High School eLearning:
An investigation into the desirable and workable features of an Internet eLearning resource to sustain high school learning communities

by

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Abstract

eLearning is rapidly spreading into the high school learning environment. This research attempts to find desirable and workable features of an eLearning resource that would sustain high school learning communities. The basis of the instrumental case study was the Cambridge International Examination course offered by an eLearning institution over a period of two and a half years. Data was gathered by means of various questionnaires, focus groups, interviews and quantitative analysis of computer log files of activity. Content analysis was performed by comparing research data with information (such as various eLearning models) obtained from the literature review. Similarities and differences were found in the way eLearning is used by high school learners and teachers versus university students and lecturers. Desirable and workable features were identified and the reasons for these explored. A number of suggestions are made that would contribute to sustaining eLearning for high school learners.

Keywords

ELearning, online learning, web learning, virtual school, high school, K-12, MOODLE, open source, Learner management system, content management system, eLearning, web learning, Internet, Internet learning

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