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CRITICAL SUCCESS FACTORS IN ADOPTING E-LEARNING IN HIGHER LEARNING INSTITUTIONS: A CASE STUDY OF ST JOHN'S UNIVERSITY OF TANZANIA

E-learning is a process of learning through the use of Information Technologies (IT) to access teaching notes and materials technologies outside of the traditional classrooms. E-Learning technologies offers to learners the control over content, learning sequence, pace of learning, time, and often media, allowing them to tailor their experiences to meet their personal learning objectives (Jorge, 2015).

The use of Internet and IT has changed every individual's way of thinking and communication. Widely use of Internet throughout the world has made ICT a driving force that transforms economic, business, commercial activities and socio-political changes in borderless world (Chris, 2014). In addition, E-learning plays important roles in higher learning institutions too. As the information technologies become increasingly reliable, accessible and user-friendly, higher learning institutions are looking to exploit the full potential of the Internet. It is therefore of critical importance to identify and understand the factors that contribute to a successful implementation of E-learning programs in an institution.

The aim of this paper is to understand the critical successful factors when introducing E-learning in higher learning institutions and specifically to share experiences of St John's University of Tanzania.

For higher learning institutions; teaching, learning, consultancy, research, community engagement and training are some of their main objectives. For these objectives to be met and give desirable results, it is crucial for higher learning institutions to introduce E-learning applications to their environment. The process of E-learning adaption must be given a higher priority in this digital world.

Planning is important success factor when introducing E-learning. When the current context, vision, purpose and measurable goals are clearly determined, then it is important to set priorities (Bates and Sangra 2011). E-readiness factor is another critical success factor when introducing E-learning. (Rohayani, 2015; Mafenya, 2013; Basak et al, 2016). Support is a key issue as E-learning will not succeed to achieve its goal without advice and support (Cheawjindakarn et al. 2013). Another important critical success factor to be considered is technological factor (Cheawjindakarn et al. 2013). Technological factors include infrastructure, consistency and effectiveness of Information technology. In addition, hardware, software, IT support and training for lecturers and students should be a priority in adoption of e-learning in higher learning institutions (Selim, 2007; Bhuasiri, et al, 2017; Chen and Yao, 2016).

The above successful factors from literature are important and have an influence when implementing E-learning in higher learning institution and for this case study SJUT.

Case study method was used for analyzing e-learning in detail in a selected practical example of a higher learning institution and a course.

This paper analyses the context of the higher education institution, the present situation with respect to the use of e-learning, the strategy of future development of e-learning at the higher education institution, and characteristics of e-learning in the selected course. This university has been selected since the students are taught various computer applications and use these applications on doing their assignments and tests. Currently, the medium used for information sharing and conducting some assessments is through electronic learning environment where Modular Object Oriented Dynamic Learning Environment (MOODLE) platform is used.

Key words: E-learning, higher learning institutions, application of ICT in teaching and learning

Summary

Sub-Theme

SMART Teaching and Learning: Services and tools

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