

WHY IMPLEMENTATION OF E-LEARNING INTO HIGHER EDUCATION IS STILL AN ISSUE?

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<https://impakter.com/can-digital-competences-save-youth-unemployment/>

Teachers and e-learning

- ▶ Application of ICT and e-learning has to be carefully planned and devised to be set in the pedagogical context
- ▶ Teachers need new knowledge and skills
- ▶ Teachers need support and training how to efficiently implement new technologies into teaching and learning
- ▶ National and university policies on education – include e-learning as a part of educational process, clearly defined activities
- ▶ EC recommendations on modernisation of HE
- ▶ E- learning still considered as a trend and as an option

Research

- ▶ Research was conducted in 2018
- ▶ Aim of the research was to determine the attitude of teachers towards e-learning and what digital competence they need in order to apply e-learning in a quality manners in the educational process
- ▶ To find out how much the lack of possession of digital competencies influence teachers' readiness as well as their motivation to integrate new technologies into the educational process
- ▶ How important is good and systematic support
- ▶ Literature review and survey
- ▶ Target group: higher education teachers, primarily from the University of Zagreb

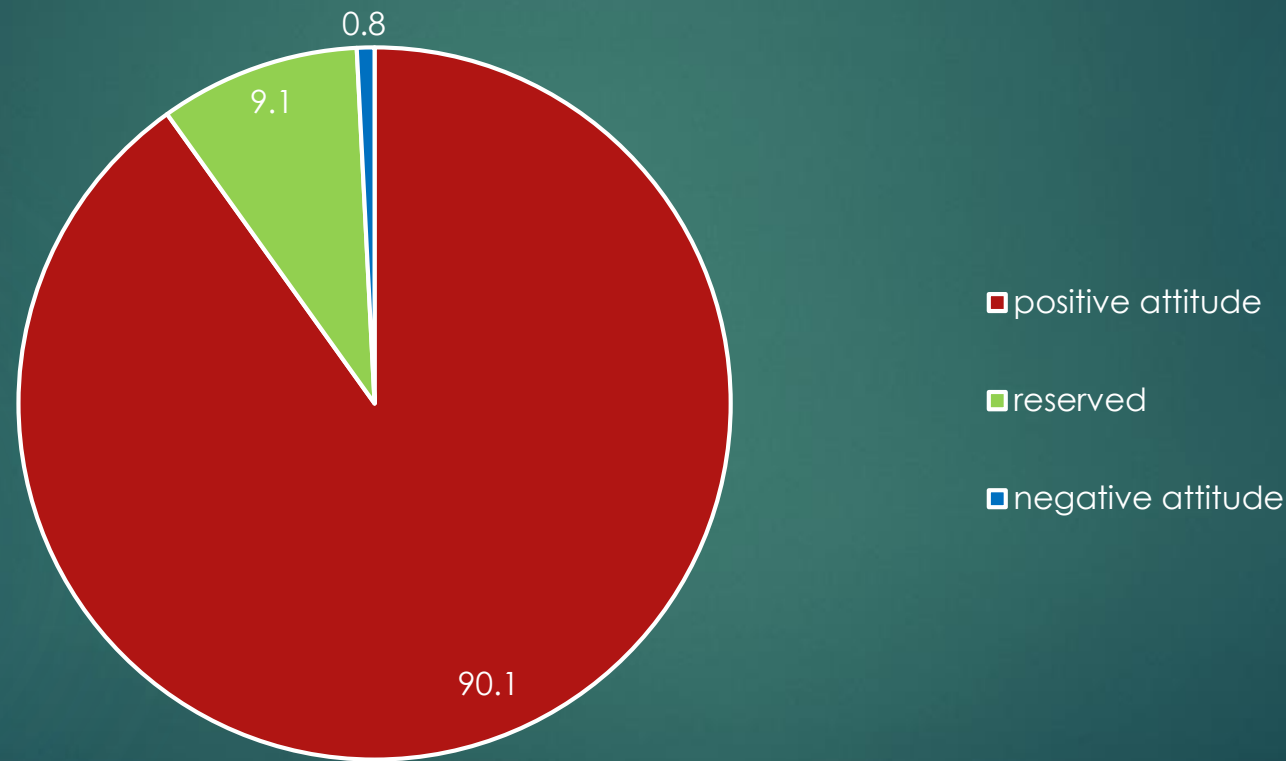
Survey

- ▶ Online questionnaire with 29 question in three sets:
 - ▶ Teachers' attitude towards new technologies in education and technology and tools used by teachers in teaching
 - ▶ Support to teachers in working with technologies
 - ▶ Teachers' training and digital competencies for ICT application in learning and teaching

- ▶ 474 teachers participated in the survey
 - ▶ 423 from the University of Zagreb
 - ▶ 52 from other higher education institutions

- ▶ 58,9% of participants are women

Results - Teachers' attitude towards ICT and e-learning

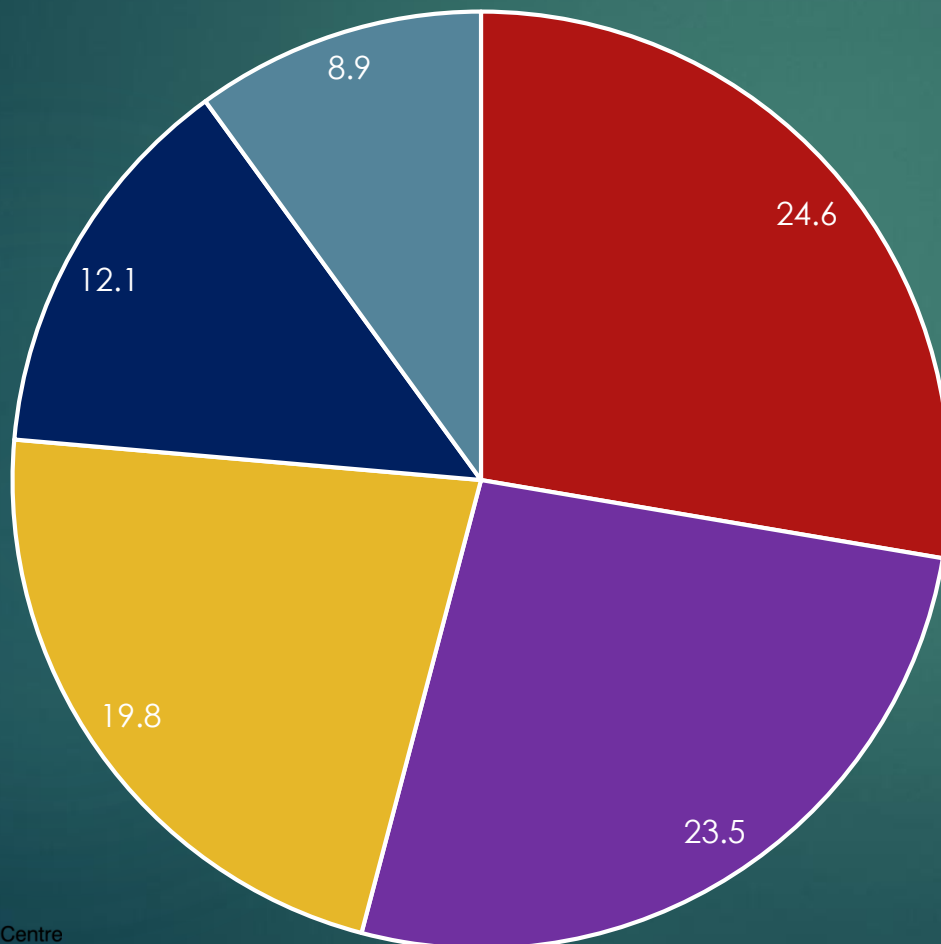


Results (2)

- ▶ 63,7% of teachers believe that e-learning is important and significantly contributes to education quality improvement
- ▶ 34,9% of teachers think e-learning contributes to education quality improvement but not significantly
- ▶ 68,1% of teachers believe that the state at their institution is favourable or extremely favourable for the application of e-learning
- ▶ 61,0% of teachers think that the conditions (equipment for computers, the Internet) for e-learning and ICT use in education at their institutions are good or very good

