

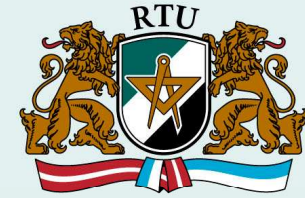
E-LEARNING IN ENTERPRISE: CHALLENGES FOR INTRODUCTION

Mg. oec. Deniss Ščeulovs,
Dr.oec., professor Elīna Gaile-Sarkane



Riga Technical University, Latvia

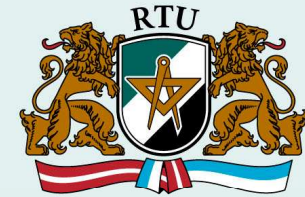
Introduction



Objective of the paper:

to describe and evaluate the e-learning idea and concept, to determine which factors influences a company e-learning activities. To conduct a study about training processes at companies, to analyse and conclude, whether e-learning can replace certain training possibilities in a company, what are the advantages and disadvantages?

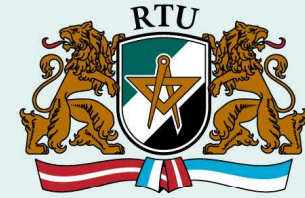
Introduction



Among specialists, there is no common understanding about e-learning and there are very different views on the "e-learning" concept and importance.

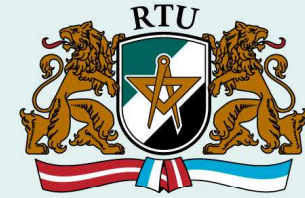
An analysis performed by the authors, dealing with the forms of e-learning at organizations, showed that a computer is not always used in the implementation of e-learning (the authors of the paper consider that the concept of a computer is too narrow and in reality does not reflect the current situation of e-learning).

Introduction



As a result of analyzing, evaluating, and combining various definitions of e-learning that are provided in different sources, the authors have created their own definition of e-learning: ***e-learning nowadays is the process of personnel training and skill development on the basis of modern information and communication technologies, providing the trainees with the simultaneous audio, visual and interactive stimuli.***

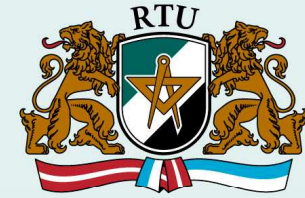
E-learning Trends in the World*



- most popular e-learning forms are e-courses, online training events and learning platforms;
- various types of e-courses are implemented in 80 % of respondent organizations.
- 77 % use study forms online – online seminars, conferences etc.
- 71 % use learning platforms, where questions can be asked and answers can be received to these questions.
- the majority of organizations, where e-learning is used as one of the staff training methods, 30–40 % out of the overall training volume is rendered through e-learning.
- the study also included respondents, who indicated that staff training is organized fully in a form of e-learning

* Source: Towards Maturity dealing with trends of using modern technologies at work place for 2011–2012. Studies of this type have been conducted for 8 years already; in 2011, 767 respondents – companies from across the world – participated in the study. The study provides a broader multi-perspective outlook on the use of modern technologies in personnel training and development, as well as gives information about the trends in the sphere for 2012.

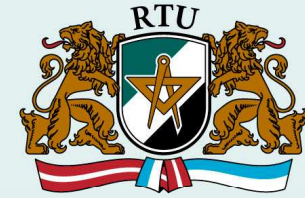
E-learning Trends in Latvia*



- The study considered the personnel training measures planned in organizations.
- 45 % of enterprises having a human resources department (a human resources specialist) planned to employ e-learning in training personnel in 2010.
- 49 % of companies, which do not have a human resources department or a human resources specialist, planned to employ e-learning in staff training in 2010.
- The authors of the paper draw the attention to the fact that enterprises, which do not have a human resources department or a specialist, employ e-learning more.
- The authors explain this situation with the fact that organizations are aware of the need of training, as well as of the opportunities to perform training using smaller financial and time resources.

*Source: 2010 study conducted by the Latvian Association of Business Consultants and Latvian Association of Personnel Management "Role and topical tasks of personnel management in an organization", and in particular the part dealing with e-learning. 141 respondents participated in the survey, the survey period spanned from 14–23 December 2011.

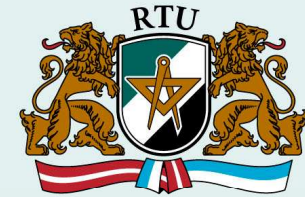
E-learning Overview



There are many forms of e-learning, as described by specialists. The authors of the paper group e-learning forms in seven key groups as follows:

1. E-learning forms on data carriers;
2. Internet-supported e-learning forms;
3. Cooperative learning forms;
4. Mobile learning forms;
5. Learning forms through games;
6. Social learning forms;
7. Mixed learning forms.

