e-learning in Commonwealth Asia: implications and impact - commentary

Creative Commons : •
http://creativecommons.org/licenses/by-nc-sa/3.0/deed.ja
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><strong>India</strong></td>
<td><strong>3.20%</strong></td>
<td><strong>7.50%</strong></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 3: 'Social Sciences' is the most favoured Discipline for eLearning Programmes

- Social Sciences: 21.2%
- Sciences: 13.3%
- Engineering and Technology: 10.3%
- Medicine and Health: 9.4%
- Humanities: 8.9%
- Commerce and Management: 8.4%
- Agriculture: 3.0%
- Others: 3.0%

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

- Academic years: 1992 to 2013
- Cumulative number of programmes:
  - 1992: 3
  - 1993: 5
  - 1994: 6
  - 1995: 7
  - 1996: 8
  - 1997: 12
  - 1998: 18
  - 1999: 24
  - 2000: 28
  - 2001: 41
  - 2002: 43
  - 2003: 54
  - 2004: 61
  - 2005: 70
  - 2006: 76
  - 2007: 80

Figure 7: Blended eLearning programmes are most common

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

Figure 20: Students prefer to access eLearning platform from home

- Computer laboratories on the campus: 78%
- Home: 84.6%
- Designated Tele-Learning centres/hot spots/access points: 31.9%
- Others: 17.6%
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
Ishan Abeywardena
Deputy Dean and Senior Lecturer, School of Science and Technology, Wawasan Open University, Penang, Malaysia

- MSc in Wireless Enterprise Business Systems, Brunel University, UK.
- MSc in Engineering Management, Brunel University, UK.
- BSc in Computer Science, Bangalore University, India.
- PhD Candidate in Computer Science, University Malaya, Malaysia. Areas of specialisation: text mining, metadata, faceted search

Professional Member of
- Institute of Electrical and Electronic Engineers (MIEEE)
- British Computer Society (MBCS)
- Institution of Engineering and Technology (MIET)
- Microsoft Technology Associate (MTA)

Professional Profile: [http://www.linkedin.com/in/ishansa](http://www.linkedin.com/in/ishansa)
E-mail: ishansa@wou.edu.my