

E Learning/Teaching and the Impact on Student Performance at the Postgraduate Level

Authors : Charles Lemckert

Abstract : E-Learning and E-Teaching can mean many things to different people. For some, the implication is that all material must be delivered in an E way, while for others it only forms part of the learning/teaching process, and (unfortunately) for some it is considered too much work. However, just look around and you will see all generations learning using E devices. In this study we used different forms of teaching, including E, to look at how students responded to set activities and how they performed academically. The particular context was set around a postgraduate university course where students were either present at a face-to-face intensive workshop (on water treatment plant design) or where they were not. For the latter, students needed to make sole use of E media. It is relevant to note that even though some were at the face-to-face class, they were still exposed to E material as the lecturer did use PC projections. Additionally, some also accessed the associate E material (pdf slides and video recordings) to assist their required activities. Analysis of the student performance, in their set assignment, showed that the actual form of delivery did not affect the student performance. This is because, in the end, all the students had access to the recorded/presented E material. The study also showed (somewhat expectedly) that when the material they required for the assignment was clear, the student performance did drop. Therefore, it is possible to enhance future delivery of courses through careful reflection and appropriate support. In the end, we must remember innovation is not just restricted to E.

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