

Learning outcomes oriented social Interactive flexible e-learning as a New Challenge in the Development of Strategies for Early School Leavers of Latvia: Conclusions and Recommendations from Asian-European Perspectives

ESF project No. 2011/0011/1DP/1.2.2.3.2/11/IPIA/VIAA/001 "Support for education research" (sub-activity 1.2.2.3.2.). Study Study “Identification and Analysis of New Challenges and Solutions that Have Influence on Engagement and Reintegration of Adults (18-24 years) in Learning”

E-learning is associated

	1.8. I associate e-learning with [Blended learning which takes place in both the e-environment and face to face with lecturer]	1.8. I associate e-learning with [Distance learning]
Mann-Whitney U	2907,000	3108
Wilcoxon W	7758,000	7959
Z	-2,850	-2,08
Asymp. Sig. (2-tailed)	00,4	,027

The are significant diferencies in associations of 18-24 aged and teachers to e-leaning and it's benefits. Students associate the e-leaning as blended learning mostly as teachers, and the e-learning benefits for teachers mostly as for students in ICT knowledge and skills performance

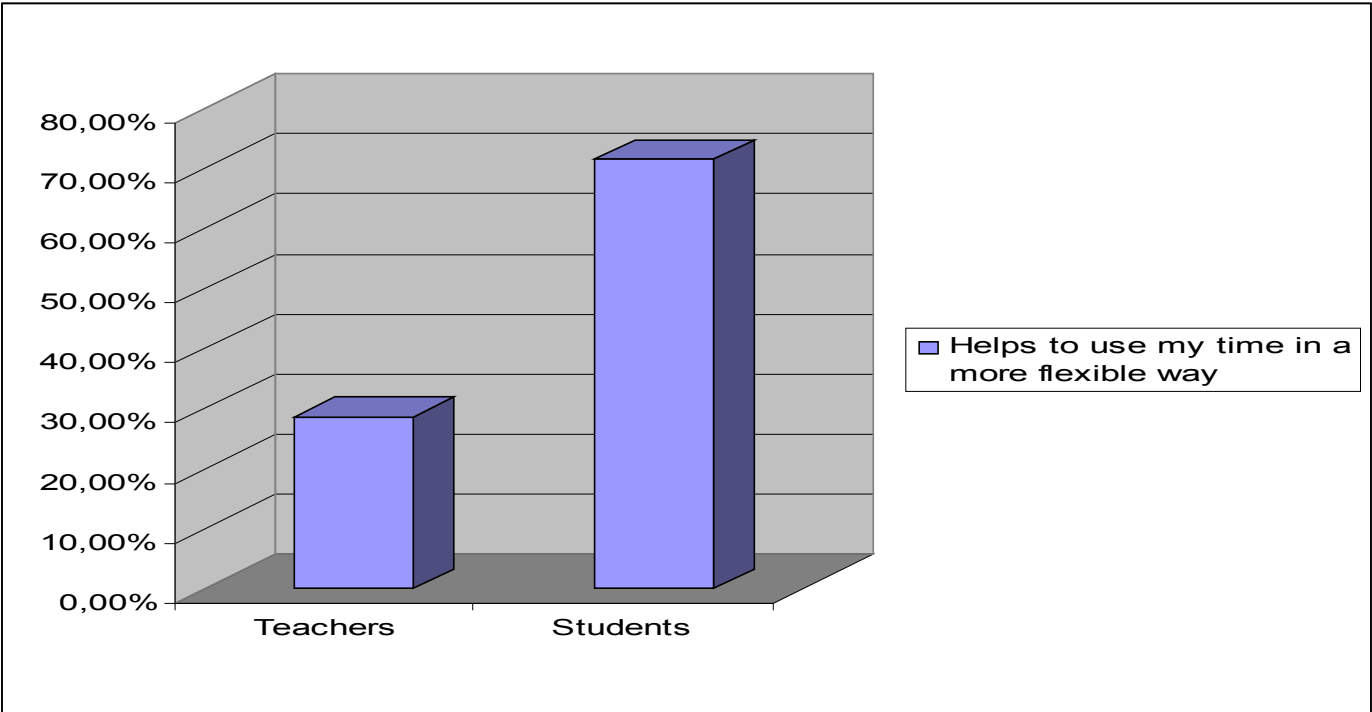
Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
	9,983 ^a	4	
Pearson Chi-Square	10,517	4	,041
Likelihood Ratio	8,416	1	,033
Linear-by-Linear Association	176		,004

a. 2 cells (20,0%) have expected count less than 5. The minimum expected count is 2,98.

