage (*as Facilitators or Students*)

- Have Used LMS: 11
- Have Never Used LMS: 15

(n=26)
Faculty experiences with Digital Tools

- Wikis: 1
- E-books: 14
- Audios: 8
- Videos: 12
- Discussion...: 11
- Online Chat: 9
- Others: 8
Faculty Perceived Delivery Challenges

- Technological Factors for Students (20/26)
- Knowledge & Skills in e-learning & LMS (8/26)
- Technological Factors for Faculty (5/26)
- Others: Mindset, Time Management, Student acceptance & competence, communication
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<table>
<thead>
<tr>
<th>Culture</th>
<th>Values, beliefs, norms, behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>Technology &amp; Teaching Methods</td>
</tr>
<tr>
<td>Technology</td>
<td>Technology that will facilitate e-learning</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Teaching/ Learning for e-learning</td>
</tr>
<tr>
<td>Content</td>
<td>Facts, processes, theories, principles &amp; related skills being taught.</td>
</tr>
</tbody>
</table>
Issues & Challenges for Faculty

Acceptance of new technology being introduced

Perceptive Transformation

Preparedness for Change

Orientation to e-learning & LMS
Issues & Challenges for Faculty (cont.)

- Limited Faculty Experiences with LMS Usage
- Familiarity with LMS and e-pedagogy
- Maintaining online teaching and social presence
- Technical & ID Support
Issues & Challenges for Faculty (cont.)

- Limited experiences with e-learning tools
  - Computer Mediated Communication Competence
  - Awareness of Multimedia Principles

Technical & ID Support Available
Issues & Challenges for Faculty (cont.)

Technological factors for students

- E-learning readiness of students

Considerations for Management in Implementation Plan
Issues & Challenges for Faculty (cont.)

**Time Management**

- Attending to ODL learners on a regular and timely basis.
Issues & Challenges for Faculty (cont.)

Absence of Set Quality Standards for e-learning at UPNG

- Ensuring quality in e-learning course design and delivery

Inclusion in QA Policies & Processes for e-learning practices
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Recommendations

1. Inclusion of faculty e-learning readiness in implementation plans for ODL e-learning.

2. Improvement in technological infrastructure (Study Centres/ Main Campus)

3. Advocacy & Training (e-learning, LMS learning tools, User Guides/ Manuals)

4. Establishment of QA standards for e-learning practice in institutional QA policies
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This study has highlighted relevant issues & challenges that UPNG Faculty are faced with prior to e-learning implementation for ODL.

The study has shown that apart from some issues & challenges that exist, there is a good degree of e-learning readiness in faculty for ODL course delivery.

Recommendations have been made for implementers and policy makers to consider.
Future Work

• Student e-learning readiness

• How can ODL content in print become more engaging for learners through e-learning?
Thank you for your kind attention!