

Optimum Pedagogic Utility of E-Learning through Mixed Mode Application

Paul Tanongpol Louangrath, Ph.D.

Faculty International Business
Rangsit University-International College
Thailand
E-mail: Financedean@gmail.com

Abstract

The introduction of e-learning has allowed students to access instructional materials from remote locations. The use of e-learning mode had been a success story; the question of optimum utility of e-learning remains unanswered. This paper presents a theoretical supposition that pure e-learning is ineffective. In order to achieve optimum utility, e-learning must be supplemented by pedagogic experience. This assertion is supported by empirical research data. The data was obtained through survey of full-time university students. It was found that three theoretical pillars in pedagogy: behaviorism, cognitivism, and constructivism remain over-arching paradigms. E-learning does not introduce a paradigm shift; it is a supplemental mode in the learning process subsumed within the traditional pedagogic theories. The learning value chain: input, process, output, and impact, remains unaltered. E-Learning increases the efficiency of the delivery of instructional materials. However, the deployment of e-learning does not necessarily increase the effectiveness in education. In order for e-learning to achieve optimum utility, it must show both effectiveness and efficiency. Optimum utility in e-learning can be achieved through a mixed mode application of traditional pedagogy and e-learning technology. The role of human instructor is irreplaceable; the interpersonal contact between teachers and students remains an integral part of the learning process. E-learning achieved input, process and output in the learning value chain. However, e-learning lacks the ability to make the desired impact on students. The “impact” element of the learning experience can only be provided by face-to-face contact between teachers and students.

Keywords: university students, behaviorism, cognitivism, and constructivism theories, mixed mode e-learning

Remarks: The full paper may be found in www.elearningap.com