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Activities of champions implementing e-Learning processes in higher education

by

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ABSTRACT

The increasing rate at which e-Learning is implemented in institutions of higher education has been reported widely. The literature suggests that institutions of higher education, across the globe, use the efforts of champions to initiate and establish e-Learning activities. The paucity of research about the activities of e-Learning champions in an African context is noticeable, while implementation of e-Learning is spreading rapidly in Africa. It is to provide information within the African context of this activity that this study sought to identify and explain the activities and characteristics (through strategies) as well as the qualities (through motivations) of e-Learning champions as they engage in innovative practices in institutions of higher education in Africa.

Two research questions guided the study which examined the activities of champions and *how* (activities and characteristics through strategies) and *why* (qualities through motivations) they engaged in their activities within their institutions. To address these questions, the study followed a qualitative research design, using semi-structured interviews with champions and policy level staff in institutions of higher education in Namibia, South Africa and Kenya as well as documents as its data sources. The intention was not to compare champions and their activities in these countries, but rather to establish understanding of these champions and their contexts as a group. The contextual relevance was solely based on the availability of champions and policy level staff due to the purposive and convenience sampling techniques applied.

The study's findings show that the activities of champions in Africa are not significantly different from those as described in recent literature in non-African countries. Rather, particular strategies and motivational factors are found that are related to activities, characteristics and qualities of champions.

The support factors identified by policy level staff and in institutional policy documents differed from those thought to be motivating by champions themselves. Champions have expressed the need for an approved budget, sufficient infrastructure, an e-Learning unit with specialised staff, and dedicated time for e-Learning activities. Policy staff point to a level of support already in place in the form of some financial considerations for e-Learning and incentives. No explicit reference could be found in policy documents to the role of champions or what motivates them. This disjuncture between the environment of the champions and that of the established institution is explained by a maturity model of institutionalisation of innovations.

The study's contribution to the scholarly domain is at several levels. Firstly, the proposed conceptual framework is a contribution to academic discourse in that it contributed variables of analysis (strategies and motivations) of champions who engage in innovation within established institutions, institutional procedures, directives (through guidelines) and policies (through intentions), as well as goals which lead to a common objective in achieving scalability and sustainability. Secondly, the finding that institutions that wish to have innovations institutionalised must be

aware of the disturbances that such innovations can bring and thus must create policies that recognise the role of champions and are able to accommodate, tolerate and support them. Thirdly, the synthesis of characteristics of champions, and their qualities with the support needed by them, and issues in relation to scalability and sustainability that may motivate institutions of higher education to support champions (or not) contribute guidelines which may be used to identify, acknowledge or recruit potential champions, where champions are needed.

Keywords:

Institutions of higher education, Champions, Scalability, Sustainability, e-Learning implementation, Institutional support, Strategies, Motivational factors

DECLARATION

I, Catherine Margaret Beukes-Amiss, Student Number 26290482

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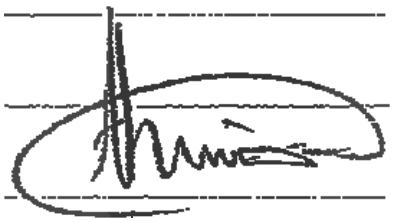

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LIST OF ACRONYMS

B2B	Business to Business
CETL	Centre for Excellence in Teaching and Learning
CMM	Capability Maturity Model
CMSs	Content Management Systems
CPD	Continuous Professional Development
CSFs	Critical Success Factors
e-Learning	Electronic/Online Learning
ETSIP	Education Training Sector Improvement Programme
GNP	Gross National Product
IT	Information Technology
ICT	Information and Communication Technology
ICTs	Information and Communication Technologies
LMS	Learning Management System
LMSs	Learning Management Systems
m-Learning	Mobile Learning
NOLNet	Namibian Open Learning Network Trust
UK	United Kingdom
UWC	University of Western Cape
VET	Vocational Education and Training
WSA	World Summit Award

CHAPTER ONE

INTRODUCTION

This chapter discusses the reason for this study (1.0), rationale (1.2), purpose of the study (1.3), aim and research questions (1.4), scope of the study (1.5), research methodology (1.6), limitations of the study (1.7), ethical considerations (1.8), clarifying key concepts (1.9), dissertation outline (1.10), and ends with a chapter summary (1.11).

1.0 Reason for this study

Institutions of higher education across the globe are currently exploring and implementing new methods of teaching and learning, of which e-Learning (or blended learning) forms an integral part. Those institutions rely on “champions” as early adopters of technological innovations to drive the process as agents of change (Goodison, 2001; Jolly, Shaw, Bowman & McCulloch, 2009; Klonoski, 2001; McPherson & Nunes, 2006; Quinsee & Simpson, 2005; Rogers, 1995).

This thesis reports on an investigation of activities of champions but in particular sought to establish *how* (activities and characteristics through strategies) e-Learning champions engage in activities within their

institutional setting, and *why* (qualities through motivations) they engage in those activities. The champions were chosen from leading institutions of higher education in three emerging economies in Africa as this is the context within which we identified the need and had the opportunity to perform the research. Six champions and six policy level staff were purposively and conveniently selected in Namibia, South Africa and Kenya.

Masoumi (2010), Czerniewicz and Brown (2009), Gulati (2008), Sife, Lwoga and Sanga (2007), report on various issues in respect of e-Learning focusing on emerging countries. However, they did not focus on the activities of e-Learning champions within these contexts, which provided an opportunity for this research to be carried out in Africa, presumably for the first time. Jolly et al. (2009) did examine characteristics of e-Learning champions and the activities that they undertook in the developed economy of Australia.

Masoumi (2010) and Wagner, Hassanein and Head (2008) maintain that implementation of e-Learning has gained importance in recent years to improve the quality of teaching and learning practices. Some authors report that e-Learning provides additional educational value and benefits (Henry, 2001; Masoumi, 2010; Oliver & Dempster, 2003).

While the potential benefits of e-Learning remain to be realised in many cases, and e-Learning needs to be viewed critically by institutions, the actual or perceived value of e-Learning is not the focus of this study. For

any potential benefits of e-Learning to be realised, the introduction and institutionalisation of e-Learning must be sustainable (Sharpe, Benfield & Francis, 2006). Masoumi (2010) holds that the implementation of e-Learning within institutions of higher education presents challenges, both to the establishment of e-Learning innovations, and their sustainability. Keegan, Paulsen and Rekkedal (2006, p.4) expressed their concern that "much of the online education that has been offered so far has not been sustainable" and call for studies that address the sustainability of programmes. This study through one of its research questions examined the extent to which issues of scalability and sustainably could motivate the institution to support the champions or not.

There are likely to be few e-Learning champions in an organisation, as only a limited number of people generally have knowledge of the innovation and their leaving the organisation would impair institutional efforts towards implementation, scalability and sustainability (Klaus, 2000).

Jolly et al. (2009, p.23) report that "e-learning was not likely to be maintained or further developed except in some isolated pockets" if the champions were to discontinue their work. Champions are easily head-hunted, tending to leave one employer for the next; potentially causing a knowledge vacuum and subsequent failure of the newly established system.

Cook, Holley, and Andrew (2007) discuss the importance of a critical mass, referring to the minimum number of people involved in an innovation for it to become self-sustaining, with particular relevance to communications technology like e-Learning. An e-Learning Strategy of the United Kingdom (UK) states that “institutions must take responsibility for embedding sustainable e-Learning processes” (DfES, 2003, para. 49).

In emerging contexts, possible champions of e-Learning are few as few people have the background or skills required to initiate the required innovations. Institutions must thus find ways of developing, encouraging and retaining champions. To this end, understanding the nature of the activities of champions and particularly what encourages or motivates them is relevant.

If the activities and characteristics of e-Learning champions are known it may assist in recruitment and selection processes of champions, as well as the development of training programmes for likely champions. The latter can be built into the performance management systems and policies and could contribute to scalability and sustainability by attracting a greater number of people to the activity. Jolly et al. (2009, p.2) confirm that champions “influence their organisation to adopt processes that will sustain e-learning and build the organisation’s reputation in e-learning”.

Figure 1.1 diagrammatically represents the links between the activities, characteristics and qualities of champions, the identification and recruitment of potential or proven champions, and the sustainability of

innovations introduced by them. The diagram further contextualises the two foci of the current study of "*how*" and "*why*" champions engage in their activities. As shown in the diagram, the study considers the activities and characteristics to be addressed by examining the strategies that champions use to introduce and extend the e-Learning activities within their institutions ("how"). Qualities of champions are addressed by examining their motivations ("why").

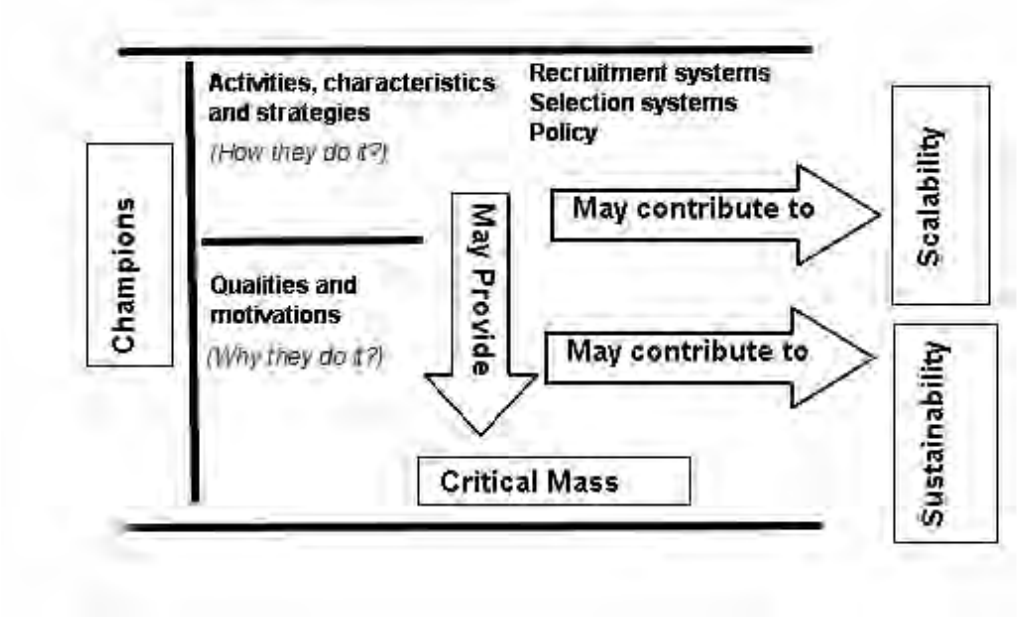

FIGURE 1.1: STUDY ASSUMPTION

This study stems from an interest in obtaining an explanation of the activities and characteristics of e-Learning champions in institutions of higher education in Africa. A similar but independent work by Jolly et al. (2009) explored the impact of e-Learning champions on embedding e-Learning within an Australian context. Although these two studies are similar in their qualitative methodological approach, the difference lies in the data collection instruments applied, the sector, and context which

were studied, as well as in particularly addressing the specific strategies and motivations of champions.

Additionally, Jolly et al. place significant emphasis on the measurement of the impact of e-Learning champions. Measurement of impact is not a focus of this study, due to the complex nature and resultant uncertainties when impact is measured.

This study responds to a call by Howell and Higgins (1990) who expressed the need for studies to empirically investigate “champions” as such, besides their already acknowledged contribution to innovation processes.

1.1 Statement of the problem

The pace of implementing e-Learning in institutions of higher education is increasing and is driven by champions (Callan & Bowman, 2010; Goodison, 2001; Masoumi, 2010). The increased pace is a result of the “growth of ICTs that opened up channels of communication and access to information” (Goodison, 2001, p.618), including social networking tools, Learning Management Systems (LMSs) and Content Management Systems (CMSs).

Champions have been described as early adopters of technological innovations, opinion leaders, change agents, unsung heroes, external

consultants, risk takers, advocates, members of staff assigned by management and many more (Kurtus, 2001; Lawless & Price, 1992; Rogers, 1995).

Jolly et al. (2009, p.3) hold that “e-learning champions do invaluable work in building e-learning capacity among Vocational Education and Training (VET) teachers/trainers and their learners” and list particular characteristics and activities in an Australian context.

A qualitative research design allows one to focus on specific situations and people (champions), with the added value through the use of words and detail, to better understand champion activities and characteristics (through their strategies) and their qualities (through their motivations) within their specific contexts (Maxwell, 2005). Such characteristics and qualities may allow potential champions to be identified, acknowledged or recruited and trained, and to assist in creating a supportive environment for champions in institutions. In this study, while the focus is on champions, gaining understanding of the context of the champions and what their institutions do and believe they ought to do to support, motivate or control the activities of e-Learning champions requires investigation of the institutions as the context of champions.

The study thus seeks to investigate *how* (activities and characteristics through strategies) and *why* (qualities through motivations) champions engage in their activities within their institutions in an African context.

1.2 Rationale

The motivation for this study is reported from three points of view, namely personal, practical and academic.

1.2.1 Personal motivation

In using new technologies the researcher noticed and developed a strong interest in how educators struggle to use and implement technological advances in classrooms while being pressurised by institutions which have expectations of educational reform practices which may be based in ideology or strategic reasons. The researcher's interest in this subject developed as a result of various roles she has performed which include, among others, being a lecturer at an institution of higher education who has implemented e-Learning institutionally. Additionally she has been the e-Learning coordinator of her country (Namibia), a member of the Ministry of Education's ICT Steering Committee, a country expert on the World Summit Award (WSA) best e-content selection panel, and the chairperson of the board serving the regulator within the telecommunication industry.

This fostered an interest in finding out how educators become comfortable users of technology, and thereafter focused on more important aspects of teaching and learning. Salomon (2000, p.7) emphasised, "let technology show us what can be done and let educational considerations determine what will be done in actuality".

Hence this research was not only concerned with how educators are using technology, but also about what is in place to support the strategies of champions as they engage in their activities and motivate and prolong their interest and progress with technology.

1.2.2 Practical motivation

Several authors have argued for this type of research, for example, Jolly et al. (2009) studied the characteristics, activities and impact of e-Learning champions in the Vocational Education and Training (VET) sector within an Australian context. They particularly expressed concern in that a 2007 survey indicated that lack of champions could be a possible barrier to uptake of e-Learning, amongst other reasons for performing their research in Australia.

Klauss (2000, p.282) argued that technology transfer processes "sometimes either initially ignore(d) or minimally consider(ed) the question of institutionalisation and sustainability". According to Klauss considerations of going to scale and ensuring sustainability of technology transfer processes, to mention a few, should be based on policy and management support, incentive structures to ensure commitment, continued resource commitments and enough trained manpower.

Lucas (2006, p.480), in response to the need for scalability of e-Learning processes, referred to an experiment on embedding e-Learning in teaching and learning while using e-Learning advocates that are "remote

and spread too thin" to offer the level of assistance really needed by academics in implementing e-Learning, and consequently going to scale is not achieved.

Considering the above, the practical motivation for this study lies in examining the activities and characteristics of champions through the strategies they use and their qualities through their motivations, in order to address how and why issues of scalability and sustainability could motivate institutions to support champions, or not, in a specifically African context.

1.2.3 Academic motivation

That champions are drivers of innovative processes within various sectors, specifically so within business and educational sectors, in developed and emerging contexts has been reported in literature (Beath, 1991; Friedman & Deek, 2003; Gupta, Cadeaux, & Dubelaar, 2006; Jolly et al., 2009; Klauss, 2000; Klonoski, 2001; Lawless & Price, 1992; McCorkle, Alexander, & Reardon, 2001; Nam & Tatum, 1997).

Howell and Higgins (1990) expressed the need for studies to empirically investigate "champions" besides only their already acknowledged contribution to innovation processes. Against this backdrop there is a need for champions to be investigated in order to understand *how* and *why* they engage in their activities, within a particular context such as that

of African institutions of higher education (Maxwell, 2005). It is intended that this study contributes by:

- Enhancing existing literature, and contributing to the body of knowledge on the strategies and motivations of e-Learning champions in higher education within Africa beyond their specific activities.
- Creating a set of guidelines, guiding institutions of higher education towards champion recruitment and selection where champions are not yet identified, but are needed.
- Providing a conceptual framework, that links characteristics and activities (through strategies) and qualities (through motivations) of champions to scalability and sustainability of their innovations.
- Providing recommendations, for policy makers and practice, as well as further research areas that were not addressed as part of this study.

The personal, practical and academic motivations together inform the overall rationale of this study, which is to contribute to an understanding of the strategies and motivations of e-Learning champions in higher education in Africa. Specifically, an investigation of the activities, characteristics and qualities from the perspectives of *how* champions engage in their activities, and *why* they do so, beyond 'what' these activities are, is reported here.

