Blackboard to Monitor, or Empirical Research of E-learning in University Level Teaching

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Research objective

explore and describe teachers' ideas regarding the use of ICT for methodological purposes in their subjects and their methodological criteria for e-course development

Research methodology

- **Qualitative analysis**
- **Respondents: experts and beginners (6 together)**
- **In-depth interviews**
- **Think-aloud protocols**

- **Quantitative analysis**

Quantitative analysis

Quantitative survey

- *430 courses analyzed*

- *Situation as of 8 November, 2007*

- *Faculty of Arts uses Moodle online environment (and its original virtual learning environment)*

Criteria for classification of ELF courses

- **didactic objectives**
- **teaching materials** (such as text, sound, videos)
- **moodle tools used** (e-book, assigment etc.)
- **forum: yes/no**

- **Course type**: *„distance "* e-learning course, *blended* e-learning course, e-learning *support* courses

E-learning support courses

- ***272 courses in total** (63.3 %)*

- *The teacher publishes materials, syllabi, essay topics, recommended literature etc. Students only submit essays in an electronic format.*

  All key teaching/learning activities take place in class.

Blended-learning courses

- *144 courses in total* (33.5 %)

- *Blended-learning course = part of the activities take place in classes, another part online or offline.*

"Distance-learning" e-learning courses

- ***14 courses in total** (3.3 %)*

- *A "distance-learning" e-learning course includes a "comprehensive methodological package ", i.e. all that students need for self-study including guidance, assistance, support, and communication with the teacher.*

  No learning activity is (should be/needs to be) undertaken in class.

Qualitative analysis

Advantages of e-leaning

1. Mediation of materials
2. Monitoring student work
3. Motivating students
4. Enhancing IT literacy

Motivating students

Teacher power

- position power (title)

- reward power (ICT is fun)

- expert power (control over environment)

Advantages of e-leaning

1. Mediation of materials
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4. Enhancing IT literacy

How do teachers use the advantages?

Constructivists

knowledge of constructivism

Intuitivists

unaware of literature, intuitive constructivists

Technically minded teachers

do not ponder over pedagogical aspects of ICT

Approach to teaching:
ELF as a Resource

- **Study support**

- **Attempt at making teachers' work easier**

- **Attempt at making students' work easier**

Teaching context: ELF as a Medium

- **Constructivist education principles**

- **Learning by doing**

- **E-environment provides a platform for students' work**

- **Feedback: echo-assignment**

Teaching context

- **E-learning as teacher's activities**

  the whole burden is on the teacher – design, testing,…

- **E-learning as activities of an orchestra of people**

  teacher support

  course planning

  evaluation

  feedback

  training

Why teachers should get support

(1) to prevent them from using ELF as Resource only

(2) to prevent them from switching from Medium to Resource after some time due to a lack of time

(3) to make sure that sharing of success (dissemination of learning) among teachers takes place

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