

Readiness Assessment Tool for An eLearning Environment Implementation

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Abstract

Economic, social and technological trends are shifting the global economy and the universities' behavior around the world. The need to acquire and to provide students knowledge and skills beyond geographic borders drives higher education institutions to an astute state of cogitation. e-Learning is becoming an answer to continuous learning and changes in the new economy. It responds to this need by offering new ways of learning and alternative ways of teaching.

Before even considering any e-learning solutions or tools, it is imperative to assess and address the factors that can cause failures in education. Success in online learning comes about by understanding the needs as well as the readiness of major players in the online learning environment.

By understanding these critical factors that foster online learning, the success of implementing an online learning ready environment is more likely to be achieved.

This paper attempts to present a readiness tool cum needs assessment that would reflect the value of understanding the institutions current state and the different readiness parameters in implementing an e-learning environment.

Keywords: Assessment Tool, eLearning Environment

1. Introduction

IT and communications technologies are pervasive in all social aspects, including the educational, due to the need of getting information from beyond geographic borders (Vicent, 2006).

Such technologies provide opportunities for higher education institution to enhance the learning environment of the students as well as the management and administration of program and module delivery and support. One of the enhancements of the learning environment is the introduction of e-Learning.

e-Learning is “the acquisition and use of knowledge distributed and facilitated primarily by electronic means (Wentling, 2008). The Commission on Technology and Adult Learning (2001) defined e-Learning as the instructional content or learning experiences delivered or enabled by electronic technology. In practice, it incorporates a wide variety of learning strategies and technologies.

A wide range of systems fall into the e-learning purview - from students using e-mail and accessing course work online while following a course on campus to programs offered entirely online. This type of ICT-enhanced learning is “increasingly prominent in tertiary education” (Commission on Adult Technology, 2001; OECD, 2005).

McCombs (2005) stated that the rate at which a variety of institutions are entering the distance learning arena is increasing rapidly. The numbers of universities that offer

distance education courses and programs have increased exponentially since the 1980s (Jones, 1997). Universities are gradually bringing e-Learning into the mainstream of their educational programs and it is often an integral part of a classroom-based course (OECD, 2005).

In a rush to employ e-Learning, many institutions however, are making ominous blunder usually caused by their unfamiliarity with requisites of e-learning. Any attempt to institutionalize e-Learning will prove futile without first attaining its vital requisites (Trinidad, 2002). Adding to the mystification that surrounds any e-learning initiative is the market availability of a wide range of e-learning solutions.

Experience has shown that when a decision has been made to use a technology in open and distance learning, this decision influences not only the teaching and learning environment. It leads to the development of new cultures, concepts, and understanding. Consequently, the introduction of an alternative form of learning can alter and raise expectations among users and institutions alike. (Bandalaria, 2007). In order to reduce the risk of failure and increase the chance of success in the adoption of e-Learning, a tool for measuring the readiness along the critical factors in implementing an e-learning environment is proposed.

It is given that the degree of adoption of e-Learning within a university and among universities varies to a great extent. However, regardless of the degree of adoption, a successful e-learning endeavor must always involve a systematic process of planning, designing, developing, evaluating and implementing an e-learning environment where learning and teaching is actively fostered and supported. This can only happen when the e-learning environment is meaningful to all the stakeholders including the learners, teachers, support staff and the institution.

The assessment framework proposed for this particular study encompasses the preliminary information for planning process. Such readiness assessment tool could be applied to universities which are contemplating of putting up e-learning for the first time, and may also be applied to universities who have put up e-learning initiatives but would want to reevaluate the state of the institution along critical factors in e-learning.

2. E-Learning Implementation Issues and Factors

Each constituent in the online education process (policymakers, administrators, faculty, parents, and students) must consider a number of important issues when contemplating creating, adopting, administering, or participating in online courses (NEA, nd). In developing the readiness assessment tool for this particular study, various e-learning issues and critical success factors that were introduced by numerous literatures were considered. In terms of e-learning, critical success factors can be viewed as those activities and constituents that must be addressed in order to ensure its successful implementation (Masoumi, 2006).

Khan (2002) cites issues along eight critical dimensions: pedagogical, institutional, technological, interface design, evaluation, management, resource support, and ethical considerations. Each dimension has several sub dimensions, and each sub dimension consists of issues related to a specific aspect of an e-learning environment.