1.3 Purpose of the study

The purpose of the study is to explain the activities and characteristics (through strategies) and qualities (through motivations) of e-Learning champions in the contexts of the emerging economies of Namibia, South Africa and Kenya, and additionally *how* and *why* issues of scalability and sustainability could motivate institutions of higher education to support champions, or not.

1.4 Aim and research questions

The aim and research questions of this study are outlined in this section.

1.4.1 Aim

The main aim of this study is to explain the activities and characteristics (through strategies) and qualities (through motivations) of e-Learning champions in higher education in Africa.

1.4.2 Research questions

The TWO research questions are:

- **How do e-Learning champions engage in activities within their institutional context?**

The literature informs about the activities of champions. This question tries to establish how e-Learning champions perform those activities

within the context of their institutions. Of particular concern towards understanding the institutional context of these champions is how the institution supports such champions or fails to do so, how the institution views the contributions of champions as described by policy staff and the extent to which these views are reflected in institutional documents. This question further qualifies the activities of champions in certain ways such as how frequently, how intensely and through which paths these activities are performed. By asking this question, further qualifying dimensions may be found.

- **Why do e-Learning champions engage in these activities within their institutional context?**

This question seeks to establish the motivation of the champions themselves as well as the institutional policy elements and actions that could motivate or hinder them. The question also seeks to address the extent to which issues of scalability and sustainably were able to motivate the institution to support the champions or not, and to establish the role of champions in respect of scalability and sustainability in institutions.

The research questions of this study focus on *how* and *why* e-Learning champions do what they do, but these questions need to be answered with an understanding of the context of the champions. As such the research questions are qualified by institutional aspects that directly affect e-Learning champions.

The research questions are therefore mapped out within the conceptual matrix (see Table 1.1) below:

Table 1.1: Research questions conceptual matrix

Research Questions	**Individual (Champion)**		**Institution (Policy Staff and documents)**			
How?	Literature	Empirical Findings	Literature		Empirical Findings	
Why?	Literature	Empirical Findings	Scalability		Sustainability	
			Literature	Empirical Findings	Literature	Empirical Findings

Table 1.1 shows the link between the research questions of the study, the respondents, and how the research questions were addressed through empirical findings which were analysed through principles identified within the relevant literature reviewed.

1.5 Scope of the study

This study focussed on champions, policy level staff and an analysis of available institutional documents in institutions of higher education in Africa, specifically in Namibia, South Africa and Kenya (see Table 1.2 below). Champions and policy staff were selected using purposive and convenience sampling techniques. In the case of champions, selection was further done using the checklist (see Appendix F) which reflects the qualities of champions found in literature.

Table 1.2: Profiles of champions, policy staff and documents (further details follow in Chapter 5, Tables 5.2 and 5.3)

Champion Profiles		Policy Staff Profiles		Documents	
Champion 1	Country A	Policy 1	Country A	Document 1	Country A
Champion 2	Country A	Policy 2	Country A	Document 2	Country A
Champion 3	Country B	Policy 3	Country B	Document 3	Country B
Champion 4	Country B	Policy 4	Country B	No documents were provided due to the privacy policy of the institution	Country B
Champion 5	Country C	Policy 5	Country C	Document 5	Country C
Champion 6	Country C	Policy 6	Country C	Document 6	Country C

1.6 Research methodology

The research design, population sampling method, data collection and analysis methodology followed in this study are outlined in this section.

1.6.1 Research design

This study followed a qualitative research design based on interviews with champions and policy level staff, and analysis of institutional documents. The selection of this research design is informed by the claim that qualitative research allows the researcher to examine the qualities, characteristics, and activities of a phenomenon in detail for better understanding (Henning, Van Rensburg & Smit, 2004). More details concerning the methodological decisions are provided in Chapter 4. While

Table 1.1 mapped the research questions and how they were addressed, Table 1.3 shows which data sources were used to obtain the empirical data.

Table 1.3: Research matrix for research questions and data collection instruments

Champions (How and Why)	
Individual	Interviews with champions Interviews with policy staff
Institutions (How and Why)	
Policy staff Documents	Interviews with policy staff Analysis of institutional documents

1.6.2 Research population and sampling method

Six champions and six policy staff, that is two champions from Namibia, two champions from South Africa and two champions from Kenya, as well as two policy staff from Namibia, two policy staff from South Africa and two policy staff from Kenya (altogether 12) within a higher education context were selected by applying purposive and convenience sampling techniques. The terms “accidental” and “convenience” sampling are used almost interchangeably in literature (Hoyle et al., 2002). In this report the word convenience sampling is used, where the word is used to indicate that the population is not randomly sampled, but rather specific individuals were selected from those who were available and willing to be interviewed at various conferences and workshops, but fitted the predetermined sets of qualities.

Champions were selected using the checklist (see Appendix F) which reflects qualities of champions found in literature, and policy staff concerned with e-Learning processes within their institutions. In addition, champions and policy level staff are representatives of countries in transition in Africa, and one cannot assume that all countries are at the same level in terms of infrastructure preparedness and availability. The reason for this selection was to have a contextual setting within Africa and not for purposes of comparison. The selection was influenced by the availability of champions and policy level staff within countries where the researcher had frequent e-Learning related workshops, conferences, or activities.

The purposive and convenience sampling techniques were regarded as the most appropriate techniques for the study, as it allowed participants to be handpicked in accordance with the aim of the study yet their availability at workshops and conferences contributed to the convenience aspect.

One of the selected participants was a co-supervisor of this study, as he was regarded as an e-Learning champion within an institution of higher education, based on the qualities as identified in the checklist (see Appendix F) and availability. This selection was declared within the ethical clearance process of the University of Pretoria. The respondent was treated in the same way as other respondents and all principles as declared within the ethical clearance process were adhered to.

1.6.3 Data collection

Semi-structured interviews with open ended questions, to allow for probing, were used with champions and policy staff. Institutional policy documents were also collected and analysed.

Interviews, which conformed to predetermined guides (see Appendix D), were conducted with six champions within institutions of higher education to establish *how* champions engaged in activities within their institutional context, and *why* they are doing it. Each interview lasted one-and-a-half hours.

Interviews, which conformed to predetermined guides (see Appendix E), were conducted with six policy level staff, to establish to which extent objectives of scalability and sustainability could motivate the institution to support champions or not. Again, each interview lasted one-and-a-half hours.

The interviews were complemented by the collection and analysis of available institutional documents that could shed more light on activities of champions as well as institutional support or policy documents relevant to the study. Further details about the number of documents selected, what they are, how they were selected, and where they were unavailable follow in Chapter 4.

1.6.4 Pilot testing of instruments

Piloting of interview guides for both champions and policy level staff assisted with improving the quality and clarity of the questions for better understanding and to eliminate possible confusion. After pilot testing of the instruments, the questions were amended in terms of language and grammar where better clarity was needed, and the actual data collection process followed. Pilot testing of instruments was performed as this has a direct impact on validity and reliability (See more details in this regard in Chapter 4).

1.6.5 Data analysis

All interviews were recorded, transcribed by the researcher, and analysed together with the available institutional documents, using *Atlas.ti*. A carefully planned content analysis technique was followed in which data were structured by coding it according to various themes, patterns and interrelationships (Creswell, 2003). Henning et al. (2004) hold that analysis processes using content analysis technique starts by reading through all transcripts to get a holistic idea of all the data, then proceeds into coding related to the research questions, which then evolves into categories and themes for write-up and discussion. Details of the entire data analysis process and the initial and final themes for write-up are provided in Chapter 4, Section 4.6. Chapter 4, Section 4.9 also has an evaluation section that focuses on a reflection of challenges faced during the methodological process and how it was achieved.

1.6.6 Validity and reliability

Validity and reliability (sometimes referred to, rather, as trustworthiness and credibility) in qualitative research, according to Lincoln and Guba (1985), are critical aspects to be applied to an entire research process from the beginning while thinking of the type of research design, data collection and analysis, until formulating the findings of the research.

While reliability is not as easily applied to qualitative research approaches, validity is regarded as one of the strengths of qualitative research and is used to determine whether the findings of the research are accurate from the respondents and researcher's point of view (Creswell, 2003; Henning et al., 2004).

Chapter 4, Section 4.7 describes how this was achieved in this study. Briefly, reliability was assured in that the researcher checked for consistent patterns of theme development, instead of consistency of responses as in quantitative studies (Creswell, 2003; Hoyle, Harris & Judd, 2002). Member-checking was done to determine the accuracy of the interpreted findings by means of an iterative process of returning the interpreted findings to the respondents until agreement and consistency were obtained.

As described in Section 1.6.4, the research instruments were pilot tested, to refine the instruments before they were applied and to enhance their reliability and validity.

1.7 Limitations of the study

The study was performed within a limited scope in that it looked at e-Learning champions within institutions of higher education in Africa, and not at champions within other educational institutions (such as schools, or colleges) or from a business perspective; nor for comparison of developed and emerging contexts. However further research in this area is recommended.

The study did not consider perceptions about e-Learning champions in institutions of higher education from peers of champions or the point of view of students, which should be explored in further research.

Whereas some limitations are highlighted here, further limitations of scope and methodology are reflected on within particular sections of this report.

1.8 Ethical considerations

The following ethical considerations were adhered to in carrying out this study:

Firstly, neutral and independent reviewers examined and evaluated the research instruments of the study before clearance was granted to start

with pilot testing and the actual data collection in the process of ethical clearance from the University of Pretoria.

Approval of ethical clearance occurred in two stages. First, upon application, a provisional letter which approved instruments and methods allowing the data collection process to be started was issued. A final ethical clearance certificate was issued just before this report was submitted, as per the University's regulations, to ensure that the study conformed to all ethical procedures in respect of data collected, methodology applied, and reporting (see Appendix G).

The researcher administered letters to all respondents and institutions, to seek their personal written permission, and assured them of confidentiality of their inputs. Respondents were reminded that their participation in the study was voluntary and that they could withdraw at any stage, should the need arise. In the report details of the respondents are kept confidential.

1.9 Clarifying key concepts

This section defines each of the key concepts of the study as informed by literature and how it is used in the context of this study. The contextual meanings are provided here, drawn from a synthesis of the literature discussed in greater detail in Chapter 2.

1.9.1 e-Learning

Within the context of this study ‘e-Learning’, online learning, or blended learning with a particular focus on institutions of higher education applies to the use and application of Information Communication Technologies (ICTs) within teaching and learning practices by early adopters (herein referred to as champions) within an online and face-to-face setting.

1.9.2 Champion

In the context of this study a ‘champion’ can be defined as an exemplary lecturer or administrator from any discipline within higher education that took the lead as an early adopter of technological innovations. It also includes a person who uses such technologies to infuse e-Learning into existing teaching and learning practices in a knowledge and technologically driven society, hence specifically referred to as an e-Learning champion.

1.9.3 Scalability

‘Scalability’ is about growth, and the decision to expand. Within the context of this study the argument is that if the activities of champions are replicated and built into the system or “mainstreamed” that implies scalability (Klauss, 2000, p.284) and the institutionalisation leads to sustainability.

1.9.4 Sustainability

'Sustainability' is about survival, and the decision to maintain or support the activities associated with e-Learning. Within the context of this study the argument is that if there are processes in place replicating and institutionalising the activities of champions, then work will continue and lead to sustainability beyond the continued interventions of the initial champions.

1.9.5 Institutional support

In the literature 'institutional support' can take many forms in that it includes financial, human, and physical support, as well as support at macro or individual level. Contextually 'institutional support' indicates the type of support or lack thereof rendered to champions while engaging in their activities.

1.9.6 Developing countries/emerging countries

In the context of this study the word 'emerging' is used instead of 'developing', unless explicitly referred to as such in literature. Some countries are in transition, assuming that not all emerging countries are at the same level in terms of infrastructure preparedness or availability.

1.10 Dissertation outline

Chapter 1 Introduction provides the 'roadmap' of the entire study. It highlights the research questions, purpose and methodology of the study. Most importantly the study seeks to explain the activities and characteristics of champions implementing e-Learning processes in institutions of higher education in Africa, specifically Namibia, South Africa and Kenya.

Chapter 2 Literature review entails a discussion of recent literature relevant to this study. Discussions focused on e-Learning contextually, issues about scalability and sustainability of e-Learning, recent trends in e-Learning implementation with particular relevance to keynote addresses and articles in congruence with the contextual underpinning of this study, changes in institutions of higher education in respect of e-Learning implementation and with the presence of a champion, champions and champion roles, institutional roles in e-Learning, and activities and characteristics of champions.

Chapter 3 Theoretical basis and conceptual framework discusses the theoretical basis and conceptual framework of the analysis. Various models are discussed and synthesised in respect of relevance to concepts that are central to the current study.

Chapter 4 Research design and methodology presents the research design and methodology of the study. The study followed a qualitative

research design, with semi-structured interviews and documentation as the main data collection instruments. Purposive and convenience sampling techniques were used to select champions and policy staff. Content analysis was used to analyse the data using *Atlas.ti* in order to derive at the final data analysis themes.

Chapter 5 Presentation of research data presents the results of the study according to the themes that arose during data analysis and structured according to the conceptual framework of the study. Each theme is concluded with a summary synthesising the most important keywords in that theme.

Chapter 6 Discussion and findings presents and discusses the main research findings in relation to the literature reviewed and the conceptual framework of the study.

Chapter 7 Summary and conclusions discusses conclusions in the form of a summary of the main findings in an attempt to answer the research questions, reflection on methodology and contribution of the study to the scholarly domain, recommendations for policy and practice, as well as recommendations for further research and concluding remarks.

References: Includes a list of all the sources cited within the study.

Appendices: All research interview guides, sample permission letters, consent forms, checklist with qualities of champions, ethical clearance

certificate, language editing certificate and anonymised datasets are attached.

1.11 Summary

This chapter has presented the roadmap followed throughout this study through research questions, purpose, methodology, rationale and limitations. This research seeks to explain the activities and characteristics (through strategies) and qualities (through motivations) of e-Learning champions in institutions of higher education in Africa, specifically Namibia, South Africa and Kenya within their institutional contexts.

Six champions and six policy level staff were interviewed in various institutions of higher education in three African countries, Namibia, South Africa and Kenya, and an analysis of institutional documents was concluded, where these were available.

Within the context of this research report, Chapter 2 presents a detailed discussion of relevant and related literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In Chapter 2 issues as synthesised from relevant current literature on various topics are discussed. It starts with a definition for e-Learning, and then explains how it is used and applied in a developed and emerging context. It further identifies the various dimensions and values of e-Learning (2.2), scalability of e-Learning processes (2.3), sustainability of e-Learning processes (2.4), trends in e-Learning (2.5), change in institutions of higher education in respect of e-Learning implementation (2.6), types of champions and their roles (2.7), institutional roles in e-Learning (2.8), activities and characteristics of champions in e-Learning as referred to in literature (2.9), and ends with a chapter summary (2.10). This chapter summarises what is already known about the topic and lays the foundation for a theoretical understanding of the research problem.

The literature reviewed was derived from journal articles, electronic databases, conference proceedings, reports, and through searching the Internet and books. Table 2.1 demonstrates the databases and the keywords used to find literature:

Table 2.1 Databases and keywords used

Databases Used	Keywords Used
e-Publications, EbscoHost, Google Scholar, Tyds@Tuks, Index of South African Periodicals (ISAP), Postgraduate studies databases and the Internet	Champions, activities of champions, characteristics of champions, champions and e-Learning, scalability, sustainability, Institutions of higher education

In the search for relevant and related literature, three synthesis reports of particular importance on e-Learning and sustaining e-Learning innovations were found. The details of these are:

1) Megatrends in e-Learning provision – Literature review (Keegan et al., 2006)

The report of Keegan et al. (2006) arose from the Megatrends in e-Learning project. The aim of the report was to provide researchers and providers of e-Learning with a bibliographic tool. It focuses on topics such as robustness in e-Learning provision, sustainability in e-Learning, quality in e-Learning, indicators of size and institutions which failed to reach their e-Learning targets.

2) Literature review on e-Learning in Higher Education (Gauntlett, 2007)

The aim of this report by Gauntlett (2007) was to produce an information resource on e-Learning for guiding staff at the Centre for Excellence in

Teaching and Learning (CETL) at Middlesex University. The report was guided by issues of the nature of e-Learning, factors that influence e-Learning usage and lists the support needs of staff and students.

3) Sustaining e-Learning innovations: Literature review (Callan & Bowman, 2010)

The report of Callan and Bowman (2010) focuses on industry knowledge and take-up of e-Learning, returns on e-Learning investments to businesses, benefits of e-Learning to business, critical success factors for sustaining e-Learning innovations and suggests a draft business model.

