

Critical Success Factors for Implementing eLearning

1. Organisational Critical Success Factors for eLearning Implementation.

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Abstract

All formal eLearning programmes exist within an organisational context, such as within a university, a corporation or a virtual learning institute. The organisational context is both the enabler and the constraining force for eLearning courses. It poses constraints on the pedagogical model, namely by imposing corporate views on course philosophy, as well as learning models and strategies. The organisational context also poses constraints on the design, resources and management of the educational setting. Additionally, it may place limitations on evaluation modes. Finally, the organisational context influences eLearning by providing the setting by which tutors, learners, courses and ICT are integrated.

2. Enabling Technologies Critical Success Factors for eLearning Implementation.

Tim Hal
University of Limerick

Abstract

Enabling technologies fall into three categories: the ubiquitous multimedia PC equipped with a web browser, the communications technologies which enable widespread access to the WWW and learner networking, and the wide availability of inexpensive software tools which enable teachers with modest PC skills and little time to author usable eLearning. From this easy base line many technologically enabled avenues open up to enhanced and more successful eLearning, such as: broadband to enable live video events and rapid large file transfers, wireless and mobile for anytime anywhere learning, inexpensive peripherals, webcams, scanners, colour inkjet printers, for enhanced learner interaction, learning management systems to ease the administration load and instructional management systems standards to increase reusability. The appropriate, efficient and

educationally sound use of these enhancements needs careful planning, resourcing and support.

3. Curriculum Development Critical Success Factors for eLearning Implementation.

Tim Hal
University of Limerick

Abstract

Curriculum development for classroom based learning primarily involves the subject matter expert/teacher in tasks that require them to act variously as instructor, author, project manager, designer, desktop publisher, editor and instructional designer. The process is often heavily dependant upon the past experience of the participants and is iterated over a number of delivery cycles to an optimum solution.

4. Instructional Design or Educational Systems Design: that is the question!

Miguel Baptista Nunes
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Abstract

Systems and environments to support eLearning require detailed specification of learning needs, materials, activities and delivery methods and needs. The complexities of integration of the different ICT components according to these learning needs and sound pedagogical approaches, demand frameworks not too dissimilar to information systems design and development methodologies. These have been traditionally denominated Instructional Design (ID) methodologies. However, the term “Instructional” has strong connotations with the behaviourist school of thought and could indicate a focus on teaching centred approach rather than a less objectivist learner-centred view of education. This paper will explore Educational Systems Design (ESD) as a thorough method of design of educational applications or environments and proposes and discusses the CSFs associated with such an approach.

5. Critical Success Factors for eLearning Delivery

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Abstract

This paper will focus on the delivery of eLearning, namely, the use of Virtual Learning Environments (VLE)

to support as undergraduate (UG) and postgraduate (PG) students at the University of Sheffield. The issues addressed include on-line learner skills and support, the effective and appropriate use of online learning materials, the use of Computer Mediated Communication (CMC) tools to enable both peer-to-tutor and peer-to-peer interaction as well as tutor skills and training. Differences between the needs of PG distance education, PG on-campus education and UG on-campus education will be highlighted and illustrative examples discussed.