How teachers use e-learning in their teaching

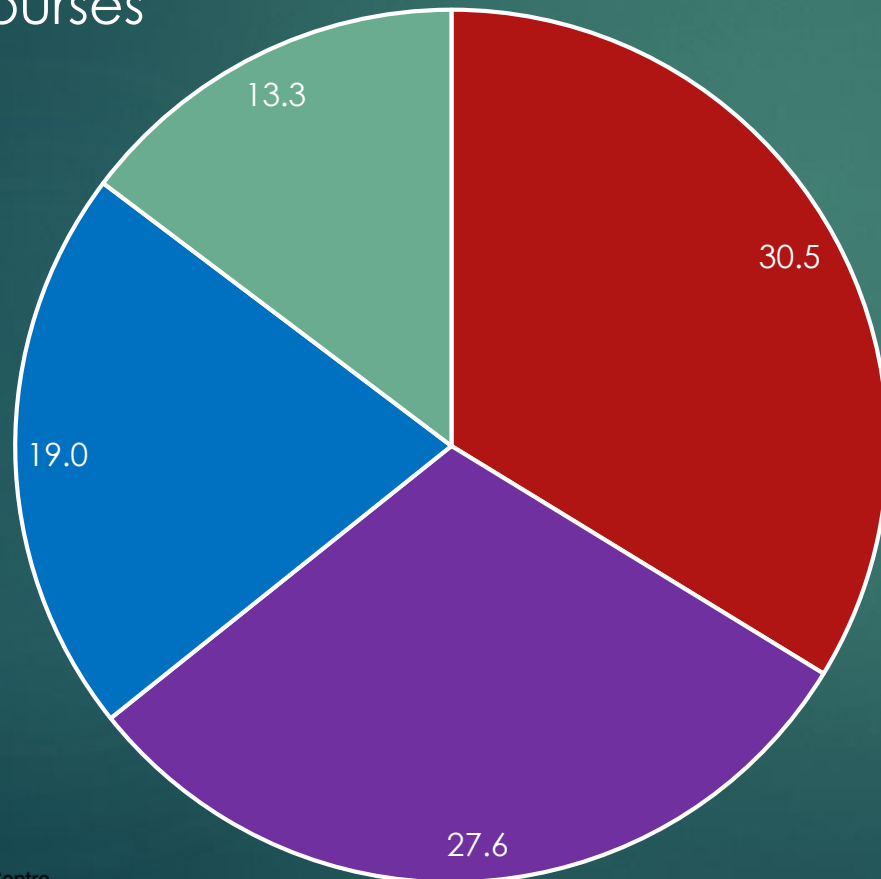
- ▶ Mostly as the classroom aid and as a blended learning



- To set up content online and to distribute teaching materials
- Information about the course and during the course
- Better communication with students and between students
- Evaluation and grading students work
- Feedback to students on their progress in course