Those reports and the other literature significantly added value to the search for relevant and related literature in the field of e-Learning.

All the literature reviewed is discussed contextually from an International, African, Southern African, other emerging countries, as well as a local context.

2.1.1 Topics addressed in literature reviewed

The issues addressed in this literature review, were guided by the research questions of the study. The topics chosen are listed in Textbox 1.

Textbox 1

Literature topics

- e-Learning contextualised
    - What is e-Learning?
    - Application and use of e-Learning within a developed and emerging context
    - Dimensions of e-Learning
    - Educational, pedagogical and social value of e-Learning
- Scalability of e-Learning processes
- Sustainability of e-Learning processes
- Trends in e-Learning
- Change and progress with e-Learning in institutions of higher education
- Types of champions and champion roles
- Institutional roles in e-Learning
- Activities and characteristics of champions

Where possible, the issues addressed in this review, are structured according to:

1) What is it about?
2) How is it achieved?
3) Why is it important?

Where applicable the issues discussed are related to individual and institutional perspectives.

2.2 e-Learning contextualised

Section 2.2 highlights some core viewpoints about what e-Learning is, the application and use of e-Learning within a developed and emerging context, dimensions of e-Learning, as well as the educational, pedagogical and social value of e-Learning.

2.2.1 What is e-Learning?

e-Learning is defined in literature as:

> "the appropriate application of the Internet to support the delivery of learning, skills and knowledge in a holistic approach not limited to any particular courses, technologies, or infrastructures" (Henry, 2001, p.1).

> "It is an alternative paradigm to traditional delivery and as such it requires new management models, appropriate for the emerging information society" (Souleles, 2004, p.7).

e-Learning is:

> "the continuous assimilation of knowledge and skills by adults stimulated by synchronous and asynchronous learning events – and sometimes knowledge management outputs – which are authored, delivered, engaged with, supported and administered using Internet technologies" (Morrison, 2003, p.4).

> "e-Learning initiatives include the provision of online resources to support classroom-based learning, distance learning, and distributed learning models" (Parchoma, 2006, p.230).

Oliver and Dempster (2003, p.144) caution that:

> "e-Learning should not be judged differently because it is electronic; its development must be first and foremost, educationally valid".

For the purpose of this study, e-Learning with a particular focus on institutions of higher education applies to the use and application of ICTs within teaching and learning practices, by early adopters - herein referred to as champions - within an online and face-to-face setting.

2.2.2 Application and use of e-Learning within a developed and emerging context (How is it achieved?)

In the literature developing countries are classified as countries with a lower average income than the world average. According to the World Bank classification, those are countries with low or middle levels of Gross National Product (GNP) per capita, but could also include high income developing economies (World Bank Group, 2004, p.1). The concept 'countries with transition economies' is also referred to as "countries moving from centrally planned to market-oriented economies". The term 'developing' leads to confusion as more and more countries are also in economic transition. For the purpose of this report, the term 'emerging countries' is used.

Countries, whether within a developed or developing context, are at different levels of application and use of e-Learning in relation to

resources such as, infrastructure affordability, availability and many other factors. Related to this is the realisation that certain institutions of higher education could be advanced in regard to infrastructure preparedness and availability in terms of the definition of emerging countries as provided above.

In this respect, Masoumi (2010), who carried out a study on quality in e-Learning within a cultural and developing context in Iran, argues that issues in terms of poor accessibility, traditional mindsets, and inefficient and expensive telecommunication systems could be some of the barriers to successful e-Learning within a developing context.

Masoumi (2010) alludes to the relationship between e-Learning and culture, and implies that the cultural context of the students concerned should be considered when designing e-content. While the relationship between culture and e-Learning in terms of how it is used and applied was discussed in detail, the author placed little emphasis on whether other factors such as poor accessibility and high Internet costs have the same bearing on e-Learning implementation within a developed context within institutions of higher education.

Continuing the debate of application and use of e-Learning within developed and emerging countries, Gulati (2008, p.6) confirms that

> "there have been reported advances in e-Learning in developing countries, and there are several determinants, such as Internet access at home, and cost of Internet connectivity that may influence e-Learning success in these countries".

The determinants may vary from country to country even within a developing context. Gulati further claims that some determinants for e-Learning do have the potential to meet the educational needs of many poor people in developing countries, but the potential is still to be exploited.

Regarding characteristics and activities of champions in Australia, Jolly et al. (2009) provide information applicable to a developed context. Whether there is a difference in the type of activities that champions engage in, and the challenges they face within a developed or emerging context, remains unclear.

2.2.3 Dimensions of e-Learning – (Why is e-Learning important?)

Section 2.2.3 reflects on various dimensions of e-Learning.

Reflecting on the definition of e-Learning, with a focus on dimensions of e-Learning, Parchoma (2006, p.230) states that

> "e-Learning initiatives include the provision of online resources to support classroom-based learning, distance learning, and distributed learning models".

2.2.3.1 Factors associated with success

Before embarking on a discussion of factors associated with success, literature alerts the reader to certain failures in respect of e-Learning implementation. Keegan et al. (2006) and Masoumi (2010) mention the

closure of the Open University in the United States, failure of the UK e-University and many others.

In respect of the successes of e-Learning, e-Learning is not just related to technology but in how it is used. In this regard McPherson and Nunes (2006, p.553) claim that the

> "success of e-Learning cannot be attributed solely to the acquisition of leading edge technologies, but is far more dependent on what is done with these ICTs in terms of both design and delivery".

When e-Learning was first introduced, more emphasis was placed on the use of technology, while practical pedagogical uses of e-Learning were neglected (Govindasamy, 2002; Masoumi, 2010).

Cronjé and Vorster (2004, p.4) identify three factors that affect the success of e-Learning from an organisational point of view:

- Company factors – include the size of the company, where it is located, geographic distribution of the branches of the company, support in the form of technological infrastructure, financial support, human support, administrative support and company culture.
- Learner factors – relate to the diversity and attitude of learners towards e-Learning.
- Content factors – encompass what content must be taught, how it will be taught, and when it will be taught.

Company factors are related to the institutional perspective, while learner and content factors relate to an individual perspective.

Henry (2001, p.1), who offers a similar view in respect of support, argues that

> "successful implementation of e-Learning requires the same management commitment as other mission-critical organisation-wide initiatives".

2.2.3.2 Potential benefits of e-Learning

In addition to the factors that can contribute to the success of e-Learning, Aydin and Tasci (2005), Callan and Bowman (2010), Cronjé and Vorster (2004) and Gauntlett (2007) identify the benefits of e-Learning as being the following:

- Wider reach of audiences – reaching the masses.
- Reduced costs of instruction over time in relation to economies of scale.
- Reduced training time, as more could be achieved with visual and audio usage.
- Increased scalability through wider participation in e-Learning.
- Better use of resources, such as facilities, trainers, travel time etc.
- Different modes of distribution, i.e. online, offline, face-to-face.
- Re-usability of content, content packaged in smaller learning objects.
- Flexibility in terms of availability - anytime and anywhere.
- Usage of latest technologies.

2.2.3.3 Challenges to e-Learning implementation

Gauntlett, (2007) and McCorkle et al. (2001) identify challenges of e-Learning that confront educators in institutions of higher education. These include:

- Limited access to IT infrastructure and bandwidth restrictions.
- Some learning still requires classroom set-up and face-to-face contact - where e-Learning will otherwise make no sense.
- No special time is allowed to educators to engage in e-Learning related activities, which could result in e-Learning implementation being seen as an extra burden.
- No specific indication as to where the use of e-Learning tools could add value within the curriculum.
- Rejection within institutions, mostly due to lack of information and transparency, which can aid in a better understanding of what e-Learning is about.
- Lack of adequate e-Learning strategies.

The benefits and challenges reported in the literature reviewed make no clear distinction between a developed or emerging context in respect of particular benefits and challenges.

2.2.3.4 Driving and restraining factors of e-Learning

Over and above the successes, benefits, and challenges of e-Learning, Parchoma (2006) and Cronjé and Vorster (2004) identified certain driving and restraining forces of e-Learning implementation within various institutions, which could also have a bearing on scalability and

sustainability. Table 2.2 presents the combined views in relation to driving and restraining forces of e-Learning, reiterating some of the benefits and challenges as already discussed, but indicating more specific factors that could influence why institutions would consider e-Learning implementation or not.

Table 2.2: Driving and restraining forces of e-Learning implementation

Driving Forces	Restraining Forces
• Availability anytime, anywhere • Cost Savings • Allows for self-paced learning • Provides just-in-time learning • Ease-of-use • Content can be altered easily • Fast distribution • Improves instructor availability	• Financial Risk – if not budgeted for • Pervasive fiscal challenges • Existing residency requirements • Imbalanced research approaches • Imbalanced teaching reward systems • Problematic Intellectual Property policies • Inadequate levels of application of research-based distributed learning strategies • Potentially misaligned organisational structures

2.2.3.5 Approaches to and the role of e-Learning

Another dimension of e-Learning to be considered by institutions of higher education during the implementation phase is the approach. Institutions of higher education that are already implementing e-Learning, or are considering its implementation, must decide on whether to work solely online, or offer only face-to-face contact, or apply a blended approach. The chosen approach has a bearing on the degree of success of the implementation (Masoumi, 2010).

Gauntlett (2007) and Masoumi (2010) define 'blended learning' as a combination or integration of traditional face-to-face learning and e-Learning, with the intention of optimising the best features of both e-Learning and face-to-face learning. According to Jack and Curt, as cited in Wagner et al. (2008), many institutions currently follow blended learning approaches by taking advantage of various modes of delivery. However, Clark (2003) is of the opinion that the integration of components in a blend is an important part of any blended learning experience, implying that there is need to carefully consider what to blend and how to blend it.

Though the discussion on the contextual meaning of e-Learning (*how* it is achieved, and *why* it is important in terms of the various dimensions of e-Learning) aids in a better understanding of what e-Learning is about; it does not make any particular claims that e-Learning implementation will be successful or not given these dimensions.

2.2.4 Educational, pedagogical and social values of e-Learning (Why is e-Learning important?)

Section 2.2.4 reflects on some of the reported educational, pedagogical and social values of e-Learning implementation, which seem to cut across individual and institutional perspectives.

Specifically, in terms of the educational value of e-Learning, the following is noted:

- The notion of learning which is flexible with regard to location and time. This allows more learners to participate in learning at their own pace (known as self-paced learning).
- The linkage between e-Learning and lifelong learning opportunities.
- The fact that e-Learning seems to cater for learners with individual needs and learning abilities.
- The idea that e-Learning could influence the quality of teaching and learning, when it is considered complementary to face-to-face teaching approaches (Masoumi, 2010).

In respect of the pedagogical value of e-Learning, Govindasamy (2002) points to the use of various features of Learning Management Systems (LMSs) and Content Management Systems (CMSs) to affect pedagogically sound instruction. Govindasamy also discusses the pedagogical attributes of e-Learning in terms of:

- Developing content – Consideration should be paid to developing content in small parts (also known as learning objects). Development of learning objects could lead to share-ability and reusability.
- Storing and managing content – Involves assigning a shelf life to a learning object, so that it can be improved upon once the shelf life has expired. The learning objects should also contain metadata, which will aid in searching for it.
- Packaging content – The option for learners and instructors in terms of accessing and offering content for just-in-time learning.

- Student support – This implies that the type of support rendered to students in a face-to-face setting is different from an online setting, and instructors should be aware of this in how they support students in this environment.
- Assessment – The importance of assessment as part of teaching and learning, even in how students engage in e-Learning.

Sife, Lwoga and Sanga (2007) indicate that interactivity accomplished through the use of various e-tools, graphics, simulations, audio, video, and reusable content could lead to benefits to learning, based on sound pedagogical considerations.

Callan and Bowman (2010), in terms of the social value of e-Learning, argue that e-Learning allows for more interaction and collaborative engagement between teacher and student, student and student, teacher and tools, and student and tools.

The educational value may be linked to the reported attributes and benefits derived from e-Learning implementation, and the role of the champion in realising this. The pedagogical value is related to how champions use various e-tools, such as Web 2.0 tools, as part of their teaching, and the social value of e-Learning may be linked to how champions can use these tools to interact with other educators and learners.

Also, Jolly et al. (2009) focus on the importance of allowing educators to reach something achievable and at the same time be educationally sound, and e-Learning champions are potentially able to assist with this in the following ways:

- The proposed solutions devised by champions must meet the needs of the teacher/trainer and learner as well as being educationally sound.
- Champions must pay attention to existing knowledge and skills of teachers/trainers to allow the e-Learning experience to be engaging.
- Champions should ensure support is rendered to educators at all times, whether at macro or individual level.
- Champions must acknowledge the successes and the new knowledge of individuals that could assist in embedding e-Learning.

It is quite evident that there is a need to engage in different pedagogical approaches when implementing e-Learning compared to traditional face-to-face teaching (Govindasamy, 2002). In addition, the educational as well as social benefits must be considered. However, it remains unclear whether the educational, pedagogical, and social values of e-Learning would influence decisions about scalable and sustainable implementation of e-Learning. This is confirmed by Marshall and Mitchell (2002, p.2), who argue that institutions of higher education

> "are increasingly conscious of their level of investment in e-Learning activities and are looking for clear evidence that identifiable value is being returned".

There seems to be a relationship between the particular pedagogical approaches adopted in terms of e-Learning implementation within an institution, the overall organisational culture, as well as the general cultural context within which these institutions function (Marshall & Mitchell, 2002). This is essential as Masoumi (2010) argues that educators are perceived differently within a particular cultural context, with reference to an educator being perceived as a facilitator or as an authoritative expert; someone who is not to be challenged. In addition, Fawson and Smellie as cited in Klauss (2000) describe how the use of technology may change the role of the teacher to that of being a facilitator, which allows more student engagement. Whether this is happening in practice remains to be answered.

This discussion may aid in establishing *how* (activities and characteristics through strategies) the activities of e-Learning champions and *why* (qualities through motivations) they engage in those activities influence the quality of their e-Learning practices.

In terms of the quality of e-Learning, this in itself enters into another topical area of concern which is discussed further by Masoumi (2010).

2.3. Scalability of e-Learning processes

Section 2.3 reflects on arguments in respect of what ‘scalability’ is, how it is achieved, and why it is important.

2.3.1 What is scalability?

According to literature, scalability involves broadening or expanding e-Learning activities. As Klauss (2000, p.284) indicates, going to scale

> "involves mainstreaming new procedures, policies, and behaviours, that affect many more people, both inside and outside the implementing organisation"

This implies moving away from pilot implementations to a much broader implementation within the institution that everybody can benefit from.

> In the context of this study, the argument that if the activities of champions are replicated and accommodated within the system this could lead to scalability is accepted.

2.3.2 How is scalability achieved?

Rossiter and Crock as cited in Czerniewicz and Brown (2009, p.130) emphasise that scalable implementation of e-Learning requires a critical mass – with sufficient adoption, integration into organisational values and legitimisation to achieve sustainability.

Even though Rossiter and Crock consider sustainability as a requirement for scalable implementation of e-Learning, and there could be possible overlaps, issues of scalability and sustainability are addressed separately in this study as reflected in the model of Klauss (2000).

For the sake of clarification, Czerniewicz and Brown (2009) interpret 'integration' to refer to ownership, 'legitimisation' to refer to formal policies and resource allocation - within the various institutional types that they examined. Conversely, Parchoma (2006) highlights some important factors that could aid in a critical examination of what could hinder scalability by identifying some of the restraining factors that directly or indirectly affect large scale implementation of e-Learning, such as, existing group norms, standards, values and perceptions.

2.3.3 Why is scalability important?

Aligned to efforts that call for scalable implementation of e-Learning, Holt and Segrave (2003, p.227) motivate that "the era of large-scale corporate approaches to supporting teaching, learning and research online has well and truly arrived" which most institutions are undoubtedly confronted with currently. Scaling the educational environment with new technological approaches to cater for "new types of teaching and learning environments of enduring value" is necessary in the view of these authors (Holt & Segrave, 2003, p.228).

Whether these requirements for scalable implementation as mentioned within the Czerniewicz and Brown (2009) study could motivate institutions to support champions, or not, forms part of this study.

2.4 Sustainability of e-Learning processes

Section 2.4 focuses on what 'sustainability' is, how it is achieved and why it is important.

2.4.1 What is sustainability?

Sustainability is about maintaining or supporting activities which involve a number of factors related to political will, management support and commitment to ensure a conducive environment, long term strategic planning, and Continued Professional Development (CPD), (to mention but a few), (Klauss, 2000).

> Within the context of this study, the argument is accepted that if there are processes in place replicating and institutionalising the activities of champions, then work will continue and lead to sustainability beyond the continued interventions of the initial champions.

