

# E-learning Revolutionises Education

A recent Australian survey into the uptake and use of e-learning by vocational educational and training (VET) providers, clients and teachers, has identified that this form of education is delivering benefits beyond flexibility.

## ***E-learning indicators 2005***

E-learning is a critical means for transforming the central vocational education and training (VET) business of teaching, learning and assessment. By integrating information and communications technologies (ICT) into the way VET is done, it becomes more flexible, more responsive to client needs, improves quality and access, and fosters innovation.

To demonstrate the benefits of e-learning to community, the Department of Education, Science and Training commissioned an Elearning Benchmarking Project to collect data on, analyse and report on the uptake and outcomes of e-learning activity. A framework was established featuring a set of 12 performance indicators which have been used to assess the uptake, use and impact of e-learning in VET.

The E-learning Benchmarking Project is an initiative of the 2005 Australian Flexible Learning Framework (2005 Framework) and has undertaken national surveys using these performance indicators which for the first time demonstrate the level of uptake and use of e-learning in Australia's VET system.

*The surveys show a modest but increasing level of uptake of e-learning.*

- Around 6-8% of all VET unit enrolments involve some form of e-learning. For TAFE and other large non-TAFE providers this figure is closer to 10%. More than 50% of 'smaller' training providers report having no e-learning activity.
- 53% of all registered training organisations (RTOs) participating in the 2005 baseline survey reported that they delivered some units involving e-learning.

*The surveys also show:*

- 65-70% of VET students said that the e-learning in their course had increased their confidence and computer skill levels. This is despite the finding that 75-80% of students said they were confident and skilled in the use of ICT prior to their course.
- 38% of VET students said that they thought the e-learning in their course had already helped them to get a better job, get a future promotion, or get more responsibility in their job. 73% of VET students said that they thought the elearning in their course would in the future improve their employment outcomes.
- Around 80% of VET students said that the e-learning components of their course gave them flexibility in where (e.g. home, workplace, campus) and when (ie the time of day) they did their study. Students and employers also report e-learning offering other flexibility in the way they engaged with their training provider.
- As a measure of client satisfaction, 74% of VET students and 58% of employers with employees undertaking accredited VET training would recommend e-learning to their peers.

*The baseline surveys also captured information about the level of uptake and use of e-business services offered by providers.*

- 68% of all RTOs report that they deliver some e-business services to their VET clients. The most common forms of ebusiness service were online publication of general course information and relevant policies, regulations and strategies, with 63% of RTOs making this information available to their students and employer clients. 39% of RTOs provide online information on student support services.
- 81% of VET students and 38% of employers reported that they used at least one of the listed e-business services, most commonly general course information online, online payments and electronic forms, or accessing student results.
- 65% of VET students and 67% of employers with employees undertaking accredited VET training would recommend e-business to their peers.

*Finally, the baseline survey of VET teachers and trainers found that 95% of teachers have changed their teaching practices through greater use of technology and access to high quality elearning resources.*

- Although only 60% of VET teachers and trainers initially indicated that they delivered VET units that used e-learning, when asked about the way in which they used ICT in their teaching and learning activities, 86% said they used at least one of the e-learning activities mentioned. These included online access to learning materials and resources, electronic submission of work, remote and classroom use of multimedia interactive learning resources, and use of online chat, bulletin boards and simulations.
- 90% of VET teachers and trainers indicated that they now use technology to draw on a wider pool of teaching resources and 84% said that they now encourage students to draw on more web- and computer-based resources.
- 86% of VET teachers and trainers participating in the survey indicated that teaching and learning outcomes had improved in some way through having increased access to e-learning resources. 80% said that they now have access to more learning resources than they did two years ago and 69% said that they now use more e-learning resources than they did two years ago.

For more information, download a copy of the report by visiting:  
**[http://e-learningindicators.flexiblelearning.net.au/survey\\_results.htm](http://e-learningindicators.flexiblelearning.net.au/survey_results.htm)**