Reasons for not having the e-learning component in their courses

- ▶ 15,2% of teachers do not have the e-learning component in their courses

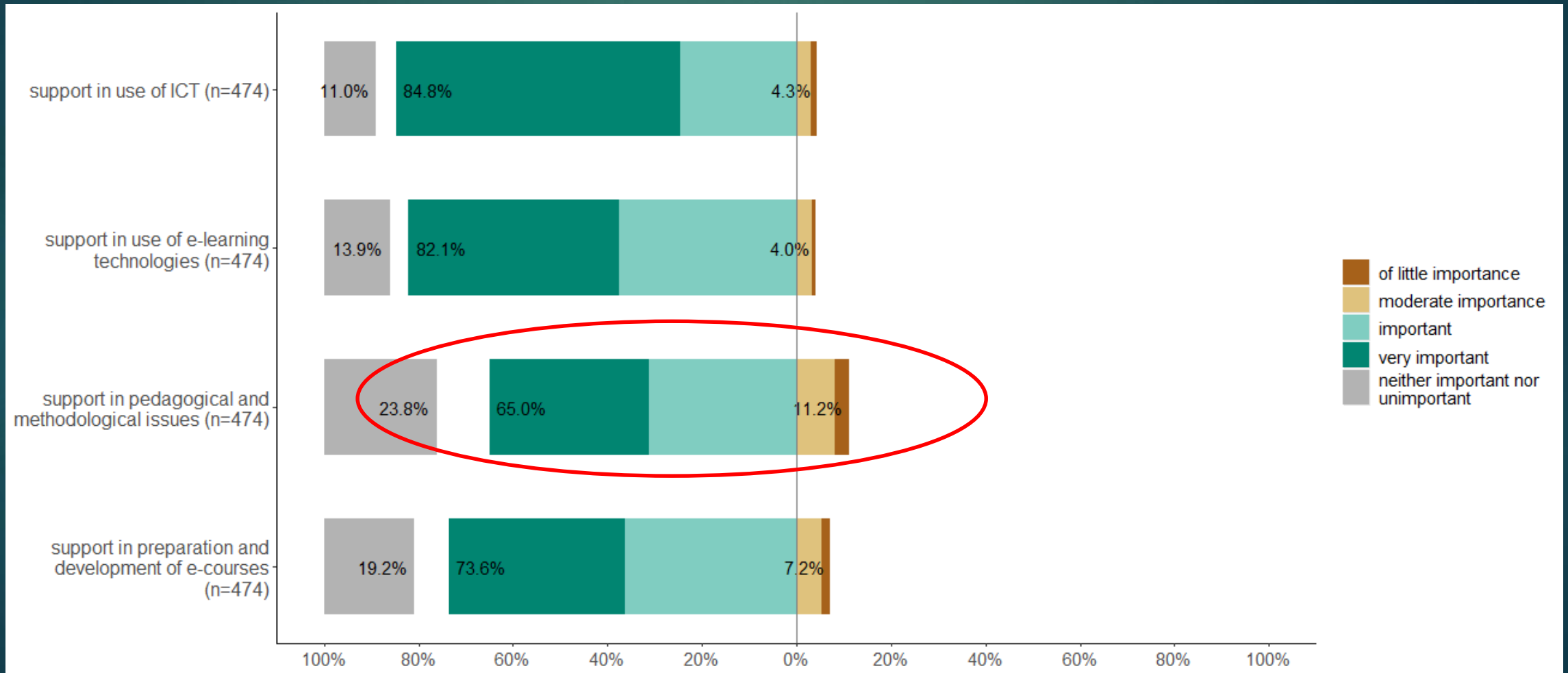


- lack of time
- work in e-learning is not evaluated
- not relevant for the courses
- not sure that e-learning can improve the quality of teaching