Klauss (2000) provides the main evidence from which the contextual definition for sustainability was derived.

2.4.2 How is sustainability achieved?

Callan and Bowman (2010, p.11) argue that implementation of

> "e-Learning innovations on a sustainable basis requires building organisational cultures, systems and work processes that support innovation and the work of champions and their e-Learning adopters".

The authors also specify critical success factors for sustaining e-Learning innovations in a business context:

- An integrated strategic approach within all sectors of an organisation is needed to implement a sustainable innovation.
- Innovation must be at the heart of an organisation's activity for it to succeed.
- Truly innovative organisations challenge assumptions by looking at new trends and opportunities within and outside the organisation.
- Teams are crucial within the innovation process.
- Training of all staff in the skills and knowledge that allows the innovation to be optimised leads to sustained innovations.
- The innovation journey is not sequential, nor orderly; it is rather messy and unpredictable. It is an uncertain, non-linear dynamic process.

2.4.3 Why is sustainability important?

Various authors point to the importance of sustainability in respect of e-Learning.

Keegan et al. (2006, p.4) state that it is of great concern

> "that much of the online education that has been offered so far has not been sustainable".

Keegan et al. call for studies that can investigate programmes that have shown sustainability. The champions interviewed in Jolly et al. (2009) share the view that a sustainable state for e-Learning implementation has not yet been reached.

Wiles and Littlejohn (2003, p.732) note that support for e-Learning varies from institution to institution and takes many different forms. They regard

> "team collaboration as the key issue for the implementation of sustainable e-Learning".

They also discuss the importance of an e-Learning strategy that must incorporate, among others, champions; in order to achieve sustainable e-Learning. This view may imply that e-Learning is not sustainable if a champion is not involved. Callan and Bowman (2010, p.11) state, however, that

> "champions alone cannot shift e-Learning from the margins to the mainstream".

So, while the presence of champions appears to be necessary, they are not of themselves sufficient to ensure sustainability.

Sections 2.3 and 2.4 dealt with issues pertaining to scalability and sustainability with various views and opinions gleaned from literature. While the opinions point to certain perspectives, requirements, concerns and restraining factors in respect of decisions aligned with scalability and

sustainability, there is no specific reference to *how* (activities and characteristics through strategies) the activities champions engage in, or *why* (qualities through motivations) they engage in it, or whether that may or does influence scalability and sustainability.

2.5 Trends in e-Learning

Section 2.5 of the literature review is guided by some keynote addresses, and realities in relation to ICTs and e-Learning recognition or implementation in developed and emerging contexts. The structuring for ease of reading is in terms of what these trends are, and how are they achieved.

2.5.1 What are the trends in e-Learning?

Trends in e-Learning are discussed first in relation to the contextual setting of this study, that being Namibia, South Africa and Kenya, and then with a broader focus.

2.5.1.1 Namibia's perspective

In an article published in the magazine *e-Strategies, Africa*, the then Minister of Education in Namibia highlights Namibia's vision for learning by discussing the country's Vision 2030 that prioritises the importance of

> "ICT skills and competencies that are regarded as core elements of living and participating in the 21st century and in the development of a dynamic knowledge-based economy" (Mbumba, 2009, p.138).

The Education Training Sector Improvement Programme (ETSIP) represents the education and training sectors response to the call of Vision 2030. The ICT Policy and ICT Policy Implementation Plan guide how the country deals with the implementation of ICTs and e-Learning in the educational sector. The article describes existing structures such as Namibia Open Learning Network Trust (NOLNet) e-Learning Centre, which are directly supported by the Ministry of Education and InWEnt, German Capacity Building Institute, and are used as the benchmarking model of the first e-Learning Centre in Africa. The article also mentions how they address the challenges of implementing e-Learning within the country, as well as assuring that the benefits of e-Learning are spread for the advantage of all. The article thus confirms that countries in Africa have begun to implement e-Learning processes in some sectors of society, amidst many challenges. This conclusion in supported by South African and Kenyan perspectives described in the following sections.

2.5.1.2 South Africa's perspective

The then Minister of Education in South Africa, as part of a keynote address at the World Ministerial Seminar on Technology in Education: Moving Young Minds, in London, addressed the audience about e-Learning in South Africa (Pandor, 2007). In this speech issues concerning quality of education through the implementation of a new curriculum and

a white paper on e-Education in support of the roll-out of the curriculum are addressed. The Minister further indicated that although

> "we are here to move "Young Minds"; we have to move "Old Minds" too. We are strengthening our efforts at effective and ongoing professional support for teachers in order to ensure sustained use of ICT" (Pandor, 2007, p.2).

The address ended by highlighting and acknowledging the challenges faced by South Africa in implementing and using ICTs as part of teaching and learning, but the Minister expressed hope that great progress can be made with the right support at all levels. The address linked support to successful implementation of ICTs as part of teaching and learning.

2.5.1.3 Kenya's perspective

In a newspaper article of one of Kenya's leading newspapers, The Standard Online, Mutembe (2010, April 02) describes the vision of Kenya becoming the ICT hub for e-Learning implementation in the East African Region.

> "The process of integrating ICT into its education system through e-Learning is expected to entrench the country's position as an ICT hub in the region, with a planned replication of what is happening in Kenya in close to 20 other countries in the region. The region is expected to start implementation of a regional strategy on e-learning, which is to be spearheaded by Kenya".

The sectored approach towards e-Learning implementation in Education, Health, and Environment; reflects the private sector's involvement and exponential growth in e-Learning implementation.

Scholarly work however is needed that critically analyses and reports on progress with e-Learning implementation in African countries.

2.5.1.4 Broader perspective

In another keynote address by Salomon (2000) in Montreal, at the Ed-Media conference, on issues such as technology - the promise, long-and short- range impacts, disappointments and their reasons are discussed with the anticipation of freeing people's thinking and mindset. Technology is not seen as the answer and educators or, for that matter, champions should not be focused on the technology alone but on how technology can be used to improve teaching and learning practices. The keynote address took a critical stance in alerting the audience that technology is only a trigger, an opportunity, an affordance with a huge difference in what technology can do, what it does in reality, and what can be expected from it.

It was not in the context of this study, to investigate whether technology integration in institutions of higher education has worked or not, and whether the investment in technology was worth the investment. The relevance of this keynote to this study lies, rather, in the alert that the nature and use of technology per se is not a suitable unit of analysis.

2.5.2 How are these trends achieved?

Institutions of higher education must consider issues of integration of technology. Cronjé (2006, p.4), in an article delivered to the IT Forum

online, offers a new perspective in addressing the issue of “who killed e-Learning”. Specifically, how e-Learning lost its popularity through the introduction of new buzz words (such as m-Learning) while suggesting a model for the integration of learning and business processes that could lead to sustainable organisational learning.

While a number of universities started some time ago or are about to start considering the implementation of e-Learning within teaching and learning practices in Africa, others are already reporting on benefits and failures of e-Learning implementations (Czerniewicz & Brown, 2009; Sife, Lwoga & Sanga, 2007; Stoltenkamp & Kasuto, 2009). Cronjé (2006) highlights a major concern namely the absence of clear e-Learning strategies and the tendency of management “to ignore or even oppose (e)-Learning”.

Wagner et al. (2008) have an opposing view to that of Cronjé, in that they recognise the growth of e-Learning in higher education with great potential specifically from an institutional and student perspective.

A summary of some of the current trends in e-Learning that have been obtained from the sources reviewed in this Section 2.5 follows in Table 2.3. These trends have informed this study in respect of current and latest developments, as well as topical issues for discussion

Table 2.3: e-Learning trends

Sources	Possible trends
e-Strategies Africa (2007)	eHealth, Technology enhanced learning and ICT skills, Open source software applications, ICT for eInclusion and eAccessibility, eInfrastructures, ICT for environmental risk management, Networked enterprise, eGovernment services to citizens and business
e-Learning Update (2010) – received information through mailing list: catts@yahoogroups.com	The human capital game, What do our potential users look like, Who's doing what in Higher Education, International trends in e-Learning, e-Learning to knowledge management, Advances in m-Learning etc.
Online Educa Berlin (2010)	Learning for All: Learning Content, Learning about Learning, Learning Ecosystems, Learning Environments
e-Learning Africa (2011)	Conceptual frameworks, Policies partnerships and resources, Technology solutions, innovations and choices, Sector-based e-Learning, Capacity development and e-Inclusion

2.6 Change and progress with e-Learning in institutions of higher education

This section reflects on issues pertaining to change in institutions of higher education, particularly to changes in respect of e-Learning integration. What is involved in change, how one may deal with change and why it is important to change are discussed here.

2.6.1 What is involved in change?

Change is bound to occur in any organisation, and can take any shape, either from within or from without, and is specifically so in institutions of higher education. Institutions of higher education are confronted with change in a number of ways, including a move from teacher-centred to

learner-centred approaches, integration and usage of new technologies as part of teaching and learning, and seeking innovative ways to increase income rather than being solely dependent on government funding. There is also pressure to change existing ways of teaching and learning from the traditional face-to-face instruction only, to approaches that either fully adjusts to online modes of teaching and learning or to blended approaches.

According to Kenny (2003) in his model on managing innovative educational change, innovation and change bring about uncertainty in any organisation but that those uncertainties may be managed. Furthermore, Kenny elaborated on key success factors for radical educational change projects and includes the need for clear support by senior management, provision of adequate resources, including adequate time and staff with specialised skills as a part of the project team, establishment of self-managed project teams with open communication processes. They add that accountability processes with documentation of learning, iterative development and periodic reporting after each cycle and dissemination of information to the organisation as further success factors.

Kenny's model later guides an analysis of the key success factors as part of the theoretical basis of this study.

2.6.2 How does one deal with change?

Specific discussions of change in institutions of higher education towards e-Learning implementation are available. Stoltenkamp and Kasuto (2009), report the case of e-Learning implementation in a South African institution of higher education, the University of Western Cape (UWC). They describe the process of driving e-Learning acceptance within a resistant environment, while focusing on a rigorous marketing campaign to ensure and solicit acceptance and participation. Ultimately they report that e-Learning implementation was not an easy task and was very challenging, but that some mindset changes and organisational cultural changes were evident. The authors highlight the importance of using champions in e-Learning to present and share their experiences and challenges with colleagues through seminars and other forums to lead these changes.

Wagner et al. (2008, p.28) examined the success of e-Learning in higher education through a stakeholder analysis. They claim that if all the stakeholders are involved, and willingly fulfil their respective responsibilities, the combined effort could lead to successful e-Learning in higher education. Stakeholders in e-Learning - those affected directly – are, amongst others:

- Students – that are regarded as the consumers of e-Learning.
- Instructors – regarded as those that guide the educational experiences of students.
- Educational Institutions – can include colleges and universities.

- Content Providers – online content can be created by instructors or acquired from outside the institution.
- Technology Providers – those that develop technology that assists in e-Learning delivery.
- Accreditation Bodies – those concerned with assessing the quality of what is offered.
- Employers – those that will employ or hire graduates.

Wagner et al. further highlighted the motivations and concerns for each stakeholder involved in the process, designed a matrix that addressed the responsibilities of each stakeholder, and specified the importance of having a champion on board for successful e-Learning implementation.

Stiles (n.d., p.1) describes embedding of e-Learning in institutions of higher education where

> "embedding implies that e-Learning has become part of the culture of the institution and is seen by teaching staff, learners, administrators and managers (and all other stakeholders) as part of normal working practice".

Stiles, also discusses the complete experience of e-Learning implementation at Staffordshire University, in the United Kingdom (UK), and expresses the hope that a desired level of embedding e-Learning into the teaching and learning practices at Staffordshire University will be reached and thus assist the university to adequately deal with a changed environment.

Sharpe et al. (2006) in agreement with Stiles also argue that the implementation of a university e-Learning strategy could result in and ensure sustainable embedding of e-Learning in teaching and learning processes.

2.6.3 Why is it important to change?

The following authors make the case for why implementation of e-Learning activities is important for institutions of higher education, again from an individual and institutional perspective.

2.6.3.1 Individual perspective

Goolnik (2006, p.9) argues that change for institutions of higher education towards online teaching must be strongly linked to Continuous Professional Development (CPD) opportunities for buy-in. Specifically,

> "if the concerns of academic staff are acknowledged and their needs appreciated then online learning initiatives most importantly backed up by appropriate range of scalable CPD opportunities, have a far greater chance of successfully gaining widespread support".

Goolnik (2006, p.11), in agreement with Kenny (2003), also emphasises that uncertainties and resistance brought about by change processes can be reduced if

> "academic staff are fully involved/have full ownership in the design, development and carrying out of these changes; there has to be an understanding of their new roles".

2.6.3.2 Institutional perspective

Many institutions of higher education are engaged in change processes and some have started to incorporate e-Learning into teaching and learning practices using champions, whether within a developed or emerging context (Goolnik, 2006; Stoltenkamp & Kasuto, 2009). Some institutions have engaged in the employment and usage of Learning Management Systems (LMSs) and have experienced advantages and challenges. Some institutions have realised the importance of working together with all stakeholders involved, and the need for a well-defined e-Learning strategy.

2.7 Types of champions and champion roles

Section 2.7 is focused on various types of champions and champion roles, as discussed in literature. The structure followed is in terms of what champions are, what their roles are, and how their roles are performed.

2.7.1 What are champions and what are their roles?

Kurtus (2001, p.1) highlights how one can work to become a champion in the context of

> "a champion being a person, a team, or an organisation that succeeds in gaining or achieving a difficult goal and is proud of that achievement".

Further, the most common examples of champions are those in the field of athletics but, generally,

> "people who feel like champions are unsung heroes, because they may not necessarily get (into) the spotlight from winning" (Kurtus, 2001, p.2).

Champions are known to us in many ways. Literature describes a champion as an early adopter of technological innovations, opinion leader, a change agent, unsung hero, external consultant, advocate, risk taker, member of staff assigned by management and many more (Kurtus, 2001; Lawless & Price, 1992; Rogers, 1995). According to Gupta et al. (2006), in 1963 Schon first coined the term champion, which is now widely used in other areas, including academic literature.

> In the context of this study, a champion is an exemplary lecturer or administrator, from any discipline within a higher educational setup that took the lead as an early adopter of technological innovations, and whose activities could possibly warrant or influence scalability and sustainability. It also includes a person who uses such technologies to infuse e-Learning into existing teaching and learning practices in a knowledge and technologically driven society, hence referred to as an e-Learning champion.

This meaning has been derived from the definitions of Kurtus (2001); Lawless and Price (1992); Rogers (1995), and Gupta et al. (2006).

With this in mind, according to an anonymous writer (Anonymous, 2006, p.1), champions are associated with change agents, more specifically

> "champion roles are often discussed in conjunction with that of an opinion leader, that is influential in professional, research, or public arenas who adopts or promotes the change".

Lucas (2006, p.479) talks about e-Learning advocates instead of e-Learning champions, and their role being to act as

> "both a catalyst for change within a department and a source of practical help and advice for those wishing to make greater use of e-Learning".

The role of a champion in assisting others to engage with e-Learning is confirmed within Jolly et al. (2009).

Malone (2002, p.2) identifies a technology champion as part of the work of LearnLink in Namibia; and claims that you "don't create technology champions, you foster them". Holtham (2005), however, argues that they both create and sustain teaching and learning champions as part of the processes at City University in the UK.

A substantive amount of existing literature on types of champions and roles of champions (Beath, 1991; Beath & Ives, 1998; McCorkle et al., 2001; Nam & Tatum, 1997; Shane, 1995) has been based on champions driving technological innovations within organisations from a business perspective and champions being the ones that can drive successful implementation of any new technological innovation.

Specific types of champions mentioned in literature ranged from Information Technology (IT) champions, network champions, champions implementing business and educational processes, teaching and learning champions as well as knowledge champions. Specifically, Beath (1991) examined IT champions and described their need for support from their various IT departments and institutions. In addition, Beath associates IT champions with transformational leaders and suggests that they portray qualities that are charismatic, inspiring, and intellectually stimulating, while they need information, resources and political support.

Shane (1995) mentions the transformational leadership role of a champion, and analysed four championing roles, namely, the organisational maverick, the network facilitator, the transformational leader, and the organisational buffer in context with certain cultural values. Shane further elaborates on how each of these roles are performed, when and where, and how they are all needed at some stage to assist institutions in making a success of innovations. Shane claims that uncertainty-accepting cultures are more likely to perceive the four champion roles as being positive than are uncertainty-avoiding cultures.