Chapnick (2000) grouped together a wide variety of factors into eight categories that allows practitioners to use the same process to assess the vastly different stakeholders in the system. The factors include psychological readiness, sociological readiness, environmental readiness, human resource readiness, financial readiness,

technological skill readiness, equipment readiness and content readiness.

According to Pirani (2004), institutions must provide adequate and reliable technical infrastructure to support e-learning activities, instructors and student must possess the technical skills to use e-learning tools and instructors must redesign their courses to incorporate e-Learning effectively into their pedagogy.

Anderson (2002) looked into five critical success factors--or the five Cs that will help companies make sound e-learning decisions hope to eliminate some failures. The five Cs of successful programs are culture, content, capability, cost, and clients. Any of these factors can derail even the best-intentioned e-learning initiative. Collectively, they are the make or break success factors.

Volery (2000) using an empirical study among college students proposed a framework for the critical success factors in online education with emphasis on three aspects in e-learning. These include technology (ease of access and navigation, interface design and level of interaction). Another factor is the instructor along attitudes towards students, instructor technical competence and classroom interaction. The other factor identified is the previous use of technology from a student's perspective.

Tham (2002) cites the framework that discusses critical institutional, technological, and student issues that must be addressed for effective online learning to take place.

3. Readiness Assessment for e-Learning

The various issues cited by the different literatures clearly cut across three crucial areas : student, faculty and the institution (administration) itself. While aptitude to adapt e-Learning maybe anchored on several dimensions, the most obvious can be readily and practically measured are along these three areas identified.

In recent years several studies have also highlighted critical aspects of readiness both for students and the teachers that must be addressed. Some of these more important issues include: include the technology access, technical skills and attitude.

3.1. Technology Access

Access refers to the ability/inability of persons, to avail of, and participate in, a widely available service. (Fathaigh, 2002). A basic requirement for online learning is the access to a stable Internet connection and dependable computer. For online learner and teachers, their computer and Internet access are the primary instruments of learning / teaching. To probe for readiness along technology access, the corresponding questions are asked for both teachers and students.

TECHNOLOGY ACCESS			
		YES	NO
COMPUTERS	1. I own a computer	<input type="radio"/>	<input type="radio"/>
	2.I have access to a dependable computer	<input type="radio"/>	<input type="radio"/>
	3. I have access to a computer with the necessary software installed	<input type="radio"/>	<input type="radio"/>
	4 A printer is attached to my computer	<input type="radio"/>	<input type="radio"/>
INTERNET CONNECTIVITY	5 . I have / I am willing to obtain access to a computer and Internet connection at home?	<input type="radio"/>	<input type="radio"/>
	6. I have access to a computer in campus or Internet cafes with stable Internet connection	<input type="radio"/>	<input type="radio"/>
TOOLS	7. I have one of these Java-enabled web browsers? Netscape™ 6.2 (PC and Mac), or 7.0(PC); Internet Explorer 5.0 or higher	<input type="radio"/>	<input type="radio"/>
	8. I have a virus protection on my computer	<input type="radio"/>	<input type="radio"/>

3.2. Technology Skills

More than access, the student's teachers and the administrative staff who would technically support the e-learning environment implementation must have the technology skills to be ready to venture into e-Learning. These involve basic computer

skills, online skills and computer application literacy. Success in an e-learning world demands new forms of literacy and expertise of students (Oliver, 2001). This is likewise true for teachers and administrators.

