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User's views on e-learning
Cedefop online surveys
EN

Users' views on e-learning

Cedefop online surveys

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Introduction

Background

Users' views on e-learning brings together the results of a number of online surveys on e-learning carried out by Cedefop's interactive website the European Training Village (ETV) http://www.trainingvillage.gr. This introduction provides some background to the use of surveys as a tool to collect information and the methods used to construct and conduct them.

For the purposes of these surveys, e-learning is defined as learning supported by information and communication technologies (ICT). E-learning is not limited to 'digital literacy' (the acquisition of information and communication technology competences). It may encompass multiple formats and hybrid methodologies: the use of software, Internet, CD-ROM, online learning or any other electronic or interactive media.

Using online surveys

Online surveys have been used as a tool to collect data on e-learning to fill a clear information gap about how it is developing and people's perspectives of it. The aim is to collect data of interest to specialists and researchers in vocational education and training. The surveys are not a statistical analysis of developments, but aim to collect sufficient quantitative information to provide some insight into the state of certain aspects of e-learning.

The e-learning surveys have been very carefully structured. Topics have been selected on the basis of issues identified as of particular interest to target groups, such as trainers, universities, enterprises and trade unions. Questions were prepared in consultation with experts in vocational education and training. Each survey was published online in English, French and German and was left open for six weeks.

The surveys carried out

From December 1999 to September 2001 Cedefop carried out seven surveys on different aspects of e-learning:

(a) technology-supported learning – which provides views of training practitioners and policy-makers on technology usage and information requirements;

(b) e-mail in e-learning – which monitored the use of e-mail by trainers and learners as both a learning and communication tool;

(c) trainers' skills for e-learning – which examined the extent to which trainers felt equipped to develop and use e-learning material;

(d) economics of e-learning – which looked at calculating the costs of developing e-learning content and online support;

(e) e-learning and adult basic skills – which identified some of the interests and concerns of vocational training professionals and policy-makers in using e-learning to support the development of basic skills among adults;

(f) e-learning for people with disabilities – which aimed to find out more about the level of interest and activity among the ETV respondents on e-learning for people with disabilities; and

(g) training of trainers and teachers – which aimed to explore the degree of current investment in teachers' and trainers' professional development in designing, delivering and supporting e-learning.

This publication reports on each of the above surveys. They outline the number of respondents and identify them by organisation type. The surveys combined have attracted over 3 213 responses and together build up a picture of developments in some key areas of e-learning.

Further information about Cedefop's e-learning surveys carried out through the ETV can be found at the survey section of the website www.trainingvillage.gr.

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This unique publication brings together the results of seven surveys dealing with e-learning, carried out online on the European Training Village (ETV) website *www.trainingvillage.gr*, by Cedefop, in 2001. The surveys identify trends in e-learning at European level, as expressed by users and suppliers. The surveys look at such issues as the use of e-mail as a learning tool, economics of e-learning, teachers and trainers' skills in relation to e-learning, e-learning as an aid to the learning process of people with disabilities. The surveys are not a statistical analysis on the use of e-learning as a means of learning and teaching, but rather provide an overview and insight into trends emerging in the field.

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