**ANALYSIS OF ONLINE SURVEY RESPONSES**

The question is: **Which are the most important opportunities for eLearning and eEducation?**

**Respondents structure:**

USA                                    10

Slovenia                              8

Croatia                                 2

United Kingdom                 2

Ireland 2

Austria                                1

Bosnia and Herzegovina   1

Canada                              1

Hungary                              1

Portugal                              1

Total: 29 responses from 10 countries.

Each participant sent us five answers rated from 5 to 1 point.

The main finding is that the answers are similar in content, regardless of the country from which we received them.

**The responses we received were classified into seven groups.**

Group 1: **Accessibility regardless of space and time, globalization and democratization**

Number of resposenses: 21

Number of points: 80

Average points: 3,81 from 5

*Number of points* is calculated by the number of answers in a group, and importance of the indicated opportunity on the scale from 5 (the most important) to 1 (the least important).

[See Annex 1 for details](file:///C%3A%5CUsers%5CUporabnik%20FF%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CTCWYIT18%5CAnnex%201%20-%20Group%201.xlsx)

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| **5** | A “one size fits all” traditional approach to the delivery of a higher education ignores the values of equity and diversity.  |
| **5** | e-learning is flexible as it allows students to learn at their own pace.  |
| **5** | Distance learning: no need to move which, on the one hand, makes the learning process comfortable, and, on the other hand, it reduces the environmental footprints of education. |
| **5** | high-quality content and professors are also available to those students who do not have the resources to attend such lectures in physical world |
| **5** | Enabling undergraduate and graduate students to complete courses not available at their university (for me it was offering a senior level credit course called introduction to music and sound for those in the helping professions. This course is no longer being offered because I elected to cease offering it. |
| **5** | Saving time, especially when learners and teachers are geographically separated |
| **5** | You can teach/learn while drinking tea and eating biscuits |
| **5** | Opportunities for “just-in-time” on-demand teaching and learning  |
| **5** | E-learning/education enables students real time access to information.  |
| **5** | Flexible approach with respect to time and place that is suitable for full-time/part-time students. |
| **4** | The student can concentrate on the subject under study in an environment in which e-access is provided to all the data she/he needs at that time |
| **4** | Time management: the students are enabled to design and realise their activities free from time constraints, they can investigate the most interesting topics in more details. |
| **4** | You can teach/learn while still in your pyjamas |
| **4** | E-learning/education is independent learning process. |
| **3** | Classes can be accessed from anywhere or from anywhere, any time. |
| **3** | There is no limit on class sizes.  |
| **3** | Transcends distance in terms of including guest lectures etc.  |
| **2** | Video conferencing as a possibility of lectures and discussions in case of emergency or long distance from each other |
| **1** | eEducatio is a way to provide quick delivery of lessons; and as compared to traditional classroom teaching method, this mode has relatively quick delivery cycles |
| **1** | eEducatio enables professors to get a higher degree of coverage (scalability) to communicate the message in a consistent way for their target audience |
| **1** | eLearning and eEducation facilitate easier access to expertise and the ability to instantly check credibility. |

Group 2: **Actualization of learning contents and pedagogical approaches, sharing of good practices, access to resources**

Number of resposenses: 26

Number of points: 84

Average points: 3,23 from 5

*Number of points* is calculated by the number of answers in a group, and importance of the indicated opportunity on the scale from 5 (the most important) to 1 (the least important).

[See Annex 2 for details](file:///C%3A%5CUsers%5CUporabnik%20FF%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CTCWYIT18%5CAnnex%202%20-%20Group%202.xlsx)

