Implementation of eLearning Management Operation Model for Higher Education in Thailand

Dr. Pisit Prouggestaporn
Srisakdi Charmonman Institute of eLearning, Siam Technology College
46 Charunsanitwong Road, Bangkokyai, Bangkok 10600, Thailand.
Pisit1979@hotmail.com

Dr. Kultida Saowapakpongchai
Srisakdi Charmonman Institute of eLearning, Siam Technology College
46 Charunsanitwong Road, Bangkokyai, Bangkok 10600, Thailand.
Kultida1978@gmail.com

Thichakorn Visansakon
Srisakdi Charmonman Institute of eLearning, Siam Technology College
46 Charunsanitwong Road, Bangkokyai, Bangkok 10600, Thailand.
Meen.visansakon@gmail.com

Abstract - eLearning was the advanced tool in the twenty-first century which generated new era of education under the concept of anyone can study in anywhere at any time. Also, many Universities and Colleges throughout the world have turned their focuses from a traditional face-to-face classroom to a new way of learning at-home-base classroom. eLearning then was focused by several higher education institutions as the tool for providing education to the learners. In the mean time, to create success eLearning operation for higher education study, there were several factors required to consider in order for generating effective eLearning operation for higher education study. Moreover as many reasons from many researches and case studies, there were still many more strategies and models to develop under many circumstances throughout the learning process and preparation on both learners and administrators to create the most success eLearning management operation. In addition, several eLearning management models have been operated worldwide which were possibly applied for using to manage eLearning for higher education in Thailand effectively. This paper therefore aims to review the effective factors to create eLearning for higher education, to analyse the existing eLearning management models, and to find the most suitable eLearning management model enabled to apply for implementing eLearning management operation for higher education in Thailand effectively. Primary and secondary data were collected to review and analyse the result. For secondary data, paper-base and Digital-Base from relevant researches, articles, journals, and any available resources were collected, while five groups of people belonging to the field of eLearning and higher education were sourced out the opinion through in-depth interview for primary data collection. The result found that to create effective and success eLearning for higher education, four key factors required to closely consider include deliberation of human, Design of instruction, development of technology, and delivery of social. This paper further found that three existing eLearning models were possibly applied to implement eLearning
management operation for higher education in Thailand effectively.

Keywords - eLearning, Management Operation, eLearning Model, Higher Education

I. INTRODUCTION

eLearning websites is the advance developed tool in the twenty-first century which generates new era of education under the concept of anyone can study in anywhere. Many Universities and Colleges throughout the world have turned their focuses from a traditional face-to-face classroom to a new way of learning at-home-base classroom, which fit many life who don’t have the luxury of times, transportation, and importantly financial. According to Arrigo (2005), since the middle of the 1990s, the number of colleges and universities which have provided courses and degree programs via eLearning mode has been growing dramatically. And in 2005, as one of the example of many universities, The University of Phoenix had a high number of online learners of more than 140,000 and earned approximately 5,700 million baht per year (Charmonman, 2005). The Blue Ocean Strategy was then created from numerous case studies and used in the rapid growth of internet learning business.

The Institution of higher education policy (1999) done a comprehensive research on how the effectiveness of distance learning. There are five main reason found from this research, times, individual learning process, technology problems, and motivation support. However as many reasons from many researches and case studies, there are still many more strategies and models to develop under many circumstances throughout the learning process and preparation on both learners and administrators to which make the most successful in eLearning for higher education in Thailand. According to Saowapakpongchai and Prougestaporn (2012), there were several studies done previously mentioning about effective factors to create success eLearning model for higher education E.G. Soong Et al. (2001); Graf and Caines (2001); Oliver (2001); Govindasamy (2005); and Vate-U-Lan (2008).

In addition, there are several eLearning management model have been operated worldwide which are possibly applied to implement eLearning management for higher education in Thailand effectively. Such models like PVU model, CVU model, MIT model and etc. As a result, this paper aims to review the effective factors to create eLearning for higher education, to analyse the existing eLearning management models, and to find the most suitable eLearning management model enabled to apply for implementing eLearning management operation for higher education in Thailand effectively. This paper would begin with the concept of elearning and higher education, followed by the effective factors to create eLearning model, the existing eLearning management model, and the analysis of the eLearning management model as well as the findings, conclusion, and suggestion for further studies.

II. METHODOLOGY

Primary and secondary data were collected to review and analyse. For secondary data, paper-base and Digital-Base from relevant researches, articles, journals, and any available resources were collected to review the concept of eLearning and higher education, the effective factors for success eLearning, and the existing eLearning management model. For primary data, five groups of people belonging to the field of eLearning and higher education were sourced out the opinion through in-depth interview include educational policy makers, instructors, staffs in educational institution, eLearning students, and perspective eLearning students to analyse the key factors to create effective eLearning for higher education and to analyse existing eLearning management model and find out the suitable model applied to implement eLearning for higher education study in Thailand effectively.
III. ELEARNING AND HIGHER EDUCATION

eLearning is the transforming learning delivery where allowing to the reach online source of information which is the solution for individual study and can reduce the pride and stimulate the common coalition (Sloan-C, 2007). Higher Education could be referred as post secondary educations at colleges, universities, junior or community colleges, professional schools, technical institutes, and teacher-training schools (Educations, 2008).

