**Research Proposal Presentation Transcript**

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Summative: Research Proposal Presentation

Topic: The Implementation of E-Learning

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*Slides shortcuts:   
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6 - 8 Literature reviews • 9 - 10 Methodology • 11 - Ethical consideration*

*12 – timeline • 13 - 15 References & thank you.  
Total Presentation time: 15min*

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# Introduction – Slides 2

Every job requires training to learn or teach survival skills. At the same time, the education model varies depending on the audience's age and educational background. Education is an essential requirement in many people's lives (Mourshed et al., 2014). The most common form of education is attending school, where a person operates from an assigned class as they advance depending on achievement. With population growth across countries and limited government resources to build more schools, private firms joined the education sector initially dominated by government institutions (Hanushek & Woessmann, 2021). However, their joining reduced the challenge for a short while. The demand for education continued to increase the need for alternative knowledge-sharing forms. With the development in technology, e-learning slowly crept into institutions through assignments and notes that trainers shared through students' email accounts. The online platform grew from an assignment issuance and submission platform through school registration activities to fully packed schools with packages in real school scenarios, including libraries, enrolment platforms, tutoring segments, and group discussion arenas. These elements widen education borders and make learning faster and easier (Mayes and De Freitas, 2007). This proposal investigates the advancement in the implementation of e-learning in tertiary institutions while optimising the existing technologies.

# Research Problem – Slide 3

While the rate of pursuit of education increases, universities also continue to expand their capacities to capture the increasing call for education. Expanding physical infrastructure requires a higher capital investment and more time before learning occurs in the erected structures. Physical infrastructures also require the physical presence of tutors, meaning universities have to hire more instructors to meet the expansion demands. Though physical expansion is one of the solutions to meet the growing call for higher learning, its development process is slower than adopting and implementing the e-learning process (Moloney and Oakley, 2010).

Considering education as a commercial entity that must generate income to cover operating costs, university operators must embrace cost-effective service delivery methods. E-learning presents a solution to the higher financial burden universities would otherwise face in increasing their service capacities.

E-leaning is an emerging knowledge transmission technology that has enabled most tertiary institutions to expand their capacity to offer classes through online means. Some tertiary institutions started with priority classes to test the programme before expanding it to other students. The initial adoption and expansion proved cumbersome since institutions lacked the technical and financial capacities to run the programme (Aini et al., 2020).

While these aspects proved challenging, there were other challenges related to training students and dealing with persons who lacked devices to use the platform. These challenges hampered the implementation of e-learning in several ways. Addressing these challenges presents the implementation framework that institutions can apply to actualise e-learning in tertiary institutions while optimising the existing technologies. Finding solutions for the challenges in applying technology to make education faster and more accessible also provides the ground for future research.

Another condition that necessitated the adoption of e-learning was the pandemic that stroke many nations globally. Due to state implemented measures to curb transmission, state institutions, private firms, and schools had to realign their operational capacities, and people could not move out of their houses in some regions. Such operational adjustments hindered the chances for students to continue learning physically (Radha et al., 2020).

Though some institutions had embraced online techniques for conducting businesses, they still expected their employees to report physically. Online knowledge sharing began in some tertiary institutions and was known as distant learning. The platform was commonly used for international students or graduates pursuing further learning since these groups were flexible. The persistence of the pandemic pushed institutions to fasten their online learning implementation.

# Research Questions – Slide 4

E-learning did not come due to the pandemic, but the global conditions aroused to combat the pandemic catalysed its adoption in many schools. After resuming regular schooling, some institutions have embraced the technology and are developing it further (Amarneh et al., 2021). The faster technology adoption sets the ground for developing research questions for this study. Additionally, some institutions in developing countries, like Nigeria and Indonesia, did not implement the technology in their teaching and learning processes; they are still striving to gather essential requirements (Adeoye et al., 2020; Siron et al., 2020).