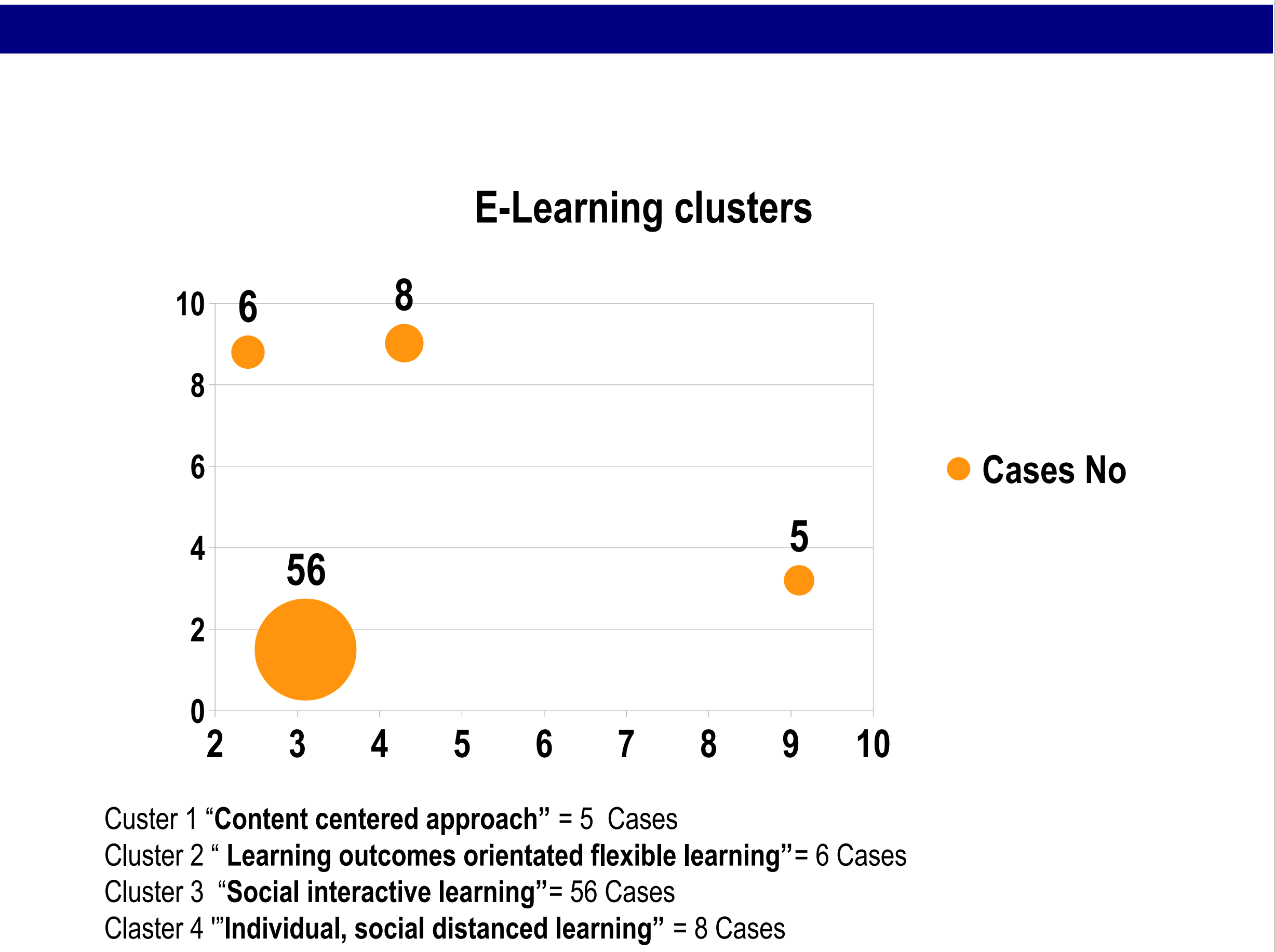
Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
	12,849 ^a	4	,012
Pearson Chi-Square	12,993	4	,011
Likelihood Ratio	9,211	1	,002
Linear-by-Linear Association			

a. 3 cells (30,0%) have expected count less than 5. The minimum expected count is 3,39.

It was found that clearly more of students than teachers feel that e-learning helped them to use their time in a more flexible way (that is, to work at more convenient time)



What are the key elements in cultures of support that successfully re-engage young people in education?



Conclusions and recommendations

Conclusions

- Findings show that e-learning is used in second chance schools, and that both teachers and students know opportunities, and are quite positive concerning this format of teaching and learning.
- These findings are important, because they show tendencies for the future, and mainly, the communication between teachers and students, between students is not fullyused in e-learning, as the tools most useful for this purpose are not fully used.

Recommendations

- At an individual level.** Teachers and students should learn and use e-learning for authentic, rewarding and facilitating communication for learning. Forums, real-time consultations, questions, answers, discussions should be promoted via the available tools (such as forums, chat rooms, etc.)
- At organizational (school's) level.** Teachers should be given more freedom in organizing their teaching. That is, they should be allowed to be more flexible in when exactly they give tasks or feedback for students. That might happen at late night or early morning, not juts during regular working hours. Having in mind that for many students e-learning provided by an evening school gives a unique opportunity to study even for students who are in emigration, time dimensions become a crucial dimension. For residents of different countries, time difference is the issue that could be dealt with by allowing teachers freedom to adjust their regular working hours.At the level of municipality. To use the best practices of evening schools for re-organizing activities of evening schools to suit the needs of learners with the employment and family commitments better. Namely, to support schools to introduce e-learning to a more significant extent in their curriculum.
- At the level the system of professional development of teachers.** E-learning is a format for organizing teaching and learning that requires new skills both from students, and especially from teachers. Teachers need to master competencies of time management, of formulating expected learning outcomes and providing recourses and support for learners3.ctices from the teaching paradigm, into the paradigm of learning.
- At the level of ministry.** Ministry may support schools to introduce e-learning more intensively, especially with regards to flexibility and systemic approach between curriculum based on expected learning outcomes and reporting (auditing) formats and regulations. Both the teaching and learning process, curriculum development and delivery, and the reporting on the processes of teaching and learning should be more consistent and based more on learning outcomes of learners rather than on time they spent on teaching. Both the socio-economic context of schools, the expectations of social partners (e.g., employers) in auditing process should be taken into consideration. In most cases schools need more freedom in introducing teaching and learning forms that suit the needs of adult students and their families, and employers best.

The ASEM Latvian Survey segment on e-learning findings (stage 1 of the study) and evidence based conclusions and recommendations - were done collaboratively by members of Research Network 4 from the Philippines, Lithuania andLatvia.

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