

# Overcoming e-learning barriers

[Education](#)



The paper "Overcoming e-Learning Barriers" is a great example of an education literature review.

When carrying out research on Computer-Mediated Communication in New South Wales, Debenham (2002) suggests that when education levels are matched then the state is likely to close the employment gap. Therefore one possible solution of matching such education gaps is to create sensitization programs that will enable citizens to become digitally literate so as to access e-learning. To bring such sensitization programs close to people who live in remote areas Roffe (2002) proposes that training needs to be provided for students who are not comfortable using digital gadgets. He adds that such training needs to be made available to the community as well as in schools. It is a realization that educators have overlooked the relationship between education and social issues affecting students and the digital age. It has therefore been recommended that e-learning barriers can be eliminated if policymakers and educators consider the socio-economic backgrounds of specific learners when such technology programs are designed to aid e-learning. The assumption is that when a technology is introduced, some students are always locked out because all of them are not beginning from the same point; some may not be digitally literate as others when such technologies are introduced. Since e-learning will help produce first nation students in New South Wales by minimizing distance as a barrier, there is dire need to first enlighten educators digitally because it is through it that they will be able to cope up with some students who are already miles away digitally. Therefore seminars, conference and professional education opportunities for such educators will help in bridging such gaps. Alexander (2001) argues that if educators can be able to talk to their students at any <https://assignbuster.com/overcoming-e-learning-barriers/>

given time then such students will have the opportunity to access learning from their communities and homes by just sharing the connectivity. Let us consider effort and time applied by educators to develop learning strategies designed to address certain topics in universities and colleges within the state. Such efforts are only geared towards designing topics that are limited to distance modes and traditional face-to-face instructions. The bottom line of my idea in reference to such strategies shows prohibitions such strategies have towards developing a digitally enabled e-learning. To overcome such an e-learning barrier, curriculum updates need to factor in digital literacy. That is, we have rapidly evolving technologies and such changes need to be reflected in the curriculum. A report posted by Kern Communications (2006) states that the situation seen in New South Wales is that there is an increasing number of registering students with too few staff to handle. Such problems only need comprehensive e-learning programs if colleges must meet such increasing intakes. Therefore overcoming e-learning barriers will need a well-blended program that appreciates the fact that the impact of capability-related barriers is dependent on how smooth such introduced program combines with other school-based factors such as learning institution policy and infrastructure, learner style, and teacher capability. When schools want to go digital and offer some of its programs through the internet, New South Wales Institute for teachers must understand that the availability of information and communication should not mean that students are now digitally literate. Therefore knowing such differences will not only eliminate barriers to e-learning but also influence planning and need for developing professional competencies so that before you are hired as a teacher, New South Wales must register you and prove your competency, <https://assignbuster.com/overcoming-e-learning-barriers/>

unlike the current situation where only scheme teachers have to prove their competencies. It is, therefore, my suggestion that institutions introduce e-learning training sessions to help scheme and non-scheme teachers improve their competencies. Recommendation As noted by Debenham, students and teachers mention the difficulty in using e-learning and connecting to institutions' websites, downloading and opening files problems, pages that do not load and video clips taking too long to download. It is my recommendation that institutions and policymakers design e-learning package support students, professionals to help them handle e-learning effectively.