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| **5** | Re-visiting traditional pedagogical strategies to incorporate digital / remote learning for better student learning, engagement, and motivation. |
| **5** | Higher Education institutions are challenged to adjust their program structures, curricula, teaching and learning methods to adapt to new demands, eLearning and eEducation could be part of this reforms |
| **5** | Learning is more student centric. 45-minute lectures are made for professors. The maximum concentration of a student can last up to 15 minutes. |
| **5** | Increase the dissemination of knowledge to everyone and everywhere |
| **5** | Distance learning is possible and equivalent in seminar work and oral examination. |
| **5** | Placing all materials (pdf texts, films, own lectures, photographs, grading tables, etc.) useful for education on the subject pages. |
| **5** | eLearning can offer multiple ways for students to engage course materials and interact with others. These means of engagement may be through discussions, online quizzes, surveys, videos, games and activities, and synchronous video conferences, for example. The multiple means of engagement can support greater student involvement. |
| **4** | I mention all of the above by way of saying that a sense of boundaries/constraints may be needed to frame up answers. Or, one can narrow the question by asking it that doesn’t depend on such a framing (I.e., which topic areas) or how general (level of educational maturity) should the target audience be. |
| **4** | Dissiminating ideas on ways to enhance scholarly writing\_\_\_hence I have had students from various countries contribute to a peer reviewed journal of which I am Editor in Chief called: International Journal of Nursing Student Scholarship |
| **4** | Relatively simple integration of supplemental multimedia materials |
| **4** | Using the pages as a bulletin board (notifications, etc.) |
| **4** | It allows students to access education in a different format that may work better for them with regard to learning. |
| **4** | Challenges methods and approaches |
| **3** | Keeping the complexity of access to e-learning and its platform simple - not too many "clicks" to get into the site |
| **3** | Efficient way of delivering courses with link to various resources.  |
| **3** | eLearning allows the full exploration of flipped classroom pedagogy |
| **3** | eLearning can prompt faculty to focus on and clearly define the learning objectives for their courses. Faculty can tailor their instruction to support those objectives. |
| **2** | Allow the interaction in live classes, but at the same time revisit recorded classes is possible at any time |
| **2** | Ability to combine advantages of synchronous and asynchronous modalities in the same course |
| **2** | E-learning/education offers innovative ways of teaching.  |
| **2** | Developing new and creative ways to teach (learn to think outside the box again) |
| **1** | Authentic relevant learning which the learner identifies  with using real-world situations by harnessing the use of problem-based activities and case studies to engage the learner. |
| **1** | Access to the lectures of the best lecturers can be enabled |
| **1** | Exchange of good practices in the region and beyond |
| **1** | New considerations are being given to of how to support the strategic integration of information and digital literacy into the curriculum.  |

Group 3: **Lower education costs, environmental impact**

Number of resposenses: 11

Number of points: 31

Average points: 2,82 from 5

*Number of points* is calculated by the number of answers in a group, and importance of the indicated opportunity on the scale from 5 (the most important) to 1 (the least important).

[See Annex 3 for details](file:///C%3A%5CUsers%5CUporabnik%20FF%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CTCWYIT18%5CAnnex%203%20-%20Group%203.xlsx)

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| 5 | Distance learning: no need to move which, on the one hand, makes the learning process comfortable, and, on the other hand, it reduces the environmental footprints of education. |
| 4 | there is no need to travel, which contributes to time savings and reduces environmental pollution. No need for paper reduces the need to cut trees for obtaining paper. eLearning is cost effective as compared to traditional forms of learning also because learning through this mode happens quickly and easily, a lot of training time is reduced with respect to trainers, course materials, and accommodation. |
| 4 | Saving money for traveling |
| 3 | Decrease costs associated with learning |
| 3 | Less traveling is beneficial for greenhouse gas emissions reduction and climate change slow down |
| 3 | Cost-saving available to institutions that reuse content  |
| 2 | Learning and education costs can be reduced |
| 2 | Enabling people who have not enough money or cannot afford traveling, to participate in the education |
| 2 | You avoid the expense of a hotel, or finding a cheap apartment |
| 2 | More cost efficient. |
| 1 | Decrease costs associated with learning |

Group 4: **Individual forms of education and the social aspect**

Number of resposenses: 21

Number of points: 52

Average points: 2,48 from 5

*Number of points* is calculated by the number of answers in a group, and importance of the indicated opportunity on the scale from 5 (the most important) to 1 (the least important).

[See Annex 4 for details](file:///C%3A%5CUsers%5CUporabnik%20FF%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CTCWYIT18%5CAnnex%204%20-%20Group%204.xlsx)

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| 4 | Flexible options enhance the value proposition of an education to today’s students [remote synchronous, face-to-face, hybrid, a-synchronous, etc.].  |
| 4 | Continuing to meet each other online, learn a bit of practical skills, possibly then help each other in the physical world. An example: Kizito has an online choir meeting – which is rather a chat – but where she got to learn a bit more about making cherry marmalade. |
| 4 | It takes into account indvidual learning styles of the students.  |
| 4 | Educators can be more thoughtful in delivery and student interaction. |
| 4 | Consultations and seminars could also take place at a distance.  |
| 4 | eLearning makes immediate feedback easier. This can be done through online quizzes and other assessment tools that can be automated. Such automated feedback allows students to immediately test whether they understand the material and to address any shortcomings in their performance. |
| 3 | Deepening of knowledge: personal teaching has the disadvantage (apart from much more advantages it has) that the process is fast, there is no time to deepen the knowledge due to the scheduled system. On the contrary, when using eLearning possibilities, the process can be suspended for the time of deeper investigations of different subtopics. |
| 3 | There is freedom of access anytime from anywhere enabling instructor flexibility and a wider range of students. |
| 3 | E-learning/education enables convenient student-teacher communication.  |
| 3 | Trial testing of students |
| 3 | Allowing professors to connect with their students in a different way, that may be more comfortable for the students. |
| 2 | Today’s students are inherently technology savvy, mobile, and flexible when it comes to the use of technology. |
| 2 | eLearning enhanced ability to learn and implement the new processes or knowledge at the workplace |
| 2 | Some students who are uncomfortable with active participation in face-to-face classroom settings have higher levels of participation in digital classrooms.  |
| 1 | Exploring new ways for communicating physically while being in the online virtual world. There is a sweet article about research being done in this emerging area, I cannot find it back but it is about communication in families between Sweden and China (I think) where for example the high-five is happening on the screen yet is made physical in a new way. |
| 1 | Social networking: the eLearning solutions allow for developing professional networks very easily. This can be the ground for future joint research and patents. |
| 1 | If the connection is audio-visual the interpersonal relations do not suffer. |
| 1 | You can record what you do and play back the recording as often as you wish.  |
| 1 | Fifth, raising the level of educational attainment.  |
| 1 | E-learning/education offers connectivity among students.  |
| 1 | Promoting active and self-pace learning |