IV. EFFECTIVE FACTORS TO ELEARNING MODEL FOR HIGHER EDUCATION

It is widely mentioned that eLearning occurs in a wide range of teaching activities where technology of one form or another is involved. According to The Institute for Higher Education Policy (2000), the insights gleaned from the study of QUALITY ON THE LINE showed that the effective factors for eLearning environments were institutional support, course development, teaching or learning process, course structure, student support, faculty support, evaluation and assessment.

Papp (2000), eLearning factors include intellectual property, suitability of the course for eLearning environment, building the eLearning course, eLearning course content, eLearning course maintenance, eLearning platform and the measuring success of eLearning courses and according to Soong, Chan, Chua and Loh (2001); Graf and Caines (2001); Oliver (2001); Govindasamy (2005); and Vate-U-Lan (2008), it could be summarized the key effective factors to create success eLearning model for higher education into four main keys includes human deliberation factor, instructional design factor, technology development.

A. Deliberation of Human

For eLearning model field, human deliberation could be explained as the process done by belonging people in eLearning to participate in cost/benefit and various options of eLearning operation. According to Soong, Chan, Chua and Loh (2001), the key main effective factor to create eLearning model for higher education was human factors in terms of technical competency of both instructor and student, eLearning mindset of both instructor and student, and level of collaboration between instructors and students. Meanwhile, Graf and Caines (2001) mentioned that one key factor was the student participation to study. Oliver (2001) said two out of four major issues confronting the successful adoption and sustained use of eLearning in Australian higher education were belonged to human deliberation includes teacher expertise in online teaching, and student readiness to move online. In addition, effective factor for successful eLearning implementation were institutional support, student support, and faculty support (Govindasamy, 2002).

B. Design of Instruction

Graf and Caines (2001) proposed six items of content robustness as the criteria to measure success eLearning that belonged to instructional design: the degree to which the course content is available online, how it is structured, the use of images and graphics, and the degree of interaction among students and with the lecturer and the type and quality of student assessment. In the meantime, instructional design was one factor to implement success eLearning according to Vate-U-Lan (2008). In addition Oliver (2001) one of the factors to support and sustain quality in eLearning programs illustrated was provision of content and learning resources and instructional designs. And Govindasamy (2002) the factors affected for successful eLearning implementation were course development, course structure, and evaluation and assessment. These could be classified as the factor of instructional design.

C. Development of Technology

Soong, Chan, Chua and Loh (2001) stated that one effective factor for success eLearning was perceived information technology infrastructure provided to teachers and
learners. While, one of the key success factor to create sustained use of eLearning in Australian higher education was the factor regarding to technology infrastructure (Oliver, 2001). Then, in HITS model of success eLearning implementation, technology was another factor proposed to implement success eLearning (Vate-U-Lan, 2008). Finally Graf and Caines (2001), one of the effective factors to create success eLearning was technology used for encouraging degree of interaction among students and lecturer.

D. Delivery of Social

According to Graf and Caines (2001), there were some items in 10 items of academic rigor and 6 items of content robustness proposed for measuring success of eLearning that belonged to social delivery, such items as student participation, course content, course structure, and answering resource. Oliver (2001), one of factor that belonged to social delivery which leads to sustain adoption of online learning for higher education in Australia was provision of content and learning resources given to students. Then, Govindasamy (2002), some effective factors for successful eLearning implementation belonged to social delivery as well, includes course development, and course structure. Finally, Vate-U-Lan (2008) proposed HITS model and classified social as one of the factor in terms of financial support, cultural support, learning content and language support for creating success eLearning.

From all 4 given factors mentioned, in order to create success eLearning for higher education, those 4 factors should be simultaneously implemented and processed together. Soong, Chan, Chua and Loh (2001) recommended to implement success eLearning, all factors identified either human or technology must be worked together. These four factors could be called as 4D factors of eLearning for higher education development.

V. EXISTING ELEARNING MANAGEMENT MODEL

After reviewing the key effective factors to create success eLearning for higher education, this section will be summarized the success existing eLearning management model in the world which became the role model of eLearning worldwide. There were six existing models selected include Three models from United states of America which were MIT OCW (Massachusetts Institute of Technology Open Courseware), USU (Utah State University) and RICE (Rice University Connexions), one model from Canada which was the model from Canada CVU (Canadian Virtual University), two additional models include PVU (Pakistan Virtual University) from Pakistan and OU (Open University of the United Kingdom) which were classified as open-source of learning. From those six management models reviewed, 3 out of six were open source includes MIT; RICE; and USU, while remaining three were commercial sources. In addition for partnership style, four management models include PVU; OU; MIT; and RICE had 1 partnership university, while CVU had 6 partnership universities. However for USU, there was not any direct partner university. And for staff, 2 management models used in-house staffs include OU and PVU, while RICE and USU used volunteer’s staff, but MIT used both in house and others. Moreover for courseware production, MIT; RICE; and USU provided all e-course ware, while CVU; OU; and PVU provided none of course ware. Furthermore, type of learning provides, CVU; MIT; RICE; and USU were complete eLearning.

