<table>
<thead>
<tr>
<th>Title</th>
<th>e-learning in Commonwealth Asia: implications and impact - commentary</th>
</tr>
</thead>
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Implications and Impact

Commentary

Ishan Abeywardena

7th Pan-Commonwealth Forum (PCF7), Abuja, Nigeria.

6th December 2013
• eLearning Palm Print
• Country Profiles
• ICT and Students
• Important Trends
• Copyright and OER
• Conclusions & Recommendations
• Infrastructure
• Content
• Technology and Tools
• Teachers and Learners
• Quality
• Barriers and Enablers
<table>
<thead>
<tr>
<th>Country</th>
<th>Computers per 100 inhabitants</th>
<th>Internet users per 1000 inhabitants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>2.50%</td>
<td>3.70%</td>
</tr>
<tr>
<td>Brunei Darussalam</td>
<td>9.10%</td>
<td>50.00%</td>
</tr>
<tr>
<td>India</td>
<td>3.20%</td>
<td>7.50%</td>
</tr>
<tr>
<td>Malaysia</td>
<td>22.70%</td>
<td>56.30%</td>
</tr>
<tr>
<td>Maldives</td>
<td>20.00%</td>
<td>28.30%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>0.50%</td>
<td>16.80%</td>
</tr>
<tr>
<td>Singapore</td>
<td>74.30%</td>
<td>71.10%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>3.70%</td>
<td>12.00%</td>
</tr>
</tbody>
</table>

*Figure 5: India has shown the highest number of students registered in eLearning programmes*
Figure 7: Blended eLearning programmes are most common

- Completely online
- Blended mode (mix of face-to-face and online components)
- Face-to-face with some online components

Figure 4: Number of eLearning programmes has increased over the years

Cumulative number of programmes

Academic year

Figure 3: ‘Social Sciences’ is the most favoured Discipline for eLearning Programmes

- Social Sciences: 24.1%
- Sciences: 9.4%
- Engineering and Technology: 13.3%
- Medicine and Health: 8.9%
- Humanities: 10.3%
- Commerce and Management: 3.0%
- Agriculture: 8.4%
- Others: 0.0%

Figure 20: Students prefer to access eLearning platform from home

- Computer laboratories on the campus: 78.0%
- Home: 84.6%
- Designated Tele-Learning centres/hot spots/access points: 31.9%
- Others: 17.6%
Figure 24: 'LMS' is the preferred option for providing reading content to the students.

Figure 25: 'pdf', 'ppt' and 'doc' are the most used common file formats for providing material to the students.

Figure 18: Moodle is the widely used Learning Management System by the institutions.

Figure 8: Majority of the institutions have adopted an eLearning policy.

- **Moodle**: 46.2%
- **Inhouse developed**: 13.2%
- **Blackboard**: 7.7%
- **Web Study**: 7.7%
- **ATutor**: 3.3%
- **iFolio**: 3.3%
- **Claroline**: 5.5%
- **Not sure**: 9.9%
- **Others**: 8.8%
Figure 12: In majority of cases institutions have copyright over the e-content developed in-house

Figure 13: Lack of clarity about licensing of eLearning materials
• eLearning in Commonwealth Asian countries is an increasing trend
• Enthusiasm among the faculty and staff is high
• Institutions are integrating ICTs and online technologies in their programmes
• eLearning programmes are largely offered in blended mode
• Diversify programme offerings through eLearning
• Offering completely online programmes
• Respond to market needs through more eLearning
• Encourage continuous professional development
• Ensure usability by people with disabilities
• Prioritize development of quality parameters/guidelines
Thanks
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