	20. I have attended seminars / workshops related to online learning activities	<input type="radio"/>	<input type="radio"/>
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TECHNOLOGY SKILLS STUDENT		YES	NO
BASIC COMPUTER SKILLS	1.I know the basic functions of computer hardware components (CPU and monitor) including its peripherals like the printer, speaker, mouse etc.	<input type="radio"/>	<input type="radio"/>
	2. I know how to save / open documents to/ from a hard disk or other removable storage device.	<input type="radio"/>	<input type="radio"/>
	3. I know how to turn on and shutdown the computer properly.	<input type="radio"/>	<input type="radio"/>
	4. I know how to resolve common hardware or software problems or I can access a technical support in case I encounter a problem.	<input type="radio"/>	<input type="radio"/>
	5. I have an email address	<input type="radio"/>	<input type="radio"/>
BASIC INTERNET SKILLS	6. I can open / send an email with file attachments	<input type="radio"/>	<input type="radio"/>
	7. I know how to log in to the internet service provider (ISP)	<input type="radio"/>	<input type="radio"/>
	8. I know how to navigate the web pages (go to next, or previous page)	<input type="radio"/>	<input type="radio"/>
	9. I know how to download files using any browsers (Internet explorer, maxilla)	<input type="radio"/>	<input type="radio"/>
	10. I know how to resolve common errors while surfing the Internet such as "page not found" or "connection timed out"	<input type="radio"/>	<input type="radio"/>
	11. I know how to access an online library and other resource database	<input type="radio"/>	<input type="radio"/>
	12. I have attended online classes before	<input type="radio"/>	<input type="radio"/>
	13. I have previously joined in online discussions and online forums	<input type="radio"/>	<input type="radio"/>
LITERACY ON SOFTWARE APPLICATION	14. I know what PDF files are and I can download and view them	<input type="radio"/>	<input type="radio"/>
	15. I am familiar with word processing and use it comfortably	<input type="radio"/>	<input type="radio"/>
	16. I am able to have several applications opened at the same time and move easily between them	<input type="radio"/>	<input type="radio"/>
	18. I know how to use file compression	<input type="radio"/>	<input type="radio"/>
	19. I know how to use spreadsheet application (Excel)	<input type="radio"/>	<input type="radio"/>

TECHNOLOGY SKILLS TEACHERS		YES	NO
COMPUTER SKILLS	1.I know the basic functions of computer hardware components (CPU and monitor) including its peripherals like the printer, speaker, mouse etc.	<input type="radio"/>	<input type="radio"/>
	2. I know how to save / open documents to/ from a hard disk or other removable storage device.	<input type="radio"/>	<input type="radio"/>
	3. I know how to turn on and shutdown the computer properly.	<input type="radio"/>	<input type="radio"/>
	4. I am comfortable with things like installing software and changing configuration settings on my computer.	<input type="radio"/>	<input type="radio"/>
	5. I know how to resolve common hardware or software problems or I can access a technical support in case I encounter a problem.	<input type="radio"/>	<input type="radio"/>
BASIC INTERNET SKILLS	6. I have an email address and I can open / send an email with file attachments	<input type="radio"/>	<input type="radio"/>
	7. I am familiar with online etiquette	<input type="radio"/>	<input type="radio"/>
	8. I know how to surf the Internet and navigate the web pages (go to next, or previous page)	<input type="radio"/>	<input type="radio"/>
	9. I know how to download files using any browsers (Internet explorer, maxilla)	<input type="radio"/>	<input type="radio"/>
	10. I know how to resolve common errors while surfing the Internet such as "page not found" or "connection timed out"	<input type="radio"/>	<input type="radio"/>
	11. I am comfortable with things like doing searches, setting bookmarks, and downloading files	<input type="radio"/>	<input type="radio"/>
LITERACY ON ONLINE TOOLS & OTHER PRODUCTIVITY TOOLS	12. I know how to access an online library and other resource database	<input type="radio"/>	<input type="radio"/>
	13. I have attended online classes before	<input type="radio"/>	<input type="radio"/>
	14. I know how to use asynchronous tools (e.g., discussion boards, chat tools,) effectively;	<input type="radio"/>	<input type="radio"/>
	15. I know what PDF files are and I can download and view them	<input type="radio"/>	<input type="radio"/>
	16. I am familiar with word processing and use it comfortably	<input type="radio"/>	<input type="radio"/>
	17. I am able to have several applications opened at the same time and move between them	<input type="radio"/>	<input type="radio"/>
	18. I know how to use file compression	<input type="radio"/>	<input type="radio"/>
	19. I know how to use spreadsheet application (Excel)	<input type="radio"/>	<input type="radio"/>
	20. I know how to use presentation software	<input type="radio"/>	<input type="radio"/>
	21. I have used a learning management system before	<input type="radio"/>	<input type="radio"/>
	22. I have the skills to modify and add content and assessment using an online learning management system	<input type="radio"/>	<input type="radio"/>
	23. I have attended to seminars / workshops related to online learning activities	<input type="radio"/>	<input type="radio"/>

3.3 Students' Attitude towards e-Learning

In today's age of corporate governance and customer-centered approaches, it can be arrogant and unwise for universities to impose online learning on students without first addressing their needs and concerns (Oliver, 2000).