Globally, post-secondary institutions are varying their implementation levels. While full implementation of e-learning is progressively rising to take a significant position in tertiary schools' goals, they should consider embracing the future cautiously with the current dynamic global issues to avoid dilapidating the education sector.

This proposal asks the following questions:

What factors contributed to faster e-learning adoption and implementation, especially during the pandemic?

What challenges hamper the implementation of e-learning?

Are there existing solutions to the challenges hampering implementation of the e-learning?

# Aims and Objectives – Slide 5

This proposal investigates the advancement in the implementation of e-learning in tertiary institutions while optimising the existing technologies. Based on the research questions raised for this proposal, the objectives will be:

To establish factors contributing to faster e-learning adoption and implementation, especially during the pandemic.

To establish the issues that hamper the e-learning implementation.

To establish the existing solutions to the challenges hampering implementation of the e-learning.

# Literature review – Slide 6

## Factors

One major factor that pushed universities to actualise e-learning was the prolonged impacts of the pandemic coupled with initial attempts to extend coverage for distant students (Matuk et al., 2021; Almaiah et al., 2020; Radha et al., 2020; Ayu, 2020). During the pandemic, institutions had high operational costs that restricted alternative investments in e-learning. Other findings also argue that learning institutions had reduced earnings due to reduced learning activities (Nabukeera, 2020). Both perspectives provide grounds for the development of online training systems. The first scenario allows for more funds for alternative investment functions. In contrast, the second view pushed the institutions to a low-income state, thus spurring innovation to collect more income. The initial pursuit for distant students laid the ground for e-learning while the pandemic catalysed the adoption process.

## Challenges – Slide 7

Adopting online knowledge-sharing approaches saves time, eliminates geographically based learning barriers, and maximises the utilisation of teaching resources. These benefits necessitate that an institution makes substantial investments in content development and supporting infrastructure. Initial costs may involve employing web designers to create or alter educational websites, upgrading servers to handle heavy internet traffic, and teaching staff and students on the platform (Chang, 2016; Klašnja-Milićev et al., 2017).

Some practical courses may demand a significant investment in personal equipment. These endeavours necessitate vast quantities of money to construct and maintain supporting infrastructure. Embracing e-learning in tertiary institutions resembles implementing changes in an organisation's setup. Most people operate in manual learning environments, from junior to elementary and high schools. Since students have been exposed to physical learning for more than ten years, changing their learning techniques presents a challenging change (Parlakkiliç, A., 2017).

Two other issues fuel change resistance. These include poor learner-trainer communication, students and teachers lacking technological skills to participate in e-learning, and access constraints. (Almaiah et al., 2020; Koob et al., 2021). Impaired communication between learner and trainer hampers the regular question and answer sessions in a class session where students intensely engage trainers in pursuit of understanding (Maheshwari et al., 2021).

While these skills can be taught, not all trainers or students will immediately apply them. Several neighbourhoods also have poor network connections, limiting students' and trainers' access to training sessions.

Students may log into the portal but not participate in the lecture, making it difficult for trainers to assess student understanding. (Shahmoradi et al. 2018).

It also contributes to social segregation as people will be learning without physical meetings (Aljaber 2018). While learning or training from home through online arenas, participants need to create a balance and find a location with minimal interference; this can be difficult, especially for low income extended families living in smaller houses that host many people (Alipio 2020).

Another challenge arises from the credibility of online tests since invigilators cannot go to every home to inspect a student taking exams. E-learning implementation faces existing challenges and is also likely to foster the development of other challenges.

## Solutions – Slide 8

Though e-learning is an emerging concept, handling shifts in organisations is an old notion that tertiary institution managers can adopt to solve e-learning implementation issues. Institution managers should prepare trainers and students through adequate training to receive the e-learning changer (Parlakkiliç 2017; Siemens 2015). Preparation also means acquiring the infrastructure, commencement and maintenance financial requirements to foster smooth transitions since faulty and malfunctioning systems may also spur resistance. Before adoption, the manager should draw an adaptive vision for adoption; for instance, adopting e-learning to increase the student population by reducing tuitions payment (Arnaudova et al. 2016). Actualisation should be done in phases and in line with the organisation's practices to allow for improvement while expanding the system.