Lawless and Price (1992, p.342) argue that while they take cognisance of the role of champions in the adoption of new technologies, they rather focus on the role of a technology champion from an agency perspective; in other words, reintegrating the role of champions as “agents” of potential technology users in that

> "these are members of organisations presenting outside technology to an audience of fellow organisational members who are potential users".

Lawless and Price are more interested in applying the agency theory, to examine the relationship between internal technology champions and technology users, as they tend to believe that technology users are at a disadvantage compared to technology champions.

Gupta et al. (2006, p.551), in a case study on uncovering multiple champion roles in implementing new technology ventures, examined the roles of various champions from within a new venture Business to Business (B2B) e-market. They consider the Internet as an innovation in itself. Moreover, they claim that a network champion can serve as a catalyst in establishing new linkages among networked firms. Gupta et al. also highlight the roles of

> "network champions, new venture creation champions, new venture product champions, and new venture implementation champions".

These roles are applicable from the start or birth of a company right through to implementation. The Gupta et al. case study however does not focus on scalable and sustainable efforts of network champions, nor do these network champions drive any e-Learning implementation processes per se.

The importance of e-Learning champions sharing their knowledge with other members is reflected by many authors. In an attempt to examine

the literature on the importance of knowledge sharing between champions and other organisational members, Jones, Herschel, and Moesel (2003) recognise another type of champion called a knowledge champion, to facilitate knowledge management in the effective acquisition and use of knowledge in organisations, through the use of an "organisational memory system". Such an organisational memory system could aid in retaining valuable expertise and knowledge even when valuable employees leave the system. Bobrow and Whalen (2002, p.1) reiterate that any organisation's most valuable knowledge is not just limited to the knowledge contained in

> "official document repositories and databases, scientific formulae, hard research data, computer code, codified procedures, financial figures, customer records, and the like, but also includes the largely undocumented ideas, insights, and know-how of its members".

This is described as tacit knowledge. In this respect, the importance of transferring skills of individuals like champions, before they are no longer accessible is emphasised. Holtham (2005) and Jolly et al. (2009) argue that champions often share their expertise and experiences with colleagues from another institution, or are better known outside (but surprisingly barely inside) their own institution.

Howell and Higgins (1990) examined and analysed various types of champions and their roles in technological innovations, and caution about the flaws of previous research on champions in a number of ways, in that champions were never compared with non-champions, previous studies

had difficulty in identifying champions or remained silent on how they identified champions. Their study particularly focused on identifying champions of technological innovations, examining their personality characteristics, leadership behaviours, and influence tactics, and compared champions with non-champions in the use of technology. It also provided the main justification for this study, as already mentioned, in that they called for empirical research on champions, in order to improve on some of the conceptual and methodological flaws of previous research.

The difference lies in the gap the current research has tried to fill in investigating *how* (activities and characteristics through strategies) and *why* (qualities through motivations) e-Learning champions engage in activities within their institutional context. The current study also differs in terms of the methodology applied in identifying and selecting champions. While the Howell and Higgins (1990) study used peer nominations to select champions using technology, and snow-ball sampling to get to more champions, the current study used purposive and convenience sampling to handpick the champions based on the checklist with qualities of champions as informed by literature (see Appendix F) and policy level staff concerned with e-Learning processes based on availability.

Formal recognition of the role of champions originated as part of military innovations and later in sports, and has spilled over to other areas, such as businesses, small and medium enterprises, agencies, technological innovations, change management programmes, leadership, marketing, as

well as education (just to mention a few), hence the importance and need for this study with a focus on activities, characteristics and qualities of champions in institutions of higher education in Africa.

2.7.2 How are their roles performed?

Here, literature on how the roles of champions contribute to e-Learning implementation is reviewed.

Aydin and Tasci (2005) questioned and investigated the e-Learning readiness of emerging countries, such as Turkey, similarly to that of this research which has a contextual view of Namibia, South Africa and Kenya. Aydin and Tasci note the importance of having experienced staff in e-Learning implementation who could be associated with the role of champions and, when the necessary institutional support is in place, aid in the successful implementation of e-Learning.

Kenny (2003, p.4) mentions the role of champions in the implementation of any strategic change process. More so, Kenny highlights the fact that any educational change process will

> *"impact upon teaching staff and academics, and the nature of how these individuals adopt an innovation".*

It is also evident that any change brings about uncertainty. The statement from Kenny implies that academicians are uncertain when they first have to attempt something new, for example the use of e-Learning or blended

learning approaches in teaching and learning, and champions can aid in reducing such uncertainty.

Holmes (2002, p.3) examining change implications of implementing e-Learning in large organisations, lists a number of factors that should be taken into consideration when implementing e-Learning, namely fear and anxiety about technology, learner acceptance, learning environment, management acceptance, information technology partnerships, community acceptance, while clearly indicating

> "senior managers are less likely to be champions of an e-Learning system"

or its implementation. The view of Holmes implies that these factors need a champion, to drive and grow enthusiasm for the process.

Goolnik (2006, p.9) maintains that for successful implementation of e-Learning, universities will have to find ways to "overcome existing social and cultural constraints". Moreover, the author emphasises the importance of scalable Continuous Professional Development (CPD) opportunities for academic staff that could lead to more widespread support. If no CPD opportunities exist for staff, institutional initiatives for online education will just remain at the pilot stage and will never have opportunity to grow or expand. Staff have a role as change agents or champions in order to change traditional ways of teaching and learning, to embrace e-Learning or blended learning approaches. Goolnik specifically mentions the role of a champion in implementing e-Learning

processes. Early adopters of online learning and technology use can assist and help other academic staff as advisors in CPD.

Furthermore, Sharpe et al. (2006, p.135) elaborate on the importance of an effective e-Learning strategy while considering the role of e-Learning champions that can support

> "schools to write their own strategies, a pedagogical framework of engaging with e-Learning, and curriculum development and evaluation of school-supported projects".

Besides the importance of having e-Learning champions to assist with the creation of sound e-Learning strategies, e-Learning must also be sustainably implemented, in order to have a future.

Jones et al. (2003) consider the role of knowledge champions in the creation and updating of directories for effective knowledge centres. Those authors envisaged using knowledge champions to work with other opinion leaders, to institutionalise new knowledge for the benefit of all employees.

2.8 Institutional roles in e-Learning

The institutional roles in e-Learning are discussed in accordance with support provided to champions, as well as views about incentives and reward schemes.

Institutional support can take many forms in that it can include financial, human, physical and technical support, as well as support at macro or individual level. The general impression is that institutional support made available to champions as they engage in their activities range from providing a suitable environment, continuous training opportunities, and considerations about incentives and rewards (Goolnik, 2006; Klauss, 2000; Souleles, 2004).

If support is to aid in sustainability there must be team collaboration and different approaches to how e-Learning is currently supported and implemented (Wiles & Littlejohn, 2003).

Specifically, Stoltenkamp and Kasuto (2009, p.9) maintain that "the most proficient employee needs to be motivated in order to function competently".

> Within the context of this study, institutional support refers to the type of support or lack thereof rendered to champions in engaging in their activities.

In relation to reward schemes, the referenced literature mentions explicitly, incentives and reward schemes for champions implementing e-Learning.

In this regard, Klauss (2000) argued that sustainability of technology transfer processes requires incentive structures to ensure commitment.

Some of the considerations for institutions include among others, incentives for implementing e-Learning, e-Learning special time that would count towards actual teaching time, recognised and accredited skills transfer processes and supported Continuous Professional Development (CPD).

Souleles (2004, p.10), describing early trends in implementing e-Learning, holds that

> "the engagement of faculty and teaching staff is another critical factor for the effective implementation of e-Learning, but this includes staff incentives, staff support and professional development".

In support of this view, Sharpe et al. (2006, p.140) hold that a

> "reward is seen as crucial for any e-Learning initiative although with some debate over what are considered the most appropriate rewards, including promotion, accreditation, or opportunities to publish".

This can and does vary from institution to institution.

McCorkle et al. (2001) discuss the importance of recognising and rewarding technology champions for what they do. They specifically indicate that rewards can be in the form of titles and recognition, technology innovative grants, release time for technology development, travel funds to attend technology workshops and conferences, graduate assistant support, specialised technical support and additional merit pay.

However, Lawless and Price (1992, p.349), describe non-monetary incentives for champions which are compatible with the often self-motivational role of champions. However, they propose that the perspective or view about this must be re-evaluated, which "frames champions as self-starting".

2.9 Characteristics and activities of champions

In this section the characteristics and activities, of e-Learning champions, as reported in literature are reviewed. It would appear that champions portray various characteristics and engage in activities related to technology usage and according to their personality traits. The terms characteristics and qualities (also called personality traits) are used interchangeably to mean the same in the literature reviewed. However, in this study each term carries its own contextual meaning as defined in Chapter 3, Section 3.5.2 where characteristics are linked to observable behaviour, while qualities are established through discussions with champions during interviews and primarily refer to (internal) aspects of personality.

It is to be noted that the literature informs on 'what' the characteristics and activities of champions are, while this study reflects on *how* (activities and characteristics through strategies) champions engage in activities within their institutions and *why* (qualities through motivations) they engage in those activities within their institutions.

2.9.1 What are the characteristics and qualities of champions?

Malone (2002, p.2), referring to fostering of technology champions, identifies the main characteristics of champions in relation to technology usage. Jolly et al. (2009, p.1), on the other hand, describe the characteristics of e-Learning champions in respect of what one could associate with personality traits (or qualities). This is reflected in Table 2.4:

Table 2.4: Characteristics of champions as defined in literature

Characteristics (Technology usage) (Malone, 2002)	**Characteristics (Personality Traits)** (Jolly et al., 2009)
• Actively seek out new technologies to learn • Learn through active experimentation • Tend to seek help via networks of other champions • Creatively consider how technologies can be used and actively experiment with these uses • Share their ideas and uses with others and • Encourage other to use technologies in their jobs	• Skilled in e-Learning • Willing to share their expertise with passion and enthusiasm • Client focused and able to communicate effectively with all kinds of people • Able to provide tailored e-Learning messages, solutions and advice • Enterprising and willing to solve problems: small/large; technical/non-technical • Open to scrutiny and willing to adapt as new information comes to hand • Persistent and model in their actions and communicates a commitment to promoting e-Learning and the use of technology to provide educationally sound and reliable teaching and learning solutions

Holtham (2005) and Howell and Higgins (1990) list additional characteristics of champions in agreement with Jolly et al. (2009), based on personality traits/qualities such as:

- High self-confidence – champions have a capacity to cling tenaciously to their ideas and persist in promoting them despite frequent obstacles.
- Persistence – persistent in promoting their ideas even amidst challenges.
- Energy – very energetic when they engage in their activities.
- Risk taking – thrives on taking risks to get things done.
- Persuasive – knows how to persuade people that can make a difference in what they do.
- Innovative – thrives on trying out new ideas.

Klonoski (2001, p.2) recommends that e-Learning processes are steered by a champion with particular qualities, in that “this person must have trust of the community, lobbying expertise and a relentless nature”.

There seems to be no clarification in the literature reviewed as to whether the qualities of e-Learning champions are different from within a developed or emerging context. The characteristics and qualities of e-Learning champions as identified in literature are compared with the characteristics and qualities of e-Learning champions that participated in this study in Chapter 6.

The studies of Holtham (2005); Howell and Higgins (1990); Jolly et al. (2009), and Klonoski (2001) stipulating particular qualities of champions led to the development of the checklist with qualities of champions

designed for purposive selection of champions in this study (see Appendix F).

2.9.2. What are the activities of champions?

Jolly et al. (2009) list particular activities of e-Learning champions. Champions:

- Develop a strong understanding of teacher, trainer and learner needs through active listening and relationship building.
- Offer e-Learning solutions that are contextualised to the user's needs and build on their current skills and knowledge.
- Monitor the preparedness of teachers and trainers to include e-Learning in their practices and make opportunities available at the appropriate times.
- Transfer e-Learning know-how in small chunks.
- Support each person on their e-Learning journey, building confidence, initially through one-on-one interactions.
- Improve activities based on feedback and their own research.

As literature informs about 'what' the characteristics and activities of champions are, this study has examined *how* (activities and characteristics through strategies) and *why* (qualities through motivations) e-Learning champions engage in their activities in Africa.

2.10 Summary

In Chapter 2 the focus was on the methods and sources used to obtain and review relevant literature in the context of this study.

The literature has been reviewed through an intensive analysis from an international as well as local context. Various issues were discussed in relation to e-Learning dimensions, scalability and sustainability issues, latest trends and developments in e-Learning, change processes in institutions of higher education towards e-Learning adoption and implementation. Further issues such as the critical roles of champions in the introduction and development of e-Learning, institutional roles in e-Learning, and characteristics and activities of champions were also discussed.

Various issues in terms of reported successes and benefits of e-Learning application and use in institutions of higher education were discussed, as well as challenges in e-Learning implementation.

Also, issues pertaining to scalability and sustainability that could motivate institutions to support champions or not were also addressed.

Trends in e-Learning were discussed but a gap for this research remained in that some issues still remained vague and unanswered.

The literature reviewed in this section provided background context on issues surrounding and related to champions as they implement e-Learning in institutions of higher education and touched on elements of going to scale and sustainability of e-Learning. However, Holtham (2005), Howell and Higgins (1990), and Jolly et al. (2009) analysed the characteristics of champions and Jolly et al. also discussed the activities of champions, but not *how* (activities and characteristics through strategies) and *why* (qualities through motivations) e-Learning champions engage in their activities, within an African context. This leaves room for the research questions that this study addressed namely:

How do e-Learning champions engage in activities within their institutional context? And

Why do e-Learning champions engage in these activities within their institutional context?

The theoretical basis and conceptual framework of this study are discussed in Chapter 3 with reference to critical contributions from the literature.

CHAPTER THREE

THEORETICAL BASIS AND CONCEPTUAL FRAMEWORK

3.1 Introduction

The theoretical basis of this study is presented, and guided by various models in literature. The models are reviewed and discussed as appropriate to the research questions. The conceptual framework, which is derived from those models follows.

Six models are discussed in relation to the research questions, models applicable to research question one (3.2), models applicable to research question two (3.3), models applicable to both research questions one and two (3.4), how the conceptual framework was derived at (3.5) and ends with a chapter summary (3.6).

Table 3.1: Models related to the research questions

Research Questions	Models applicable to particular research questions	Models applicable to both research questions
How do e-Learning champions engage in activities within their institutional context?	• Managing innovative educational change (key success factors for radical educational change projects) model (Kenny, 2003) • Critical success factors for e-Learning implementation model (McPherson & Nunes, 2006) • Framework for assessing and implementing educational technology transfer (Klauss, 2000)	• e-Learning maturity model (Marshall & Mitchell, 2002)
Why do e-Learning champions engage in activities within their institutional context?	• Institutional change model (Cook et al., 2007) • e-Learning integration model (Newton & Ellis, 2006)	

3.2 Models applicable to Research Question 1: How?

Research Question: How do e-Learning champions engage in activities within their institutional context?

Models applicable to this research question are introduced in Sections 3.2.1, 3.2.2 and 3.2.3.

3.2.1 Managing innovative educational change (key success factors for radical educational change projects)

As a starting point, the model of Kenny (2003) on managing innovative educational change, elaborates on key success factors for radical educational change projects, the role of a champion in relation to the implementation of any strategic change process, and the importance of management support. The key success factors include:

- Clear support by senior management.
- Provision of adequate resources, including adequate time and staff with specialist skills as a part of the project team.
- Establishment of self-managed project teams with open communication processes.
- Accountability processes emphasising: documentation of learning, iterative development, periodic reporting after each cycle and dissemination of information to the organisation.

Kenny's model reflects the essence of management support in the provision of adequate resources, specifically adequate time and staff with specialist skills forming part of the project team among others, which could be reviewed in terms of similar support structures that e-Learning champions may need while engaging in their activities.

3.2.2 Critical success factors for e-Learning implementation

McPherson and Nunes (2006) present the Critical Success Factors (CSFs) on which institutions of higher education may base strategic thinking and decisions about e-Learning. Their model includes the following main concepts:

- Leadership, structural and cultural issues - these are inherent within institutions of higher education and determine any **change processes and innovation;**
- Design issues – specifically related to **e-Learning** within institutional settings;
- Technological issues – specific to the **"e"** in e-Learning; and
- Delivery issues – the **implementation of e-Learning**.

As part of the leadership, structural and cultural issues, the role of a champion in implementing e-Learning is emphasised. Well-designed e-Learning environments and proper project management are highlighted as important design issues. Suitable and robust ICT infrastructure and technical support are fundamental technological issues. Finally, the presence and actions of an institutional e-Learning champion in delivery and implementation of e-Learning is regarded as essential.