An individual learner's success in an online course often hinges on the foundation of his readiness. Prior to implementing any e-learning initiative, institution must take into careful consideration the readiness of students.

Readiness is fortified by the ability to work independently, have self-motivation, mature reading and writing skills, and a proactive approach to learning, as well as a positive attitude about the learning experience in general (Kaminski, nd). Student's attitude towards e-Learning maybe measured along the following dimensions: study habits, abilities, motivation and their time management behavior. Learners need to be valued and taking time out to review the issues discussed above is just the beginning of the valuing process and success of the e-learning initiative.

In the development of the student readiness assessment tool several existing tool have been considered, SORT Student Online Readiness Tool (ALT, nd) and Technical Skills Self-Evaluation (NMSU, nd). The information generated from the initial appraisal of these dimensions will serve as baseline data in developing strategies as well as approaches in developing course management and policies of e-learning implementation.

STUDENTS' ATTITUDE towards CHARACTERISTICS OF SUCCESSFUL ONLINE STUDENT ALONG SELECTED DIMENSIONS						
(1-never , 2- seldom, 3-about half of the time, 4- usually, 5 – always)						
		1	2	3	4	5
STUDY HABITS	1. When I have an important assignment , I get it done ahead of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. I prefer to figure out instructions for assignment by myself / I prefer to study or work alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. I look forward to leaning new skills and master them quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. As a learner, I an highly independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. I am able to refrain from distractions and stay on task while working or studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. When asked to learn new technologies, I do not put it off or avoid it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. I can analyze class materials and formulate opinions on what I've learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8. I am determined to stick to studies despite challenging situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	9. I do not need direct lecture to understand materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABILITIES	10. I am able to express my thoughts and ideas in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11. I am as self-starter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12. I am able to communicate effectively with others using online technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13. I take responsibility for my own learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14. Taking responsibility for staying in contact with my instructor would be easy for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For this purpose, the following checklist allows the students to assess themselves along statements that describe the characteristics of successful online students. The statements of characteristics are clustered according to study habits, abilities, motivation and time-behavior management.

STUDENTS' ATTITUDE towards CHARACTERISTICS OF SUCCESSFUL ONLINE STUDENT ALONG SELECTED DIMENSIONS (1-never , 2- seldom, 3-about half of the time, 4- usually, 5 – always)						
		1	2	3	4	5
MOTIVATION	15. I consider flexibility in time as an important motivating factor in taking an online class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16. I am highly motivated and enthusiastic to take an online course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17. I enjoy learning that is both interesting and challenging, and I am motivated in such situations to go beyond the minimum requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18. I would be able to remain motivated even though the instructor is not online at all times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	19. I set a goal before starting a task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TIME MANAGEMENT	20. Considering my professional and professional schedule, I am able to spend significant time and energy to engage in online learning class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21. I do not have trouble getting things done on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	22. I am able to organize my time well so that works and tasks don't buildup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	23. I can sacrifice personal time to complete assignments and readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	24. I get things done without having to be directed by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	25. I finish things that I start	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.2. Teachers' Attitude towards e-Learning

The teachers play a crucial role in the implementation of the online learning environment.

More than the required technical support, they must possess the unique set of tools, skills and personal attributes to perform

online teaching and online environment administration successfully.

Teaching in an online course involves more than replicating classroom strategies in a different form. It "requires a different approach - one that focuses less on the amount of time students spend together in a particular place, and more on facilitating a distance community and on activities designed for students working individually" (University of Washington, 2004).

The following checklist allows the teachers to reflect on their teaching style and strategies, circumstances, abilities, motivation and time behavior management. These statements describe some of the characteristics of successful online teachers. By assessing themselves along the statements, the teachers will get some idea of their predisposition and temperament for online teaching experience.

In the development of this tool, the following existing readiness tools have been considered: "Is online Teaching for me?" (Online-Learning.net, nd), Faculty Self Assessment (Cabrillo College, 2003), Online Readiness Checklist (SJC, nd).