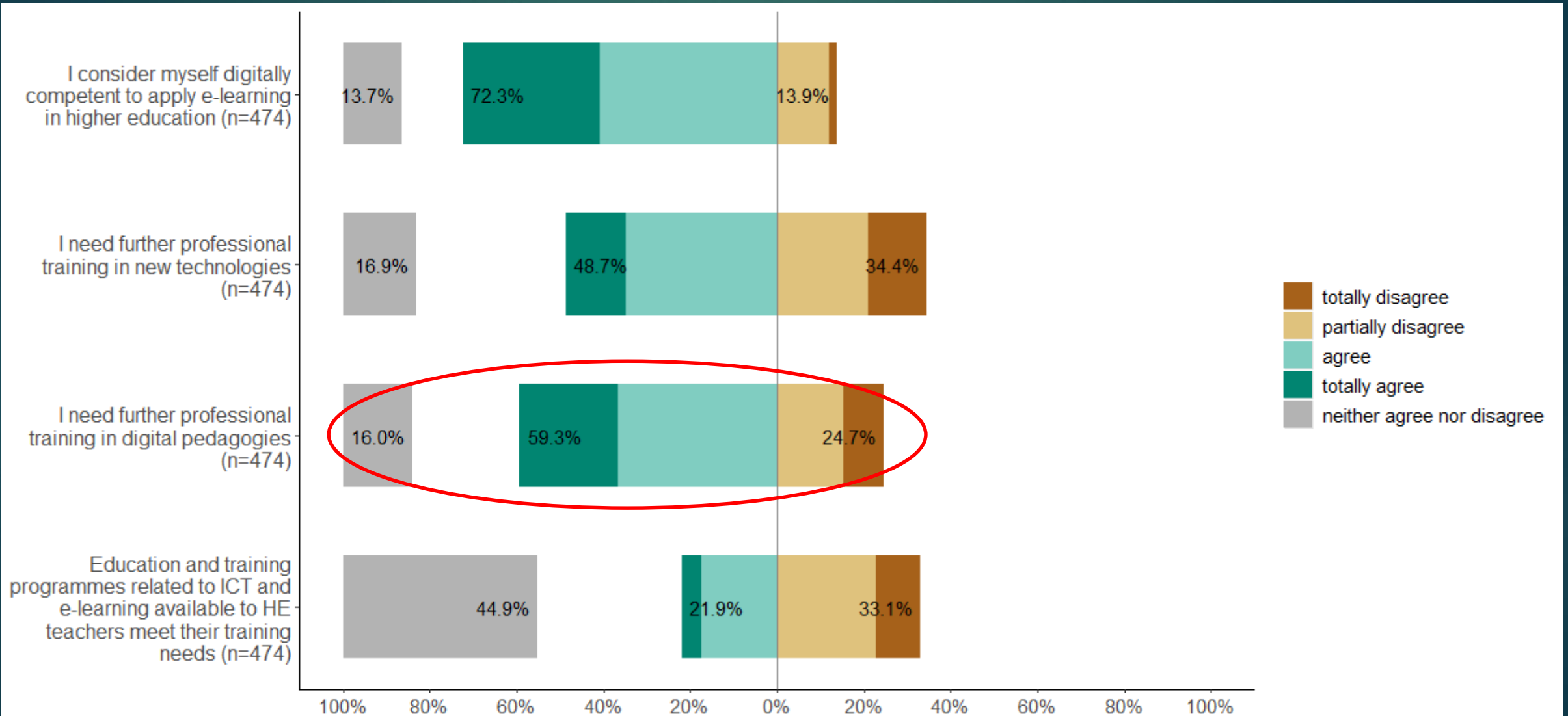
How these teachers can be encouraged to start using e-learning?

- ▶ **Available and systematic support** in applying new technologies
- ▶ **Recognition** of their effort and innovativeness in teaching
- ▶ Availability of **professional trainings** in application of new technologies
- ▶ **Examples of good practices**
- ▶ If institution decides that **e-learning is compulsory**

