Chapter 4.1
Exploration on E–learning
Methods and Factors Hindering
their Usage:
An Empirical Case Investigation

Chengbo Wang
Glasgow Caledonian University, UK & University of Bolton, UK

ABSTRACT

For supporting the effectiveness and efficiency of the students’ learning and the educators’ teaching, as a favored approach in recent years, e-learning technology has been widely used in the academic institutes. However, with regarding to the students community, how much they use the e-learning technology, what types of e-learning methods are being mainly used by the students, as well as the barriers for enjoying the advantages of e-technology, remain interesting topics for the educators to explore. This article, by focusing on these issues, through an investigation among the students within a higher education institute, presents an understanding regarding the usage of e-learning methods, and the factors hindering the efficacy of their usage among the students, as well as a primary analysis on the usage difference between undergraduate and postgraduate students.

INTRODUCTION

E-learning, realized by the development of information technology and the network systems, as a type of information and communication technology (ICT), has become a very popular method in facilitating the educational processes (Siritongthaworn and Krairit, 2006; Bennet & Bennet, 2008) in many institutes. Academic instructors use e-leaning methods as a powerful complementary tool to enhance their class teaching effectiveness and the effect of students learning. Even further many institutes currently offer distance learning courses, heavily rely on the e-leaning methods as the teaching mechanism. Researchers have argued that the e-leaning methods have positive effect on learning pro-
E-TECHNOLOGY IN FACILITATING LEARNING

E-learning refers to that through the application and deployment of the network and digital technologies to facilitate and conduct the learning and communication process (Bose, 2003; Siritongthaworn & Krairit, 2006; Roffe, 2002; Henry, 2001) in different types of organizations. Among these organizations, educational institutes are the representative ones.

With the advance of the information technology, the conduction of instruction has been improved (Shim, et al., 2007), which gives the education institutes a powerful approach in helping the students’ learning process. Within recent years, many higher education institutes have employed e-technology in their academic work (Siritongthaworn & Krairit, 2006; Bose, 2003; Alexander, 2001; Hadengue, 2005). The most popular e-learning technologies include (Qi, et al., 2009) WebCT, Blackboard and Moodle, etc. The e-methods, such as email, instant chatting, etc., commonly contained by them are the focused elements of this article. And in many institutes, e-methods are also used as a new strategy to enrich the learning effect obtained from former teaching approaches, namely face to face communication, etc.

It has been argued by academics that e-methods as a flexible approach (Bose, 2003; Siritongthaworn & Krairit, 2006) have advantageous aspects in enhancing learning effectiveness. By following the contention from Alexander (2001), Bose (2003) and Roffe (2002), the main benefits of e-learning methods include: 1) Better usage of resources like classrooms, teachers, etc., improvement of the quality of teaching and learning, as well as easing the access of the learners to a wider range of knowledge resources; meanwhile increase the cost-effectiveness ratio of education, namely reducing the cost in education operations and improve the productivity of the learning/teaching process; 2) Through e-medium instantly update course contents and provide recent development of knowledge within the course focused fields; with the opportunity to communicate with others internationally, to gain more insights in the relevant learning areas, and meanwhile increase the skill level and understanding of the application of ICT tools; 3) Indirectly promote the information communication technology (ICT)’s application and further development by deploying the relevant software/hardware and providing corresponding feedback for the ICT developers to make further improvement on their products; 4) Provide more flexibility to the learner regarding the availability of time and places of learning, which better suits for the various individual learners’ learning style and resource availability. And also improve students’ attitude towards learning more positively; 5) A strong approach to enhance and enrich the learning through face-to-face communication in the classroom lecturing, im-
Related Content

**Teaching Tradeoffs**
[www.igi-global.com/chapter/teaching-tradeoffs/18667?camid=4v1a](http://www.igi-global.com/chapter/teaching-tradeoffs/18667?camid=4v1a)

**Advanced Broadband Enabled Learning: An Example of Participatory Action Research**
[www.igi-global.com/chapter/advanced-broadband-enabled-learning/28777?camid=4v1a](http://www.igi-global.com/chapter/advanced-broadband-enabled-learning/28777?camid=4v1a)

**Web-Based Student Assessment**
[www.igi-global.com/chapter/web-based-student-assessment/31301?camid=4v1a](http://www.igi-global.com/chapter/web-based-student-assessment/31301?camid=4v1a)

**Web 2.0 Technologies: Student Contributions to Online Courses**
Carol Lomicky and Nanette Hogg (2012). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 37-60).
[www.igi-global.com/article/web-technologies-student-contributions-online/78537?camid=4v1a](http://www.igi-global.com/article/web-technologies-student-contributions-online/78537?camid=4v1a)