TEACHERS ATTITUDE towards CHARACTERISTICS OF SUCCESSFUL ONLINE TEACHERS ALONG SELECTED DIMENSIONS (1-never , 2- seldom, 3-about half of the time, 4- usually, 5 – always)						
		1	2	3	4	5
TEACHING STYLES AND STRATEGIES	1. I use discussion as a teaching strategy for the subjects that I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. I encourage independence and creativity from my student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. I facilitate and monitor appropriate interaction among students;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. As a teacher , I support student-centered learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. I am flexible in dealing with students' needs (due dates, absences, make-up exams)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. Critical thinking and problem solving are important skills for my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. I use strategies to encourage active learning. interaction, participation and collaboration among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. I use effective strategies and techniques that actively engage students in the learning process (e.g., team problem-solving, in-class writing, analysis, synthesis and evaluation instead of passive lectures)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I encourage learning through group interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I provide timely, constructive feedback to students about assignments and questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I use appropriate strategies designed to accommodate the varied talents and skills of my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I provide student-centered lessons and activities that are based on concepts of active learning and that are connected to real-world applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My teaching goals and methods address a variety of student learning styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. As a teacher, I view myself as facilitator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I immediately consult with students to correct problems and keep them on task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. I am able to comfortably communicate almost entirely through writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I am able to establish effective environment for student-teacher and student-student interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I am capable of self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I am able to work in a non-structured environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I assume responsibility for preparation and presentation of learning tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I have the ability to experiment with a new pedagogical approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TEACHERS ATTITUDE towards CHARACTERISTICS OF SUCCESSFUL ONLINE TEACHERS ALONG SELECTED DIMENSIONS (1-never , 2- seldom, 3-about half of the time, 4- usually, 5 – always)						
	1	2	3	4	5	
ABILITIES	16. I use the Internet to locate resources for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17. I work well with students with different cultural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18. I communicate with students very well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	19. I have very good reading comprehension skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	20. I am able to condense multiple perspectives into a coherent discussion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21. I can work independently, without the traditional class arrangement (students & teacher in the same class at the same time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	22. I can often complete difficult tasks on my own, even if others do not provide support and encouragement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I am able to comfortably work online / I feel I will be able to comfortably work online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

TEACHERS ATTITUDE towards CHARACTERISTICS OF SUCCESSFUL ONLINE TEACHERS ALONG SELECTED DIMENSIONS (1-never , 2- seldom, 3-about half of the time, 4- usually, 5 – always)						
	1	2	3	4	5	
MOTIVATION	30. My interest in online teaching is motivated by the flexibility it will give me to decide when I do my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	31. My interest to teach online is motivated by the opportunity for me to pursue personal interests that are not work-related	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	32. My interest to teach online is motivated by the opportunity to have more free time for other professional activities (attending conferences, consulting, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	33. Having a more convenient way to teach highly motivates me to teach online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	34. I am committed to teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	35. I am highly motivated and enthusiastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TIME MANAGEMENT	36. I set a goal before starting a task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	37. I can dedicate 4 to 6 hours a week (any time during the day or night) to participate in the online teaching process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	38. I am willing to log on and contribute to your online classroom discussions and interact with students online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	39. I am willing to devote more time to an online class than an onsite class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	40. I am able to create schedules for myself and stick to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Institutional Readiness

The online learning environment revolves around a learner centered- system supported by teaching activity focused on facilitated learning. Administrators seeking resources for the establishment of a distance learning program must take pains to cultivate the support and interest of faculty (Beaudoin, 1996). The move from traditional to an alternative delivery of instruction such as e-Learning requires that commitment is secured from all levels especially the administration. This is to address possible limitations in resource and conflicting perspectives in e-Learning and eliminate structural constraints.

Institutional readiness likewise takes into consideration whether processes are in place to support both students and faculty. Support systems should provide instructional and technical resources to teachers, students, and administrators. Special support necessitated by the unique circumstances of the online environment must also be in placed. Of equal considerations are supports for resources including financial, human and infrastructure/technical resources for the organization.

Numerous literature on institutional readiness are available that covers various issues of management affairs along making the institution online learning-ready ensuring that the organization is able to meet the identified needs of the online program implementation over time.

The suggested measurement is motivated by the following literatures: “Report Questions” (ACICS, 2007), “Is E-Learning Right for Your Organization”, (Anderson,2002).