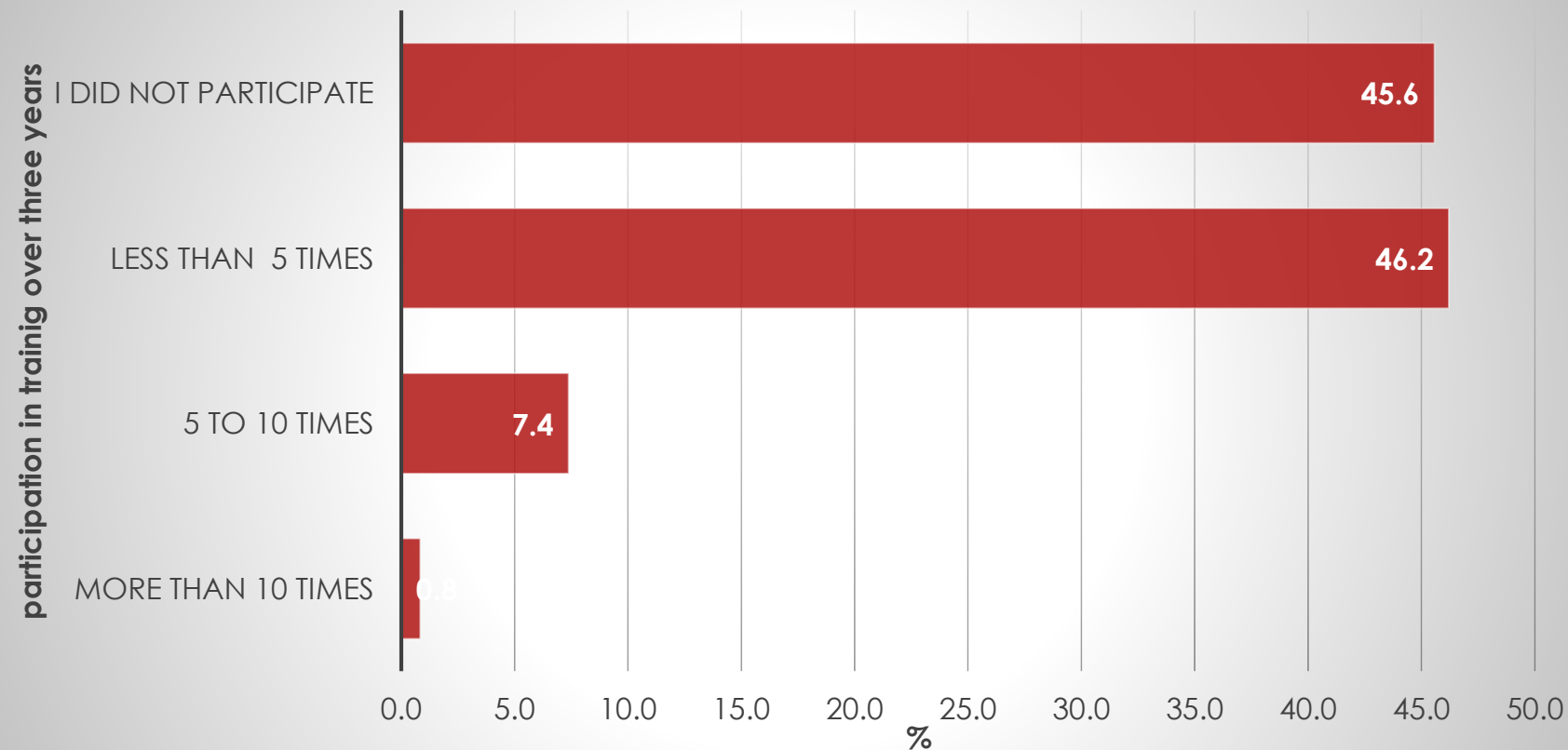
Teachers' need for support in use of ICT and e-learning



Teachers' need for training...