Group 5: **Cross-border integration and understanding and promotion of cultural differences**

Number of resposenses: 12

Number of points: 46

Average points: 3,83 from 5

*Number of points* is calculated by the number of answers in a group, and importance of the indicated opportunity on the scale from 5 (the most important) to 1 (the least important).

[See Annex 5 for details](file:///C%3A%5CUsers%5CUporabnik%20FF%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CTCWYIT18%5CAnnex%205%20-%20Group%205.xlsx)

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| 5 | Democratizing the learning and education processes |
| 5 | eLearning and eEducation easily cross international borders and promote cultural understanding. |
| 5 | First, the possibility of engaging globalized learning with people, organizations, and universities around the world. |
| 5 | Diversity: students from different backgrounds, regions, and mobility can be included.  |
| 4 | Lectures from several universities and international (Cursers) provide students with a broader insight. |
| 4 | Promote joint classes and webinars, gathering professors and trainers from different parts of the globe |
| 4 | Second, cultivating international understanding and cooperation through eLearning pedagogy.  |
| 4 | eLearning offers opportunities for global learning and networking irrespective of location |
| 3 | Facilitate the organization of classes with students from different countries, backgrounds and economic levels |
| 3 | Third, expanding the horizon of opportunity for "non-traditional" students.  |
| 2 | Widening of the horizon: eLearning solutions can widen the horizon of the students opening up their interest towards other countries' and even continents' people, research and sciences connecting them directly to these realms. |
| 2 | eLearning and eEducation provide facility and campus independence and allows a mix from all over the world. |

Group 6: **Intergenerational cooperation and lifelong learning**

Number of resposenses: 12

Number of points: 37

Average points: 3,08 from 5

*Number of points* is calculated by the number of answers in a group, and importance of the indicated opportunity on the scale from 5 (the most important) to 1 (the least important).

[See Annex 6 for details](file:///C%3A%5CUsers%5CUporabnik%20FF%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CTCWYIT18%5CAnnex%206%20-%20Group%206.xlsx)

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| 5 | Making exchange easier between older and younger people. We have started with Digital Enlightenment Forum so-called fireside chats where a senior persons exchanges for an hour with 6-8 younger people, on a theme, but above all on life-experiences. Works very well. |
| 5 | Development of ideas of lifelong learning and their impact on today's economic and social changes in society; |
| 5 | Reaching new audiences such as nontraditional students with a quality education and not just scamming them |
| 5 | eLearning facilitates asynchronous learning, which allows more access to non-traditional students  |
| 4 | Explain the impact of lifelong learning ideas on educational policy and practice; |
| 3 | Enabling many of us professors who are on Long TermSabbatical (my new word for retired professors) to assist new faculty and organizations in various parts of the world to serve as mentors, and/or teachers about free resources for learning. |
| 3 | Properly interpret and interpret key concepts and principles of lifelong learning; |
| 2 | Online seminars of all sorts, from small to large, that have become a lot easier, and above all where learning is enhanced because the parallel chat is a rich additional channel |
| 2 | Critically analyze efforts in Bosnia and Herzegovina and the world related to lifelong learning and the creation of a learning society; |
| 1 | Participate in lifelong learning groups such as ThePass It on Network, or even participate in webinars such as the Music in Medicine program we have here inAlberta Canada  |
| 1 | Educational opportunity to nontraditional populations (remote, older) |
| 1 | Critically consider your attitude towards education through all periods of life (childhood, youth and adulthood). |

Group 7: **Providing conditions for eLerning and quality assurance**

Number of resposenses: 25

Number of points: 73

Average points: 2,92 from 5

*Number of points* is calculated by the number of answers in a group, and importance of the indicated opportunity on the scale from 5 (the most important) to 1 (the least important).