This model provides core concepts related to this study, including:

- Willingness to change/ accept change
- Existence of champions crucial for successful implementation of e-Learning in institutions of higher education
- A distinction between technology and e-Learning

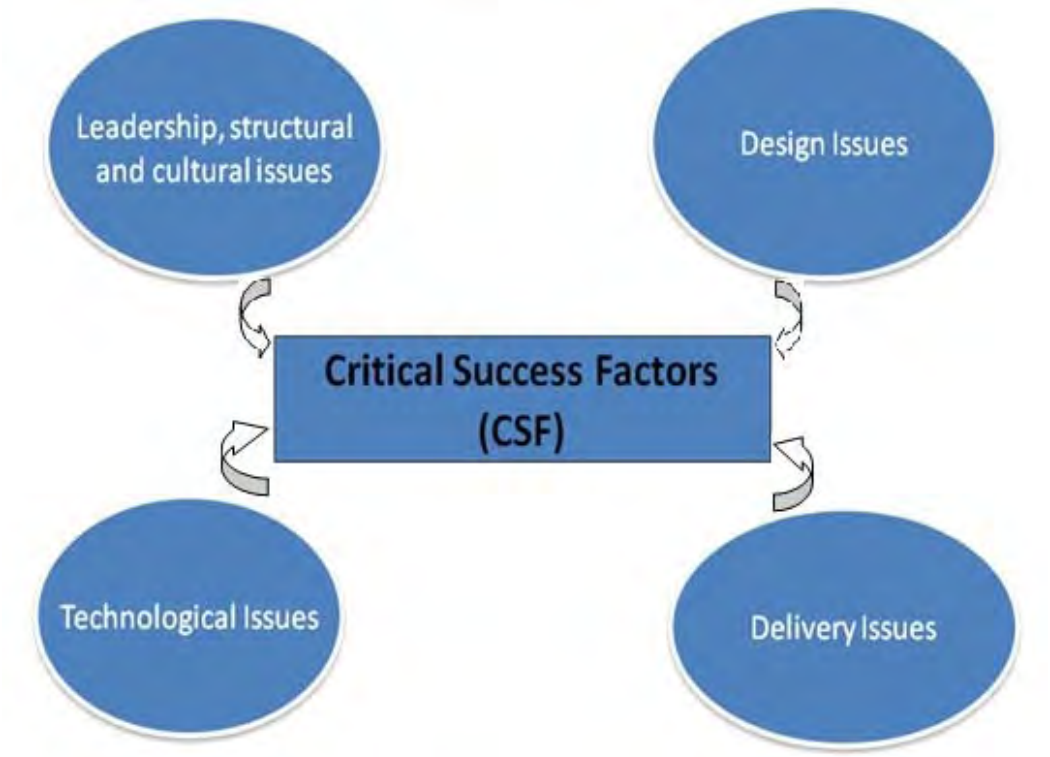

FIGURE 3.1: CRITICAL SUCCESS FACTORS FOR E-LEARNING IMPLEMENTATION IN INSTITUTIONS OF HIGHER EDUCATION. (ADAPTED FROM MCPHERSON & NUNES, 2006)

This model was adapted from McPherson and Nunes (2006) in that the researcher mapped the critical success factors and their relationship in Figure 3.1. The model is applicable to this study in that it addresses the champion's role in delivery and implementation of e-Learning in institutions of higher education, and differentiates between technology and e-Learning. How the champion does this, however, remains unclear.

The models of Kenny (2003) on managing innovative educational change, addressing key success factors for radical educational change projects, and McPherson and Nunes (2006) on critical success factors for e-Learning implementation, both reflect change processes and innovation, the importance of management support through adequate resources and well-designed e-Learning environments, as well as the role of a champion in delivering and implementing strategic changes such as e-Learning processes.

3.2.3 Framework for assessing and implementing educational technology transfer

A framework for assessing how e-Learning champions engage in activities within their institutional context maybe created by adapting the technology transfer framework provided by Klauss (2000). This is a 5-stage framework about selection, implementation analysis and planning, pilot implementation, broad scale implementation (going to scale) and sustainability. These concepts are defined by Klauss as follows:

- **Selection** – This is about the problem that the technology must solve, consideration of less expensive alternatives, how the technology fits into the existing policy environment, identification of the key stakeholders that need to support the technology, and those detractors who may challenge the introduction of the technology.
- **Implementation analysis and planning** – This involves how the technology will be adopted and transformed to fit the new context,

the constraints and local resources that must be incorporated into the planning for implementation, the resources that are needed to initiate the transfer of the technology, the adjustments that must be made in the institutions, as well as the need for local human resource capacity to begin the implementation.

- **Pilot implementation phase** – This concerns the resources that must be assembled for start-up, when to monitor task completion, what the results of early implementation experience are and what refinements are necessary before going to scale.
- **Broad scale implementation – going to scale** – This involves decisions about whether: the policy and management environment is supportive of large-scale adoption and expansion, enough support for continued implementation exist, enough trained manpower (with decreasing external support) is available, and appropriate incentive structures to ensure commitment of implementers have been implemented.
- **Sustainability** – This involves decisions about whether: sufficient political will exists to ensure continued resource commitment as providers or donors phase out, enough people have been trained to continue implementation, resources are available to ensure continued in-service training and training of additional people to take the technology to the next stages of refinement and improvement in order to maintain the delivery structure.

This framework was suggested by Klauss (2000) with a particular focus on various processes involved in technology transfer. It has guided this

study in respect of issues to be considered in terms of scalability and sustainability.

3.3 Models applicable to Research Question 2: Why?

Research Question: Why do e-Learning champions engage in these activities within their institutional context?

The institutional change model by Cook et al. (2007, p.786) and the e-Learning integration model by Newton and Ellis (2006) are applicable to this research question and are discussed in Sections 3.3.1 and 3.3.2.

3.3.1 Institutional change model

The institutional change model (see Figure 3.2) by Cook et al. (2007, p.786) as adapted from Shaw, illustrates perspectives in terms of institutional change with the addition of the "tipping point" by these authors (also referred to as the notion of a critical mass, see also Czerniewicz & Brown, 2009, p.130). In the Cook et al. model the "tipping point":

> "indicates the point at which enough individuals in a system have adopted an innovation so that the innovation's further rate of adoption becomes self-sustaining".

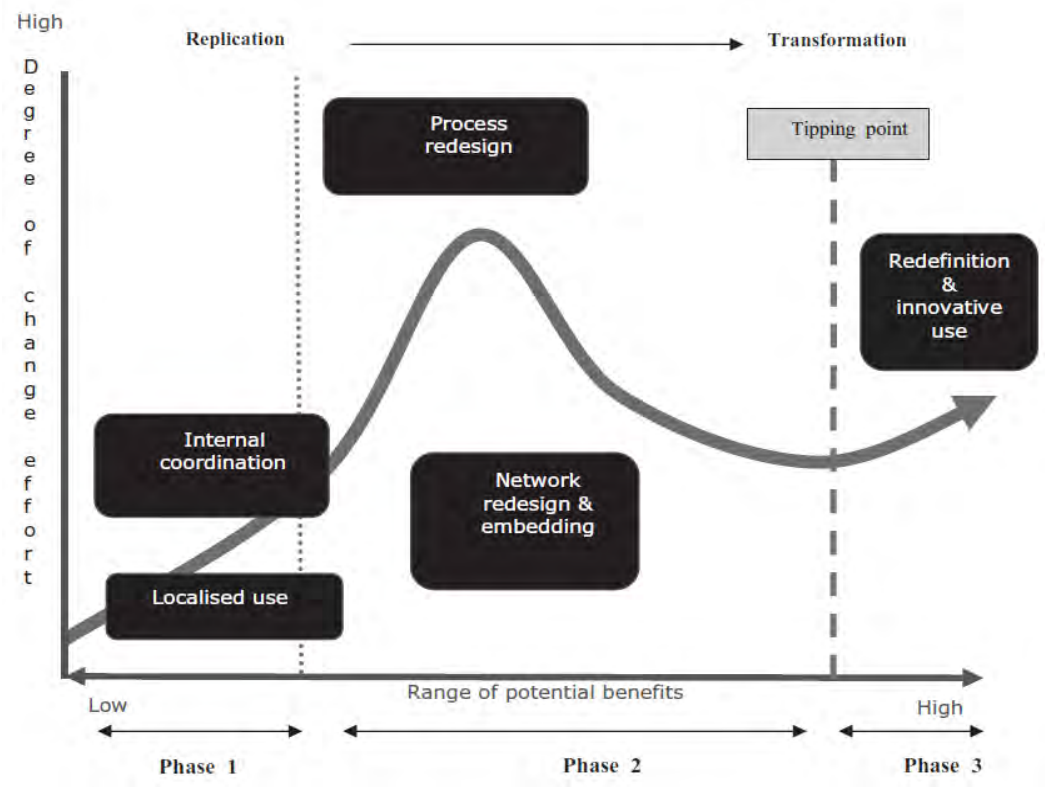

FIGURE 3.2: INSTITUTIONAL CHANGE MODEL. (COOK ET AL., 2007, P.786)

The model contains various phases, as follows:

- Phase 1 in this model identifies aspects of internal coordination and localised use, which refers to self-inspection of processes that institutions can carry out.
- Phase 2 includes the process of redesign, after a review of pockets of change, while considering how to shift from existing to target practices. The second half of Phase 2 places emphasis on network redesign and embedding.
- Phase 3 contains the process where large-scale transformation, innovations and change that are self-sustaining will start.

Cook et al. (2007) believe that institutions should aim to move the innovation beyond the “tipping point”.

The concept of the “tipping point” referring to a critical mass, justifies an analysis of the motivation of champions and the extent to which issues of scalability and sustainability could motivate institutions to support champions or not.

3.3.2 e-Learning integration model

A model for e-Learning integration in large organisations by Newton and Ellis (2006), (which may be applied to educational institutions), examines issues concerned with organisational priorities, learning environment, instructors’ role, and learners’ needs which together contribute towards an integrated e-Learning culture within institutions.

- Organisational priorities - aligning e-Learning policies and infrastructures with the training culture within the organisation, and the energy and commitment of champions.
- Learning environment - coordination between course design and delivery expectations, policy and practice are all significant for a conducive learning environment.
- Instructors’ role - whereby instructors become the actual implementers of e-Learning tools.
- Learners’ needs - catering for the diverse needs of the institution’s employees.

All these interacting concepts are displayed in Figure 3.3 below:

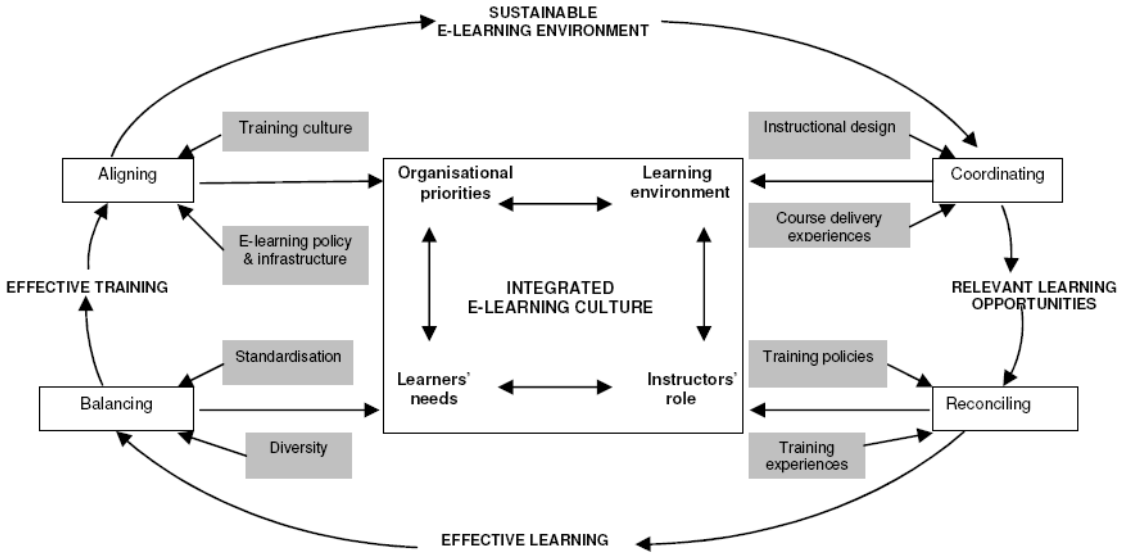

FIGURE 3.3: A MODEL FOR DEVELOPING AN INTEGRATED E-LEARNING CULTURE IN LARGE ORGANISATIONS. (NEWTON & ELLIS, 2006, P. 3)

This model is particularly relevant to this study because of its inclusion of the energy and commitment of champions amongst the category of organisational priorities, its acceptance of the learning environment in which champions operate, relating these to important considerations from the instructors' or learners' point of view.

3.4 Models applicable to both research questions: How and Why?

Models which apply to both research questions are discussed in Section 3.4.1.

3.4.1 e-Learning maturity model

Marshall and Mitchell (2002) have designed and adapted a maturity model for e-Learning based on the Capability Maturity Model (CMM), which is used in the software engineering field. The authors state that an e-Learning maturity model presents many opportunities and could:

- Provide a roadmap for institutions of higher education that would like to improve their e-Learning processes.
- Provide academics with the means to encourage better institutional involvement and aid in long-term institutional planning.
- Aid in an effort to identify and prioritise necessary improvements in its current practices.
- Form the basis for ongoing discussion among the e-Learning community, which could aid in achieving improvements in e-Learning activities.

e-Learning Maturity Model: Framework	
Level	**Focus**
5: Optimising	*Continual improvement*
4: Managed	*Ensuring the quality of both the e-learning resources and student learning outcomes*
3: Defined	*Defined process for development*
2: Planned	*Clear objectives for e-learning*
1: Initial	*Ad-hoc processes*

FIGURE 3.4: E-LEARNING MATURITY MODEL. (MARSHALL & MITCHELL, 2007, P.4)

In this model there are five levels, Initial, Planned, Defined, Managed and Optimised. The levels are further broken-down to reflect key issues associated with e-Learning, such as student learning, resource creation,

project management support and organisational management. The implication of each of the levels is as follows:

- **Initial** – institutions are characterised by an ad-hoc approach to e-Learning, pointing to a very limited educational drive for e-Learning.
- **Planned** – here the approach to e-Learning is more planned and the value of e-Learning judged on student perceptions.
- **Defined** - at this level, institutions started to integrate e-Learning issues into the University-level teaching and learning or strategic plans, with an e-Learning vision.
- **Managed** – institutions have developed criteria for evaluating e-Learning in terms of improved student outcomes rather than perceptions.
- **Optimised** – institutions developed initiatives for regular auditing of the educational effectiveness of e-Learning initiatives.

The possible outcomes are also presented based on literature and experiences with e-Learning adoption. The suggestion is that this model aids considerations in terms of improvement in e-Learning.

The relevance of this model to this study is that it can aid in establishing the level of support available or the lack thereof to e-Learning champions from their institutions, thereby addressing both research questions of the study.

A critical analysis of these models in relation to the interpretation and discussion of the results of this study is in Chapter 6.

3.5 Deriving the conceptual framework

The models discussed in Sections 3.1 – 3.4, as well as the extensive literature review form the theoretical basis, which guided this study in developing instruments and shaping the conceptual framework, which is applied through-out and, in particular, in discussing the findings.

3.5.1 Relationship between concepts and theory

The major concepts of this study are c*hampions* and their activities in *institutions of higher education* and the ultimate *scalability and sustainability* of e-Learning activities.

Table 3.2 shows how the various models that shaped the theoretical basis are linked to the concepts mentioned above:

Table 3.2: Concepts in relation to models

Concepts	Models
Champions	• Managing innovative educational change (key success factors for radical educational change projects) (Kenny, 2003) • Critical Success Factors for e-Learning implementation (McPherson & Nunes, 2006) • e-Learning integration model (Newton & Ellis, 2006)
Institutions of higher education	• Managing innovative educational change (key success factors for radical educational change projects) (Kenny, 2003) • Critical Success Factors for e-Learning implementation (McPherson & Nunes, 2006) • e-Learning integration model (Newton & Ellis, 2006) • e-Learning maturity model (Marshall & Mitchell, 2007)
Scalability	• Framework for assessing and implementing educational technology transfer (Klauss, 2000) • Institutional change model (Cook et al., 2007)
Sustainability	• Framework for assessing and implementing educational technology transfer (Klauss, 2000) • Institutional change model (Cook et al., 2007)

Each of the models, in relation to the concepts that guided this study as showed in Table 3.2, added particular value in shaping the conceptual framework of this study. Considering the above led to the conceptual framework of this study, as presented below.

