ADOPTION OF BLENDED E-LEARNING AMONG MALAYSIAN ACADEMICIANS

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4. Enhanced Research Title and Objectives

Original Title as Proposed:
The Adoption of Blended E-Learning Among Malaysian Academicians

Improved/Enhanced Title:
Adoption of Blended E-Learning Among Malaysian Academicians

Original Objectives as Proposed:

i.   To identify the current state of blended e-learning among Malaysian academicians.

ii.   To investigate the factors that influence blended e-learning adoption among Malaysian academician.

Improved/Enhanced Objectives:

i.   To identify factors which influence the adoption of blended e-learning.

ii.   To investigate the role of technology readiness in the adoption of blended e-learning.

iii.   To profile the blended e-learning adopter.

iv.   To develop a framework for blended e-learning adoption.

5.3 Introduction

The rapid growth of internet technologies creates a broader teaching and learning environment. Consequently, blended e-learning has been advocated and is considered as the most promising pedagogical approach that combines the use of electronic learning tools with traditional face-to-face classroom instruction component to maximize teaching effectiveness (Ng & Tsoi, 2008). Many universities are adopting blended e-learning since it offers human contact (Han & Jung, 2008). Prasanna Ramakrisnan, Yuraidza Yahya, Mohd Nor Hajar Hasrol & Azlan Abdul Aziz (2009) stated that blended learning could help students to learn and help them to understand better in class. Many researchers believe that blended e-learning not only offers more choices but it is also more effective (Ng & Tsoi, 2008; Dziuban, Hartman & Moskal, 2004; Franklin & Harmelen, 2007; Lee & Chan, 2007).

Observation by Agboola (2005), the implementation of e-learning tools has not kept pace with advances in technology. Most academic institutions seem not yet ready to deliver interactive online instruction, and as a result, the adoption of e-learning has been very slow, as well as blended e-learning. Studies have shown that academicians are apparently apprehensive about teaching in blended e-learning (Brooks, 2008). According to Russel (2008), academicians in traditional campus universities are apparently reluctant to adopt e-learning innovation in their teaching practice.

5.3.1 Research Background

The introduction and contribution of computer technology in the educational sector has led to the emergence and development of a new environment for teaching and learning as exemplified in the form of computer-based learning (CBL), distance learning, online learning, e-learning and most recently blended e-learning.

E-learning is fast becoming a major and learning skills delivery method within learning institutions. Surveys show that among American colleges and universities in 2002, 11% of students took an online course, 97% of public institutions offered at least