Finally, every implementation phase should be examined to identify flaws that need to be fixed to improve the next phase or overall system. Using change management techniques to implement the system partially solves e-learning issues. New challenges, such as physical separation from a trainer and fellow trainees, require solutions. Students must be physically present in school to ensure exam credibility. Some schools address this issue by combining physical and e-learning for some subjects (Siemens 2015; Hermawan 2021).

Research also supports that practical courses are trained better in a group environment through collaboration. In such courses, students can undertake the theory-based lectures via virtual classes but avail themselves of practical undertakings in school (Bylieva et al., 2019; Borba et al., 2015). Governments should also work towards better internet rates through firms providing network services for students from low-income families. The initiative is less effective; this initiative seeks to solve problems relating to students' and trainers' connectivity (Humphry 2019). Institutions also attempt to solve the connectivity issue by availing free internet in the school or hostel environs. While this initiative significantly solves the problem, it still requires the trainers and students to physically come to school, thus failing to meet the goal of providing unlimited access to learning. Currently, developed solutions partially solve existing or developing challenges, thus requiring further research to improvise working solutions to advance e-learning.

# Methodology – Slide 9 & 10

This study will target the university population entailing students, trainers, and stakeholders to investigate advancement in the actualisation of e-learning in tertiary institutions while optimising the existing technologies. This group is appropriate for the study following its participation in implementing e-learning.

The study will engage 300 participants. The researcher will use primary and secondary data to gather relevant information for the study. Google forms will be used as questionnaires for the study (Sabrina 2021). These predeveloped questionnaires will be administered to check for participants' demographics, implementation challenges and solutions, and other quantitative and qualitative details. Journal articles, books and previous studies will provide supportive secondary information for this study.

This study employs a descriptive research approach to analyse e-learning advancement in tertiary institutions while maximising existing technologies. On the other hand, it will identify the challenges impeding e-learning activation and identify existing solutions to these challenges. The researcher will notify participants before the study. The surveys will be done via Google Forms, and they will be anonymised. The collected data will be analysed using SPSS (The Statistical Package for the Social Sciences) (McCormick & Salcedo, 2017). Data analysis will provide information for making meaningful inferences.

# Ethical Considerations and Risk Assessments – Slide 11

The researcher will obtain a concession from the course department before administering questionnaires. Online questionnaires will include various queries that cover different segments, including demographics, elements that spurred e-learning activation during the curfew season, challenges hindering the actualisation of e-learning, and possible solutions. Online questionnaires will also be consistent, thus attaining reliability (Greenfield & Greener, 2016). Further, questionnaires with blanks will be eliminated to ensure reliability. The study does not involve physical health examinations; thus, there will be no risks in participating in the survey.

# Timeline of Proposed Activities – Slide 12

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Month**  **Activity** | April | | | | May | | | | | June | | | | | July | | | | | August | | | | |
| *Wk 1* | *Wk 2* | *Wk 3* | *Wk 4* | | *Wk 1* | *Wk 2* | *Wk 3* | *Wk 4* | | *Wk 1* | *Wk 2* | *Wk 3* | *Wk 4* | | *Wk 1* | *Wk 2* | *Wk 3* | *Wk 4* | | *Wk 1* | *Wk 2* | *Wk 3* | *Wk 4* |
| Proposal Writing |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |
| Proposal presentation |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |
| Literature review |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |
| Preparing and testing data collection tools |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |
| Data collection |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |
| Data Analysis |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |
| Report writing |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |
| Submission of 1st draft, and corrections |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |
| Submission of final research paper |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |

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