Implications and Impact

Commentary

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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>
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<tr>
<td>Bangladesh</td>
<td>2.50%</td>
<td>3.70%</td>
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<td>Brunei Darussalam</td>
<td>9.10%</td>
<td>50.00%</td>
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<td><strong>India</strong></td>
<td><strong>3.20%</strong></td>
<td><strong>7.50%</strong></td>
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<td>Malaysia</td>
<td>22.70%</td>
<td>56.30%</td>
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<td>Maldives</td>
<td>20.00%</td>
<td>28.30%</td>
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<td>Pakistan</td>
<td>0.50%</td>
<td>16.80%</td>
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<td>Singapore</td>
<td>74.30%</td>
<td>71.10%</td>
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<td><strong>Sri Lanka</strong></td>
<td><strong>3.70%</strong></td>
<td><strong>12.00%</strong></td>
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**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

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

- Social Sciences: 21.2%
- Sciences: 24.1%
- Engineering and Technology: 9.4%
- Medicine and Health: 10.3%
- Humanities: 8.9%
- Commerce and Management: 3.0%
- Agriculture: 8.4%
- Others: 13.3%

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 19: Communication tools are extensively used in eLearning

- Communication tools (like chat, email, instant messaging, etc.): 86.7%
- Navigation tools (like buttons, pointers, icons, URL, mind maps, flowcharts, etc.): 60.0%
- Student collaborative tools (like Wiki, google docs, evernote, etc.): 58.9%
- Administrative tools (like databases, payment gateways, ERP, etc.): 42.2%
- News and Social Forums: 56.7%
- Calendar: 54.4%
- Assessment tools (like quiz makers, rubrics, etc.): 68.9%
- Editing tools (like screen capture, flash based system, etc.): 37.8%
- e-Content/files uploading tools (like server, video server, cloud computing, etc.): 68.9%
- Teaching/presentation tools (like Prezi, Slideshare, Voicethread, Jing, etc.): 54.4%
- Search tools (like search engines, etc.): 37.8%
- Others: 7.8%

Figure 22: Use of video conferencing for synchronous sessions

- Yes: 47.8%
- No: 52.2%

Figure 23: ‘Skype’ is the most used video conferencing application for synchronous sessions

- Skype: 41.7%
- Google+/Hangouts: 16.7%
- Google Open Meeting: 10.4%
- WizIQ: 12.5%
- Adobe Connect: 18.8%
- A-VIEW: 4.2%
- Others: 29.2%
Figure 12: In majority of cases institutions have copyright over the e-content developed in-house

- Institution: 67.3%
- Individual: 9.2%
- Shared/joint: 8.2%
- e-Content is released under OER license: 5.1%
- Others: 10.2%

Figure 13: Lack of clarity about licensing of eLearning materials

- Not sure: 61.2%
- No OER Policy adopted yet: 20%
- No rights reserved: 9.4%
- CC-BY: 5.9%
- CC-BY-NC-ND: 2.4%
- Others: 1.2%
• 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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