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In the 21st century, technology management has been implemented in various sectors to improve the efficiency of societies across the world. For example, traditionally, one has to go to a bank to make a banking transaction. However, today, one has the option to use an e-banking system that enables access to banking services around the clock, seven days a week. Social networking media, such as Facebook, have changed the way people interact across the world. The application of social networking applications to education has enabled the implementation of an effective learning platform across the global community. Distance learning programs have gone online, thus improving the quality and efficiency of world-class programs worldwide and bringing the best of the best of instructors to the global community. Although the concept of the virtual campus framework was introduced, its effective implementation must be ensured to assure its success as an instructional venue and to improve efficiency from the perspective of technology management. In this study, an e-campus framework was built that considers important aspects of the virtual campus framework. Quality feedback was gathered through a questionnaire composed of nine questions related to efficiency of the classroom, e-learning support features, e-journal, socialize support feature, and a simulation campus graphical user interface. The e-campus was implemented at a conventional distance learning university, Akamai University, to obtain feedback on the comparison between the conventional distance learning method and the e-campus framework. The data were analyzed using one-way ANOVA to compare the feedback from segments of the students, instructors, and management team. The one-way ANOVA concludes that the implementation of technology management in distance learning significantly affects the learning process. This effect is above average and positive. Various limitations of the current e-campus software were discussed in Chapter 6. The author recommends future research to re-analyze the framework after improvements are implemented. The author also proposes that future analyses be conducted with the technology acceptance model to determine the degree to which conventional distance learning providers are ready to adopt new technologies to improve the quality of the learning process. This research also clarifies that the e-campus framework can be further improved by enabling its use on mobile devices, such as IOS and Android devices. It

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can improve the effectiveness of e-education by enhancing convenience across e-learning communities through mobile devices. Further research is recommended to determine the extent to which the use of mobile devices across e-education may provide better technology management in education and training.