		INSTITUTIONAL READINESS	
		YES	NO
ADMINISTRATIVE SUPPORT (COMMITMENT, POLICIES, INSTRUCTIONAL)	An e-learning initiative is aligned with the institution’s mission	<input type="radio"/>	<input type="radio"/>
	The institution recognize that large-scale course redesign for e-learning initiative involves a strong collaboration among the teachers, IT personnel, and administrators in the planning as well as the implementation	<input type="radio"/>	<input type="radio"/>
	There is commitment on the part of institutional leaders to use technology to achieve strategic academic goals	<input type="radio"/>	<input type="radio"/>
	There is commitment on the part of institutional leaders to use technology to achieve strategic academic goals and that such commitment extends beyond just using technology.	<input type="radio"/>	<input type="radio"/>
	The institution is willing to employ or to assign an academically capable and/ or experienced faculty to oversee the implementation of the e-learning environment	<input type="radio"/>	<input type="radio"/>
	The institution support employees who seek out non-traditional development programs or experiences	<input type="radio"/>	<input type="radio"/>
	The institution is willing to accept e-learning as a mode for teaching and learning	<input type="radio"/>	<input type="radio"/>
	The institution has committee or is willing to put up a committee that will work directly with the development of online courses and programs	<input type="radio"/>	<input type="radio"/>
	The institution ensures / or is willing to put in place provisions that would ensure adequate and timely support to the teacher and students when technical issues arise	<input type="radio"/>	<input type="radio"/>
	The institution provides or is willing to provide teachers with professional development opportunities to assist them in improving their online teaching	<input type="radio"/>	<input type="radio"/>
	The institution support teachers to have access to a network of other online practitioners to discuss pedagogical and curricular issues.	<input type="radio"/>	<input type="radio"/>
	The institution is willing to provide a professional support system is in place to ensure teacher success in delivering the online course.	<input type="radio"/>	<input type="radio"/>
	The institution is willing to make provisions for collaborative teaching arrangement	<input type="radio"/>	<input type="radio"/>
	The institution is committed to learner-centered instruction	<input type="radio"/>	<input type="radio"/>
Computing is firmly integrated into the institution’s culture?	<input type="radio"/>	<input type="radio"/>	

INSTITUTIONAL READINESS		YES	NO
RESOURCE SUPPORT (FINANCIAL, HUMAN, TECHNICAL)	The institution is financially ready to venture into e-learning	<input type="radio"/>	<input type="radio"/>
	The institute is willing to create a budget for implementing e-learning	<input type="radio"/>	<input type="radio"/>
	The institution has experienced human resources, or a department that organizes trainings related to online learning?	<input type="radio"/>	<input type="radio"/>
	The institution have adequate human resources to support an e-learning initiative		
	Adequate and timely support is available to the teacher and students when technical issues arise.	<input type="radio"/>	<input type="radio"/>
	The institute has a courseware delivery system (LMS) through which courses and programs are delivered	<input type="radio"/>	<input type="radio"/>
	The current technological infrastructure is adequate to build and/or sustain an online learning environment	<input type="radio"/>	<input type="radio"/>
	The online platform used for course delivery has the necessary system capacity to support the learning activities of the course	<input type="radio"/>	<input type="radio"/>
	The online platform provides appropriate tools for communication and collaboration.	<input type="radio"/>	<input type="radio"/>
	The online platform used for course delivery has the necessary system capacity to support the learning activities of the course.	<input type="radio"/>	<input type="radio"/>
	The institution is willing to provide students and faculty access to appropriate hardware and software needed in the e-learning implementation	<input type="radio"/>	<input type="radio"/>
	The institutions ensures that instructional resources and equipment are readily available, accessible and reliable	<input type="radio"/>	<input type="radio"/>
	The institution has a well-developed technical infrastructure	<input type="radio"/>	<input type="radio"/>
	The institution has extensive bandwidth capability	<input type="radio"/>	<input type="radio"/>
Connection speeds are sufficient for communication and accessing all course materials.	<input type="radio"/>	<input type="radio"/>	

Conclusion

By establishing the characteristics of successful online learners and online teachers as well as an online learning –ready institution, one is able to assess the state of readiness of students, teachers and the organization along the implementation of an e-learning environment.

The readiness criteria provide a goal for the institution as it develops its capability to implement an online learning environment. Being able to assess the status as to where the institution is currently positioned in relation to where it envisions itself to be already sets a milestone. Having these vital information sets already institution to develop strategies as well as timetable for achieving readiness in all the categories identified.

While it is the objective of this study presents a readiness assessment tool, it is recommended that further studies be done to validate and apply the assessment tool.

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