VI. FINDINGS

Based on the analysis from both primary and secondary data, this paper contributes following findings:

A. Factors to Create Effective eLearning for Higher Education

Based on the analysis from both secondary data and primary data, it could be found that to create success and effective eLearning for higher education, it should rely on four factors include deliberation of human, Design of instruction, development of technology, and
delivery of social as these four factors were the key elements for eLearning study. Meanwhile according to interview with fifteen respondents, all of them agreed that these four factors were the key elements to create success and effective eLearning for higher education. They also further stated these four factors required to move simultaneously because to begin with eLearning study, there must be students to study, teacher to teach, and staff to operate the system. Then, lessons and courses must be designed to contain in the system. And, advance technology was required to use to convey those designed lessons and courses to students. Finally, support of society was the important step to move eLearning forward. These four factors could be called 4Ds factors. The opinion of respondents relevant with the previous study conducted by Saowapakpongchai and Prougestaporn (2012); Saowapakpongchai (2010).

B. eLearning Management Operation Model for Higher Education

According to the analysis, three out of those six existing models studied were considered as eLearning management operation based on the definition of eLearning given by Sloan-c (2007). Due to the fact that all open source management projects like MIT or USU did provide one way of learning which was students just logged in to learn what they need but unable to with other students or teachers to exchange the idea or ask/answer any questions regarding to the course study. According to the definition of eLearning, students and teachers must have an opportunity to interact each other through online channel. Therefore, three remaining existing models were appropriate to select as the role model to implement effective and success eLearning management operation for higher education include CVU, OU and PVU eLearning model.

In addition based on the in-depth interview conducted with 15 sample respondents include two educational policy makers, three instructors, two staffs in educational institution, four eLearning students, and four perspective eLearning students, all of them agreed that the effective eLearning model must be the model that allow both students and teachers enabled to interact each other beside logging to learn or to provide course. Then, nine out of fifteen respondents suggested that the CVU model shall be the appropriate role model to be applied to create eLearning management model for higher education in Thailand. And, there were eleven and twelve respondents stated that the OU model and PVU model was the effective role model to apply. However, less than six respondents stated that remaining models were the appropriate models to apply for eLearning management operation.

As a result, the detail of three most appropriate models described as follows:

1) The CVU eLearning management operation model. The model of Canada-Athabasca University started from distance learning center as same as the Open University of UK model. It consists of a consortium with many universities. Courseware materials develop from each partnership and the degrees granted by each specific owner of the course. The Canada-Athabasca University has just been an e-courseware material center for Canada.

2) The OU eLearning management operation model. Open University of UK has moved from distance learning to be an online learning via internet. The management model has been added with an online distribution channel to the old traditional customer by distance learning for the 21st century with the major change was course designing, developing, and delivering which all were completely operated through online channel.

3) The PVU eLearning management operation model. According to Toor (2005), Government of Pakistan adopted the Hybrid model of education involving the broadcasting medium such as television, internet and physical campuses where the students actually sat to receive education. The best instructors of each subject were invited to develop course and deliver the lecture through television broadcast. In addition, instructors and students
enabled to interact together through internet with e-mail contact, also full description of each course available through internet website of the university which students could access 24 hours.

VII. CONCLUSION

From the study, it could be concluded that there were four key elements factors must be relied in order to create success and effective eLearning for higher education include deliberation of human, design of instruction, development of technology, and delivery of social. All four factors were required to implement simultaneously. In addition based on existing eLearning management operation model studied, there were three existing models that appropriate to rely on for generating eLearning management operation for higher education in Thailand include the CVU eLearning management operation model, the OU model, and the PVU model.

VIII. SUGGESTION FOR FURTHER STUDIES

As this study found that three appropriate existing models could be adapted to create eLearning management operation for higher education in Thailand include the CVU eLearning management operation model, the OU model, and the PVU model, it should be therefore further done by applying these three models as the role models to create eLearning model for higher education. In the meantime, the created model should be relied on four key element factors to create success eLearning for higher education include deliberation of human, design of instruction, development of technology, and delivery of social as well. Then, one course prototype should be designed to contain in the created model and let sample students to study and measure the result of their studying in order to evaluate the effectiveness of the created eLearning model as well as to judge out whether these three existing models could be effectively apply for eLearning on higher education under the context of Thailand or not.

REFERENCES