3.5.2. The conceptual framework

From literature, it was possible to categorise into themes what champions do. These activities form the input of this study. Champions engage in these activities in certain ways, and for certain reasons. In the process champions affect and influence their institutions, while the institutions support or hinder the champions. How the champions do what they do is related, to their activities and characteristics. Why champions do it depends on intrinsic and institutional reasons. How institutions do what they do is governed by procedures and policies. Why institutions do it, is to achieve growth and survival, as reflected through the institutional goals and objectives.

Thus, it is the activities and characteristics (through strategies) and qualities (through motivations) of champions, supported or hindered by their institutions that may eventually lead to scalability and sustainability. Therefore, through this study the researcher seeks to understand how the activities and characteristics (through strategies) and qualities (through motivations) of champions should be integrated and reflected in the directives and policies of institutions of higher education in order to achieve scalability and sustainability.

As already mentioned in Chapter 2, it may appear that the terms characteristics and qualities (also called personality traits) are used interchangeably to mean the same in literature reviewed. However, in order to differentiate between the terms characteristics and qualities,

contextually in this study, **characteristics** are discussed in terms of the strategies that e-Learning champions use while engaging in their activities, and **qualities** reflect the innate motivations of e-Learning champions. **Strategies** specifically refer to plans of action in terms of how champions engage in their activities, which are further qualified through how frequently, how intensely, and through which paths and thus extends the understanding of what these activities are. **Motivations** are qualified through the factors that would motivate champions as they engage in their activities and address the reasons of what.

Institutional procedures refer to the actions or approaches that institutions engage in or follow in respect of e-Learning implementation. **Institutional directives** (through guidelines) refer to what is communicated and presented in the institutional plans in respect of e-Learning implementation. **Institutional policies** (through intentions) refer to official institutional documents outlining the goals or targets institutions need to meet.

The terms scalability (2.3.1) and sustainability (2.4.1) were already defined in Chapter 1 and further discussed in Chapter 2.

The conceptual framework is therefore symmetrical regarding champions and institutions. Even though, the research questions of this study focus on *how* and *why* champions do what they do, there is also need to understand the institution but limited to the interaction with, and implications for, e-Learning champions.

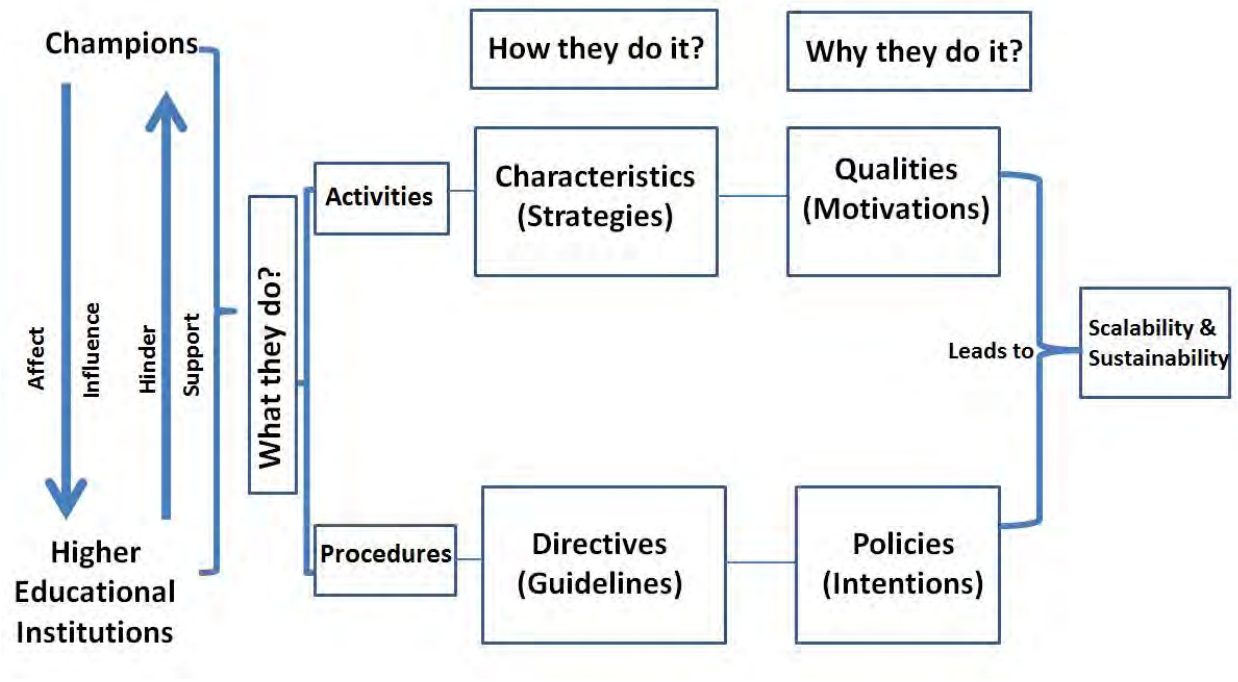

FIGURE 3.5: CONCEPTUAL FRAMEWORK OF THIS STUDY

This conceptual framework is aligned to the analysis and discussion of the results of this study. The framework, shaped by the various models reviewed, graphically presents an interrelationship that exists between what champions do (as informed by literature) and *how* (activities and characteristics through strategies) and *why* (qualities through motivations) champions engage in their activities within their institutional context. It further proposes that champions affect or influence their institutions and that the institutions can support or hinder what champions do and why they do it.

3.6 Summary

In Chapter 3 the theoretical basis of this study is discussed in terms of pertinent models, and synthesised accordingly. This allowed a better understanding of the conceptual framework subsequently derived at.

More specifically, models pertaining to managing innovative educational change (key success factors for radical educational change projects) critical success factors for e-Learning implementation, e-Learning integration, e-Learning maturity, a framework for assessing and implementing educational technology, and an institutional change management model have been discussed.

The chapter ends with a conceptual framework that informed the research methodology and design, as well as the analysis and interpretation of data obtained.

In Chapter 4 the research methodology of this study is discussed.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The research methodology and design (4.2), research population and sampling (4.3), data collection instruments (4.4), pilot testing (4.5), data analysis process (4.6), validity and reliability (4.7), research ethics (4.8), to answer the research questions are discussed, evaluation of the research process (4.9) and ends with a chapter summary (4.10). The questions are: *How do e-Learning champions engage in activities within their institutional context? and Why do e-Learning champions engage in these activities within their institutional context.*

4.2 Research design

This study followed a qualitative research design with interviews and institutional documents as data sources. The qualitative design adds value to a study when a topic has not been addressed with a particular

group of people, and when richness of information is sought (Cresswell, 2003).

4.3 Research population and sampling

Hoyle et al. (2002, p.182) define the *research population* of any study as "the aggregate of all the cases that conform to some designated set of specifications" from where the sample is selected. *Sampling* is defined as "the process used to select a portion of the population" (Maree, 2007, p.79).

4.3.1 Research population

A research population as referred to by Hoyle et al. (2002, p.182) is the

> "aggregate of all the cases that conform to some designated set of specifications".

The sample is selected from the population. The research population of this study comprised academic or administrative staff that perform e-Learning activities and policy level staff concerned with e-Learning within institutions of higher education, in Namibia, South Africa and Kenya.

The reason for this selection of the research population was to have a contextual setting within Africa in respect of e-Learning champions and policy level staff in institutions of higher education, and not for reasons of

comparison. The selection was further influenced through the availability of champions and policy level staff within the countries in which the researcher frequently facilitated e-Learning related workshops, conferences, or other activities. This is in accordance with what Bless and Higson-Smith (1995, p.94) describe,

> "The interviewer will choose, for instance, a convenient place where he or she is assured of finding many people".

4.3.2 Sampling procedure

The sampling methods used and applied in this study lie within the non-probability category, and were purposive and convenience sampling (Henning et al., 2004; Hoyle et al., 2002).

These sampling methods were regarded as the most appropriate techniques for this study, as they allowed participants to be chosen in accordance with the aim of the study, and could be interviewed when available.

Champions were selected as available at conferences and workshops in accordance with criteria in a predetermined list (see Appendix F), which defined the identifying qualities of champions as derived from literature. Policy level staff concerned with e-Learning were selected based on their availability. The target population are representatives of countries in transition in Africa, and it is not assumed that all countries are at the same level regarding infrastructure preparedness and availability.

Henning et al. (2004, p.71) allows that these sampling techniques are compatible in that

> "the people most suitable to wander with on the research journey are selected at the time that they are needed".

The reason for selecting purposive sampling is justified, firstly, by Bless and Higson-Smith (1995, p.95), in that it is

> "based on the judgment of the researcher regarding the characteristics of a representative sample".

Secondly, Hoyle et al. (2002, p.187) argue that one

> "can handpick the cases to be included and thus develop samples that are satisfactory in relation to our needs".

Hoyle et al. (2002, p.186) also hold that accidental (convenience) sampling is about

> "reach(ing) out and tak(ing) the cases that are at hand, continuing the process until the sample reaches a designated size".

Reaching a designated size could also imply reaching data saturation.

Henning et al. (2004, p.71) allude to the idea in selecting participants

> "the driving consideration is thus not the setting as in ethnographic research; the main motivation is the people".

These sampling techniques have their weaknesses as one cannot easily generalise the findings. The techniques rely on the subjective

considerations of the researcher (Bless & Higson-Smith, 1995). However, the purpose of this study was not to generalise the findings but to obtain rich information from the respondents. Henning et al. (2004) indicate that qualitative research allows the researcher to examine the qualities, characteristics, and activities of a phenomenon in detail for better understanding. This satisfies the needs of this study.

The sample of the study consisted of six e-Learning champions, (two Namibians, two South Africans, and two Kenyans) and six policy level staff (two Namibians, two South Africans, and two Kenyans) in institutions of higher education, based on availability.

Chapter 5, Table 5.1 shows the details of all champions and policy level staff involved in this study, as well as the institutional documents which were analysed according to assigned codes. One of the selected respondents was a co-supervisor of this study, and was regarded as an e-Learning champion within an institution of higher education based on his qualities (see Appendix F) and availability. This was declared within the ethical clearance process. This respondent was treated in the same way as the other respondents and all principles as declared within the ethical clearance process were adhered to. The identification and selection of one of the co-supervisors as one of the champions, has been done with this person's permission.

4.4 Data collection instruments

This section reflects on the data collection instruments used to gather the data for this study. Taking the qualitative nature of the study into account, the data collection techniques and instruments used were semi-structured interviews and document analysis.

4.4.1 Interviews and interview guides

The interview in general, as a technique, has many strengths and weaknesses and it is advisable that researchers acquaint themselves accordingly, so as to not compromise the validity or the reliability of the study. Denzin and Lincoln (2008, p.351) set the scene for qualitative research relying on the interview technique and state that researchers can get to "areas of reality" which otherwise would not be easily accessible. Also worth noting, according to Maree (2007, p.87), is that

> "the aim of qualitative interviews is to see the world through the eyes of the participant".

This study used semi-structured interviews, that incorporated pre-defined, open-ended questions that enabled the researcher to probe for more information at various intervals, to seek clarification; notwithstanding that the researcher had to be alert at all times to not deviate from the actual discussion. Interviewing requires skill, patience, and time.

Interview guides (see Appendix D) with pre-defined open-ended questions were used with the six champions. The questions were formulated according to various categories which would provide answers to the research questions.

Interview guides appropriate to interviews with policy staff (see Appendix E) were used with the six policy level staff. In order to explain how institutions support e-Learning champions or fail to do so, and to which extent issues of scalability and sustainability may motivate institutions to support champions or not.

To promote consistency, the researcher conducted all the interviews herself and each interview lasted for an hour-and-a-half, with both champions and policy level staff.

Before each interview, all respondents were asked to sign a consent form (see Appendices B and C), and were reminded that they might decide and were free to indicate if they should not want to participate further, as participation was voluntary. Permission was also sought to use a dictaphone to record the interviews, and in addition notes were kept. All the respondents agreed to the use of the dictaphone, which made the task of transcribing and data analysis easier and more reliable.

4.4.2 Documents

Interview guides used with champions and policy level staff were further complemented by the use of documentation as another data collection technique used in this study, which followed the same process of analysis and interpretation (Henning et al., 2004). Documentation allows one to access information in one's own time or while doing the interviews.

The institutional documents supplied by the champions enabled further insights (into the activities of e-Learning champions, policy level staff and the policies and procedures in place in the respective institutions of higher education) to be gained.

However, as a weakness of this technique, information can be private and not available to the public, and materials can be incomplete (Mwanje, 2001, p.29). The researcher discovered that not all documents were available for public use in some institutions due to official privacy policies.

Table 4.1 provides details about the various institutional documents that were made available for this study.

Table 4.1: Details of institutional documents

Institutions	Type of Documents	Country
Institution 1	ICT policy	A
Institution 2	e-Learning participants' handbook	A
Institution 3	e-Learning policy and ICT case study results	B
Institution 4	No documents were provided due to the privacy policy of the institution	B
Institution 5	e-Learning strategy	C
Institution 6	e-Learning plan	C

4.5 Pilot testing

Pilot testing is performed with the understanding that the research instruments can be tested beforehand, in order to ensure respondents understand the questions and, thereby, better ensure the validity of the study (Bless & Higson-Smith, 1995).

The piloting of interview guides with likely candidates, based on the same qualities (see Appendix F) of champions and policy level staff concerned with e-Learning, assisted with improving the quality and clarity of the questions. This ensured better participant understanding and prevention of possible confusion.

After the instruments were piloted, the questions which caused difficulty were amended in terms of language and grammar. The actual data collection process was then started.

4.6 Data analysis process

Analysing qualitative data collected by means of interviews and documentation is not an easy task and involves sustained concentration, as alerted to by many qualitative researchers. It is also not regarded as a separate process but starts when one is collecting the data (Kvale & Brinkmann, 2009).

With this in mind, the researcher engaged herself personally in the analysis of all the data, as was the case in collecting the data for the study. All interview data recorded using a dictaphone were transcribed and analysed together with the available institutional documents, using the computer programme *Atlas.ti*, following the content analysis qualitative data analysis technique, structuring the data by reading it, re-reading, and coding it according to various themes, patterns and interrelationships (Creswell, 2003; Henning et al., 2004).

All the transcripts were individually read several times in order to discover themes as they emerged from the data itself. Though it did not significantly ease the task of reading, coding and interpretation the use of

Atlas.ti, shortened the time-consuming process of collating phrases (Kvale & Brinkmann, 2009).

It was noticed that, in some cases, not enough detail was provided for certain questions, which necessitated returning to the respondents. In qualitative research this is regarded as an iterative process and enables the researcher to seek for more clarity and detail in instances where the data were not detailed enough. As an example, in some cases it was noticed that questions that needed detailed answers only received a 'yes' or 'no' response, which required the researcher to go back for more detail and to seek clarity by asking respondents.

This was in view of the statement by Patton (2002, p. 437) that a

> "thick and rich description provides the foundation for qualitative analysis and reporting".

A step-by-step process was followed to analyse the qualitative data assembled through semi-structured interviews with champions and policy level staff as well as documentation. The steps were preparation of transcripts and documents, coding, assigning themes and filtering and output of data.

4.6.1 Preparation of transcripts and documents

All Interview transcripts and documents assembled were prepared in terms of specific, identifiable file names, and the necessary folders

created for all *Atlas.ti* files, in order to keep the original sources of all transcripts. In order to assist the analysis using *Atlas.ti*, it was necessary to apply limited correction of grammar to transcripts. This was done carefully to ensure no change of meaning was inadvertently introduced. Thereafter the actual coding process was initiated.

4.6.2 Coding

All interview transcripts, and documentation assembled during the data collection process was opened in *Atlas.ti* in order to start the open coding process. This was done both inductively, assigning codes while reading and interacting with the data, and deductively, in that some codes were assigned while reading and familiarising oneself with the data prior to the analysis process in *Atlas.ti.*

Each code in *Atlas.ti* was also commented to aid in understanding what each code entailed by adding a brief description to each code, and to aid in the next step where categories/themes were to be assigned.

4.6.3 Assigning themes

The intense process of going through each interview transcript and document one by one in *Atlas.ti*, while coding and reflecting across instruments introduced the next step, namely, to start looking for emerging categories/themes. Themes were assigned inductively while going through the various codes assigned across all instruments to allow

the themes to emerge from the data. All codes were carefully grouped into emerging themes. The themes were once again compared with the initial data. All themes were discussed with the supervisors, in order to increase credibility of the data.

4.6.4 Filtering and outputs

In this step the data were filtered according to all categorised themes and then outputs were rendered that aided the write-up process. After the initial themes were assigned with the frequency of occurrence of each theme indicated in brackets (see Table 4.2), themes were re-grouped into final themes.

