Implications and Impact

Commentary

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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
Demography

Infrastructure

Country Profile

ICT Penetration

eLearning Footprint

Government Policy

Plans in Place
<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**
• 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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