[See Annex 7 for details](file:///C%3A%5CUsers%5CUporabnik%20FF%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CTCWYIT18%5CAnnex%207%20-%20Group%207.xlsx)

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| 5 | Adequate roll out of broadband at a national level |
| 5 | E-Anything now, more than ever, requires computational power and graphics. Even in the US, there are large pockets lacking connectivity beyond what a standard telephone line can provide. Wireless coverage is a bit better, but still deficient. And, for any form of video, computational power is required in order to compress/decompress things sufficiently to allow for lower bandwidth transmission. So, what is the baseline here? We can talk about VR and AR for example, but that would require a LOT of bandwidth, computational and other resources.  |
| 5 | Address some previously existing equity gaps in the access to technology such as access to laptops, broadband, internet, and specialized software. Some big gaps have been revealed here in Montana and our K-12 schools and universities have been actively trying to address these through tech-lending programs and working with internet providers  |
| 5 | Creating eLearning material with the goal of relatively seamless access to the material for all participants (in terms of bandwidth) irrespective of means (this would include dealing with issues such as breaking up videos into smaller pieces, etc.) |
| 4 | Supports (financial or resources identified ie. libraries)  to enable people to purchase/access the appropriate device   |
| 4 | Greater attention should be focused on quality assurance in HEI as a critical factor to ensuring educational relevance |
| 4 | Learning innovations such as Zoom have been widely and successfully employed for streaming or recording class lectures and student presentations, dissertation defenses, and student-instructor meetings.  |
| 4 | Providing reasonable access to the Instructor for all participants outside of any synchronous learning sessions to answer questions and supplement understanding. (4) |
| 3 | Finally, as this is an “entrepreneurial” undertaking, one must consider value propositions and business models :).  |
| 3 | Free apps are available to support student-centered eLearning and eEducation |
| 3 | Extending online skills, in anything from videoconferencing to website building. There is, however, a considerable barrier to get started for those that are not very digitally literate. I did not yet see a good way to resolve that in COVID-isolation. |
| 3 | if recorded, lectures can be taken any number of times; this will result in (1) improved scores on certifications, tests, or other types of evaluation, (2) higher number of students who achieve pass level, (3) helps in retaining information for a longer time. |
| 3 | Virtual reality and mobile phones as a means give a great advantage in elearning. |
| 3 | Instructors and students have the opportunity to actively use innovative Learning Management Systems (LMS) and platforms such as Blackboard, Moodle, Google, etc. for communication and for sharing materials, assignments, and providing feedback and to model non-competitive interactions through cooperative projects.  |
| 3 | Selecting an environment for eLearning that facilitates collaborative activities between students taking the same course, both in learning the core material and to work together on joint exercises. (Ability to ink and draw!) (3) |
| 2 | There is a need to ensure adequate supports are in place in terms of technical training on how to navigate the system and ongoing support as the learner navigates the system. |
| 2 | eLearning and eEducation should be part of development strategies for engaging governments, HEIs and other stakeholders |
| 2 | Teaching retired people, including retired professors how to use free online systems to access services: examples: V-See for telemedicine types of services; websites to check to keep updated on latest health care news for older adults; McMaster University Optimal Aging |
| 2 | Selecting an environment for eLearning that is simple to work through and does not distract from the task of learning.  |
| 2 | eLearning utilizes access to the vast and increasing body of eResources |
| 2 | eLearning can allow students to engage the course materials at their own pace and from diverse locations. |
| 1 | The use of technology to deliver classroom instruction does not come at an added expense to students. |
| 1 | Selecting an environment for eLearning that encompasses all (or most) of the tools that facilitate the learning objectives in one place.  |
| 1 | Taking advantage of new technologies to teach and learn.  |
| 1 | eLearning can ease accessibility issues. This may be done, for example, by providing transcripts for all videos as well as translation, text-to-speech, enhanced and captioned visuals, and other accessibility services. |

**Graphical representation of results**

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| **Answer group** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **Number of responses** | **21** | **26** | **11** | **21** | **12** | **12** | **25** |
| **Number of points** | **80** | **84** | **11** | **52** | **46** | **37** | **73** |
| **Average points** | **3,81** | **3,23** | **2,82** | **2,48** | **3,83** | **3,08** | **2,92** |

 [Assoc. Prof.](http://www.ff.um.si/zaposleni/osebna.dot?inode=57592&crumbTitle=Lu%C4%8Dka%20Lorber%20&pageTitle=Lu%C4%8Dka%20Lorber%20) Lučka Lorber