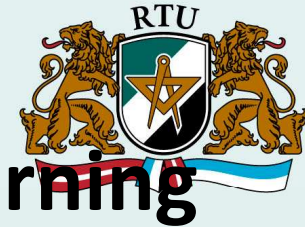
E-learning implementation process



The authors consider that the entire process of e-learning implementation can be divided into three stages:

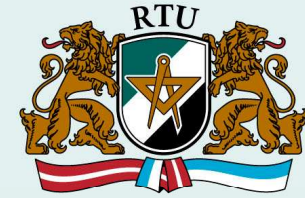
1. evaluation of affecting factors restricting e-learning;
2. choice of the e-learning medium;
3. development and fulfillment of an e-learning implementation plan.

A Study: The Opinion of Latvian Enterprises about Implementing E-Learning



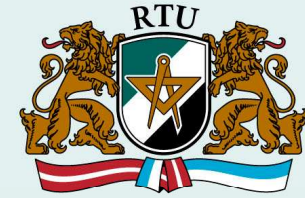
- The aim of survey was to determine the opinion of enterprises about e-learning and the opportunity to implement it in certain fields or completely replace traditional training forms with it.
- Research period: November–December 2011.
- The respondent group included owners of 32 enterprises, respondents – top managers and department directors, both gender, age group 30–67.
- The survey questionnaire included 10 questions, incl., and 2 open-ended questions.

Study results:



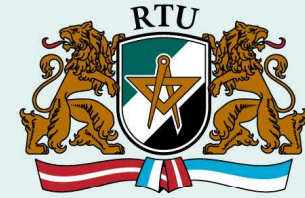
- 19 % believe that their respective company carries out sufficient amount of training, 50 % – nearly sufficient amount, 28 % consider that training is not implemented sufficiently, and 3 % – training is absolutely insufficient.
- 47 % employees feel comfortable using modern technologies, 44 % – very comfortable, while 6 % do not feel particularly comfortable using modern technologies, and 3 % avoid using modern technologies, if possible.
- 60 % acquires new learning material best in real activities, i.e. by doing. 31 % acquires the learning material effectively by discussing it, talking it over, exchanging opinions. However, 6 % of the surveyed respondents acquire the learning material by watching, and only 3 % – by listening.
- Moreover, respondents voiced an opinion that a comprehensive learning process in various proportions requires all of the offered learning options.

Study results:

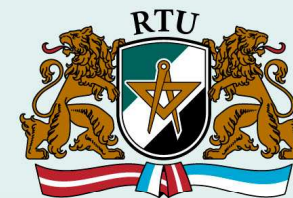


- The authors note that at the time of making a decision on the desirable e-learning form, insofar as it is possible, a combination of all types of learning should be chosen, because the more comprehensive is the combination, the more effective and successful is the performed training.
- The level of awareness of respondents regarding the forms of e-learning: 32 % are informed about forums and blogs, 2 % – learning in social online networks, 4 % – learning through games, learning in a cell phone – 5 %, video conferences and webinars – 22 %, learning platforms – 9 %, and learning programs in CD and DVD carriers – 29 %.
- What learning and in which fields can be carried out electronically? 16 % of respondents indicated acquisition of behavioral/action knowledge, 12 % – language knowledge acquisition, 9 % – acquisition of computer program knowledge, 32 % – acquisition of trade-specific knowledge.

Conclusions



- E-learning in the modern-day understanding is a learning process based on modern information and communications technologies, providing the learning participant with simultaneous visual, auidial, and interactive stimuli.
- The most significant advantages of e-learning – reduced learning costs, time savings. The most significant disadvantage – e-learning is not suitable for satisfying all learning needs, it is not suitable for all learning target groups.
- Before implementing the final version of e-learning medium, the organisation should implement the so-called pilot project, which is one of the tools of avoiding mistakes when making the final decision, as well as allowing changes in implementing the final version of a medium.
- Webinars are the most similar type of learning form resembling a dialogue in seminars attended in person. Besides, the webinar platforms allow improving and expanding the seminar content, as well as ensuring expert attraction. The webinar platforms enable, firstly, increasing the number of regular learning, secondly, the number of trainees.



Thank you!

PLEASE « ? »

TALLINN, 28.03.2012