Teachers' continuous professional development regarding ICT and e-learning

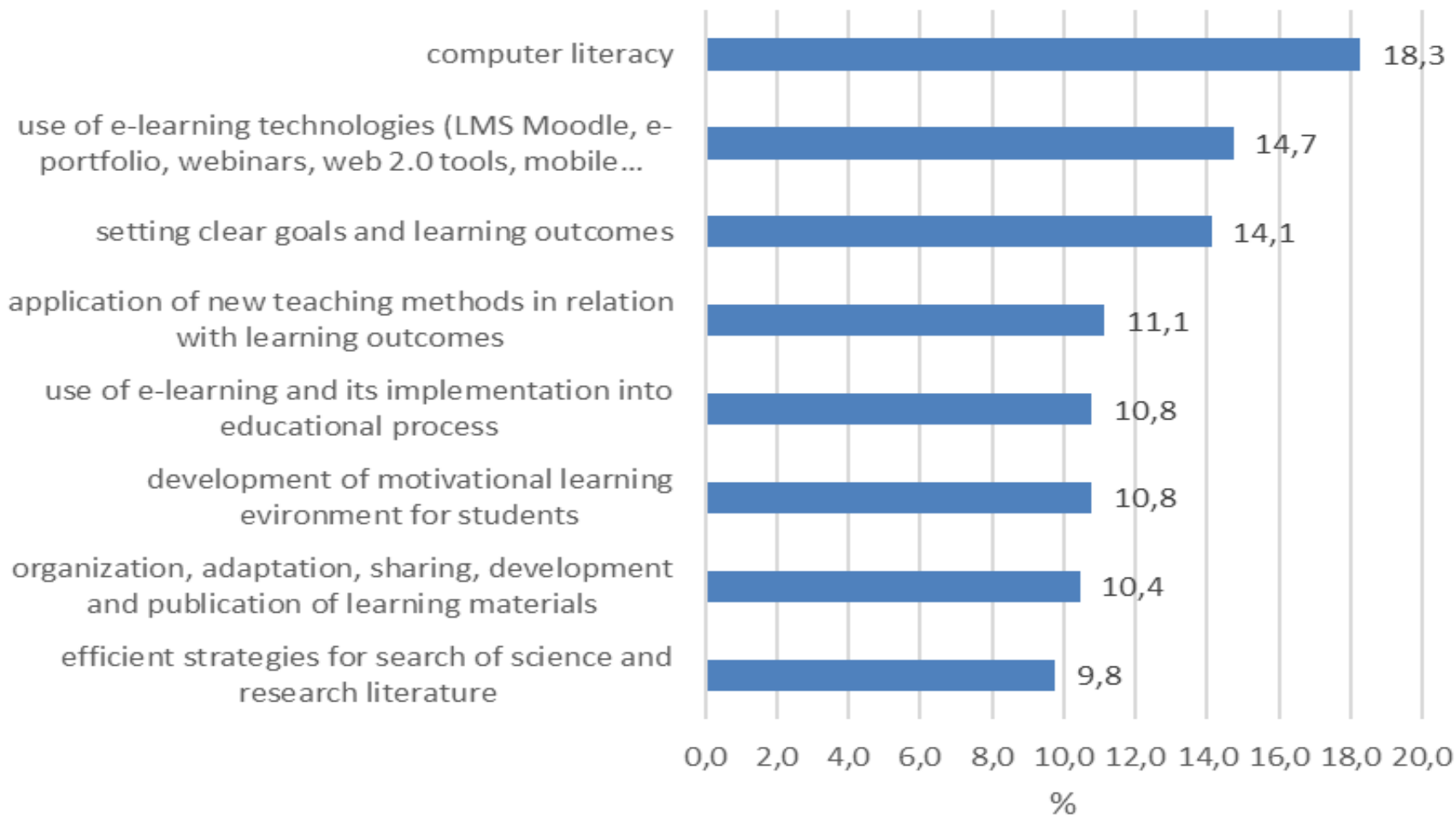


19,7% of them attended training programs in SRCE

Top reasons teachers gave for participating in training programs in ICT and e-learning

- ▶ Personal need from improvement
- ▶ Improvement of the quality of education
- ▶ Because of students

Teachers identified competencies they need to efficiently implement e-learning



What kind of training teachers want?

- ▶ They like consultations one on one
- ▶ They want variety of training (f2f, mixed mode and online)
- ▶ Training should be interactive and engaging, they do not want to be passive participants
- ▶ They want examples of good practice
- ▶ They want to be part of community yet left on their own when it suits them
- ▶ They want good quality and systematic support

▶ They do not want to read long manuals

Conclusions (1)

- ▶ Teachers have:
 - ▶ Positive attitude towards e-learning
 - ▶ Belief that e-learning is important
 - ▶ Have e-learning component in their course
- ▶ Still:
 - ▶ E-learning is not mandatory part of the course
 - ▶ E-learning is used on the basic level
 - ▶ Teachers find themselves digitally competent for e-learning application in teaching and they can identify sort of professional training they need to improve their skills – but they do not take trainings

Conclusions (2)

- ▶ Digitization and digitalization but not digital transformation
- ▶ Promotion rules do not include teaching part
- ▶ No awarding and evaluation of teaching
- ▶ Need for scheme of training programs for teachers (initial and continuous)
- ▶ Teacher training should be part of teachers workload
- ▶ Verified teacher training programmes