The initial themes are presented from the most frequently to the least frequently occurring theme. Various outputs were rendered in *Atlas.ti* in terms of outputs on champion data, outputs on policy staff data, and outputs on institutional documents, which guided the interpretation of data for the discussion of findings and drawing of conclusions.

Table 4.2: Initial data analysis themes

Initial Coding	Initial Themes (with occurrence)
Characteristics of a champion: Passionate/Experienced/ Communicator/Risk taker/Willing to assist/Right attitude/Goal oriented/Tackle problems/Lead by example/Go getter/Share knowledge/Professional growth is important/Going the extra mile/Initiator/Knowledgeable	**Characteristics of a champion (72)**
Institutional support: Special e-Learning Unit/ e-Learning team/Management buy-In/ Financial support/Resources/Capacity building opportunities/e-Time/Use Benchmarking Models/	**Institutional support towards e-Learning implementation (65)**
Perceptions about e-Learning	**Perceptions/views about e-Learning implementation (63)**
Qualities of champions: Transparency/Networker/Focused/ Flexible/Adopt new approaches/ Dedicated/Creative/Enthusiastic/ Committed/Convincing/Persevere/ Take responsibility/Winning/ Diverges/Converges/Teacher at heart/Patient/Diplomatic/Team player/Convincing/Listener/Confident	**Qualities of a champion (52)**
Innovations: Types of projects/ Accommodate different learning styles/Different ways of teaching/Start new things	**Pedagogical innovations of champions (39)**
Benefits of e-Learning: Pedagogical value/Long term cost reduction/Wider reach of audiences/Not restricted/ Industry acceptance/Lifelong Learning	**Benefits of e-Learning (32)**
e-Learning infrastructure: LMS/Bandwidth/Computers/Internet/ Software Tools/Effective coordination/Not sufficient/Systems administration	**Available Infrastructure for e-Learning implementation (28)**
Challenges in e-Learning implementation: Technological/Administrative/ Positioning of e-Learning/Lack of skills/Lack of commitment/Lack of skills for preparation of e-content	**Challenges in e-Learning Implementation (28)**
Sustain: Support/Maintain	**Sustainability of e-Learning activities (27)**
Training: Brainstorm/Skills transfer/Debate/Capacity building	**The importance/value of training of staff in implementing e-Learning activities (24)**
Upscale: Expand	**Up-scaling/Expanding of e-Learning activities 25)**
e-Learning policy: Strategy/Guidelines	**Importance of an e-Learning strategy (25)**
e-Learning activities: Strategic advice/Training/Content development/Innovate/Manage/ Instructional Design/Conduct research	**Activities of champions (18)**
Attitude towards e-Learning implementation: Positive/Negative	**Attitude towards e-Learning implementation (18)**
e-Learning projects: Content development/Monitoring and Evaluation/LMS support/Training/ Planning of e-Learning projects	**Projects of champions (15)**

Table 4.2: Initial data analysis themes (continued)

e-Learning implementation: Large scale/Support staff	**e-Learning implementation approach (15)**
Qualifications of champions: Degrees/Diplomas/Certificates/ Industry related short courses/Specialised competencies	**Qualifications of champions (13)**
Stakeholder involvement: Lecturers/Students/Management	**Relevance of stakeholder involvement in e-Learning implementation (13)**
Documentation of e-Learning projects: Publications/Conference presentations/Retain processes	**Documentation of e-Learning activities (12)**
Incentive schemes: Monetary/Recognition/Rewards	**Provision of incentive schemes for e-Learning implementation (11)**
Marketing of e-Services	**Marketing of e-Services (11)**
Future of e-Learning	**Future of e-Learning within institutions(10)**
Need for a champion	**The need for a champion to implement e-Learning activities (8)**
Years of Experience	**Champions experience in e-Learning (6)**
Positions/Rank	**Positions of champions (6)**
e-Learning environment	**e-Learning environment within institutions (4)**
Problems of champions	**Problems associated with champions (4)**

Whereas Table 4.2 presents the initial codes and themes per occurrence, Table 4.3, presents the final themes in terms of occurrence and are used in the same order for write-up.

Table 4.3: Final themes and sub-themes, in order of frequency of occurrence

	Final themes and their sub-themes (according to frequency of occurrence)		
Major themes	**Champions and their role in e-Learning implementation (228)**	**e-Learning implementation (208)**	**Institutional support towards e-Learning implementation (193)**
Sub-themes	-Characteristics of champions - Qualities of champions -Pedagogical Innovations/Projects of champions -Attitude towards e-Learning -Activities of champions -Qualifications of champions -Position -Years of experience implementation -Problems associated with champions	-Perceptions about e-Learning implementation within institutions of higher education -Benefits of e-Learning implementation -Challenges of e-Learning implementation -The importance of an e-Learning strategy -e-Learning implementation approach -Documentation of e-Learning activities -Marketing of e-services -The future of e-Learning within institutions of higher education -The need for a champion to implement e-Learning activities -e-Learning environment within institutions of higher education	-Institutional support towards e-Learning implementation -Available infrastructure -Sustainability of e-Learning activities -Up-scale/Expanding e-Learning activities -The value/importance of training staff in implementing e-Learning activities -The relevance of stakeholder involvement in e-Learning implementation -Provision of incentives for e-Learning implementation

Qualitative data analysis requires the researcher to be focused and patient, while engaging in a tiresome but interesting process. Collecting the data personally and analysing it as well aided in a deeper understanding of the data, which enriched the write-up process.

4.7 Validity and reliability

In qualitative research validity and reliability are often referred to as credibility and trustworthiness (Lincoln & Guba, 1985). Reliability is not as easily applicable to qualitative studies as in quantitative studies.

Creswell (2003), Hoyle et al. (2002), and Maree (2007) refer to consistency of responses and generalisations, which was assured in that this researcher checked for consistent patterns of theme development among all transcripts and documents (as opposed to consistency of responses; which, hence, aided in the trustworthiness of the data analysis process).

According to Kvale and Brinkmann (2009), validation is a continuous process in research and that was applied throughout during the research process at the stages, as shown in Table 4.4.

Table 4.4: Stages of validation – adapted from Kvale and Brinkmann (2009)

Stages of validation/Assuring trustworthiness and credibility	How it was achieved
Thematising	The conceptual framework used in the study guided the framing of the research questions and the development of the research instruments
Designing	The actual research design being qualitative in nature guided all processes and steps taken through-out this study
Sampling	Sampling of the research respondents is validated in terms of the checklist used with qualities of champions as identified in literature
Interviewing	All steps taken during the entire interview process were recorded and the researcher was able to engage in an iterative process by going back to the respondents where there was a need to
Transcribing	Interviews were transcribed with as much detail as possible before the data analysis process started in *Atlas.ti*
Analysing	The entire data analysis process was discussed with the supervisors to increase credibility of the data
Validating	Validity was assured throughout the entire research process, and specifically through an iterative process of going back to respondents where needed, that is where questions needed a detailed description and participants only answered 'yes' or 'no' for some reason, I sent the interview transcript back and asked for more detail. Pilot testing of the instruments also aided validity
Reporting	An initial draft report of the interpreted findings were shared with the respondents to aid in verification of the findings

The stages mentioned above confirm that validation is a critical process that continues and relies on the researcher's craftsmanship to constantly check, question and theoretically interpret the findings.

The validity and reliability of findings in this study were assured through an iterative process, by means of member-checking in going back to the respondents with an initial draft of the interpreted findings to determine the accuracy of the findings. Respondents were, where needed, asked for more detail when insufficient detail was provided during interviews. An example of feedback received about the interpreted findings from one of the respondents is:

> *"It is well presented and captures the true aspects of an e-Learning champion. Specifically, I concur with the fact that champions are recognised and respected outside their institutions, the uncertainty about the position of e-Learning in Higher Educational Institutions....the clarity that champions are required for e-Learning from among ordinary faculty staff since senior managers are unlikely to become champions*" (CA1)

These steps were taken to address validity and reliability, and remain important aspects in ensuring the accuracy of findings in any research.

Through the use of three data sources, interviews with champions, interviews with policy staff and analysis of institutional documents, triangulation leading to key conclusions was possible.

4.8 Research ethics

Adhering to ethical issues is part and parcel of any research project. Assuring respondents of critical issues, such as confidentiality and anonymity, and how this is adhered to is imperative for the success of any study.

The following ethical considerations were adhered to in carrying out this study: Firstly, the importance of gaining ethical clearance from the University of Pretoria's ethics committee was extremely helpful in that neutral and independent reviewers examined and evaluated all the research instruments of the study before clearance was granted, with the purpose of protecting the respondents' privacy at all times. Ethical clearance involves applying for it formally and submitting all the research instruments to be part of the process, until the process was approved. After approval an initial letter was issued to start the data collection process and then, just before submission of the thesis, a final ethical certificate was issued; as per the University rules and regulations.

Formal permission in writing (see Appendix A) was sought from the relevant authorities within institutions of higher education that enabled the researcher to gain access to the respondents. Some of the respondents were not interviewed in their institutional settings but during conferences and workshops, as suited their availability according to the sampling methods applied.

After permission was granted, or during first interaction with the respondents, the researcher provided a written letter of consent (see Appendices B and C) to all respondents, in order to seek their permission individually, and assured them of confidentiality of their inputs and that where related, responses would be anonymised.

The respondents were reminded that they had the choice of voluntarily being part of the study and that they could withdraw at any stage if they wished.

In order to avoid the problems associated with ethical issues in research the researcher tried at all times to adhere to the ethical considerations as discussed above, and in support of the advice by Hofstee (2006, p.211), to not falsify data. It is not about proving your thesis right, but to get to

> "an answer in a reliable way, no matter what that answer might be".

4.9 Evaluation of research process

The purpose in Section 4.9 is to reflect on the research methodology used in this study and to report on any challenges encountered while conducting the study.

4.9.1 Motivation for research design used

The research design of a purely qualitative study through the use of interviews and documentation was regarded as the most appropriate design for this study. Merriam as cited in Henning et al. (2004) argues for this research design, in that she explains some studies can be described as qualitative inquiries without associating it with a particular genre.

Taking into account that Yin (2003) and Kvale and Brinkmann (2009) alert us that the success of qualitative research depends on the skills and credibility of the researcher, this researcher ensured that all actions or approaches taken were accounted for at all times. Also, Henning et al. (2004, p.3) indicate that a qualitative research design is appropriate when

> "we want to understand, and also explain in argument, by using evidence from the data and from the literature, what the phenomenon or phenomena that we are studying are about".

It was the aim of this study; to explain the activities and characteristics through strategies and qualities through motivations of e-Learning champions in higher education in Africa.

The particular data collection methods used, being semi-structured interviews with champions and policy level staff, as well as documentation, were deemed the most appropriate in accordance with the qualitative research design of this study, and to collect and analyse the data with great care.

However, qualitative research is generally criticised in that it is not easy or possible to generalise the findings. The intent of the study was not to generalise findings to be applicable or mean the same for all champions or policy level staff in all environments, but specifically to provide a basis for a refined understanding by means of in-depth interviews with champions and policy level staff in institutions of higher education.

4.9.2 Challenges encountered as part of the research process

What could be regarded as a challenge was the fact that one of the research respondents was also a co-supervisor of this study, and was selected solely on the basis of his qualities as per the checklist with champion qualities, and his availability. This decision needed to be transparently declared during the ethical clearance process. The researcher took a great deal of care about this and was on the alert at all times, consciously treating and administering the research instruments in the same manner as with all the other respondents regarded e-Learning champions in institutions of higher education.

Use of purposive and convenience sampling techniques based on availability of respondents can be challenging, as one depends on finding access to the respondents at a time convenient to them.

The challenge of one institutional document that was not supplied, due to the established privacy policy, was carefully addressed in delving for the data received from champions and policy staff.

In this study, the researcher's role was to gain entry into the world of e-Learning champions and policy staff as they engage in their activities within institutions of higher education. Taking her own background into consideration, meant the researcher was treading on familiar ground and had to be aware of possible biases. However, to minimise personal biases, the researcher had to engage in what is referred to as *phenomenological suspension*, or "epoche"; the process whereby a researcher consciously tries to temporarily suspend his or her previous experiences and judgements, in order to examine the phenomena as they are given to consciousness (Miles & Huberman, 1994; Bednall, 2006). The researcher was supported in this by the structured nature of the research instruments, and use of the *Atlas.ti* tool.

4.10 Summary

The research design and methodology applied in the current study was the focus of Chapter 4. The study followed a qualitative research design, with semi-structured interviews and documentation as the main data collection instruments.

Purposive and convenience sampling techniques were used in order to select the champions and policy level staff as the respondents of this study within institutions of higher education, in Namibia, South Africa and Kenya.

Data were analysed using the content analysis technique through the use of a computer package *Atlas.ti*, in order to derive themes and categories that could aid with the write-up process. Pilot testing of instruments, validity and reliability, and adherence to ethical considerations were also discussed.

The chapter ends by focusing on evaluating the research methodology used, reflecting on challenges encountered and how they were addressed.

The research data of this study are presented in Chapter 5.

CHAPTER FIVE

PRESENTATION OF RESEARCH DATA

5.1 Introduction

The results obtained from semi-structured interviews with champions and policy level staff from institutions of higher education in Namibia, South Africa and Kenya, as well as from institutional documents obtained, are presented in Chapter 5. Codes are used to refer to champions, policy staff and institutional documents with no specific reference to any particular individual, institution or country in order to ensure anonymity of respondents. The data are organised according to the final themes which emerged from the data as presented in Table 4.3 of Chapter 4. These themes are champions and their role in e-Learning implementation (5.2) (which was found 228 times), e-Learning implementation (5.3) (208 times) and, institutional support towards e-Learning implementation (5.4) (193 times). The chapter ends with a summary (5.5).

Direct voices in the form of quotes from the interviews or documents are used as relevant. All data obtained through the various data collection instruments were analysed using *Atlas.ti.* The presentations within the

themes follow the order of the research questions and conform to the conceptual framework of the study of Chapter 3, Figure 3.5.

Table 5.1 provides details about the number of champions, the number of policy staff, and the institutional documents made available. The table is presented to show the system of codes used for champions, policy staff and institutional documents throughout the thesis. Each country referred to is represented as A, B or C in a randomised order to protect the anonymity of respondents and institutions.

Table 5.1: Meaning of each code

Country Codes	Champion Codes	Policy Staff Codes	Document Codes
Country A	CA1 - Champion	PA1 - Policy Staff	DA1 - Document
	CA2 - Champion	PA2 - Policy Staff	DA2 - Document
Country B	CB1 - Champion	PB1 - Policy Staff	DB1 - Document
	CB2 - Champion	PB2 - Policy Staff	No documents were provided due to the privacy policy of the institution
Country C	CC1 - Champion	PC1 - Policy Staff	DC1 - Document
	CC2 - Champion	PC2 - Policy Staff	DC2 - Document

Tables 5.2 and 5.3 present the profiles of champions, policy staff and institutional documents. Table 5.2 presents the profiles of champions in terms of their positions/ranks, number of years in the current positions in their institutions and their current qualifications in e-Learning.

Table 5.2: Profiles of champions

Champions	Position/ Rank	Years in current position	Qualifications in e-Learning
CA1	Senior Lecturer e-Learning	3 Years	Masters in e-Learning/ Short Course: e-Learning in Practice
CA2	Assistant Director e-Learning	1 Year in this senior position	Masters in e-Learning Technology/ Short Course: e-Learning Development and Implementation/On the job e-content development
CB1	Lecturer/ manager e-Learning committee	5 Years	Short Course: e-Learning Development and Implementation/ Certificate of Expert of New Learning Technology/ Tutoring Certification
CB2	Academic Support Officer, e-Learning	2 Years	Masters in Open and Distance Learning/Certificate in e-Learning
CC1	e-Learning Consultant (now senior management)	16 Years all together	Masters in Computers in Education
CC2	Coordinator Instructional Design	4 Years	Short Course: e-Learning Development and Implementation/ Certificate of Expert of New Learning Technology

Table 5.3 shows the profiles of policy staff in terms of their current positions/rank in their institutions, and the types of institutional documents which were analysed.

Table 5.3: Profiles of policy staff and institutional documents

Policy Staff	Position/ Rank	Documents	Document details
PA1	Deputy Director: Media extension services and curriculum support materials	DA1	ICT policy
PA2	Director, Youth training	DA2	e-Learning handbook
PB1	Head of Department: Computer Science	DB1	e-Learning policy and ICT case study results
PB2	Deputy Director: Programmes and materials development	No code	No documents were provided due to the privacy policy of the institution
PC1	e-Learning manager: Development and support	DC1	e-Learning strategy
PC2	Dean of faculty	DC2	e-Learning plan

5.2 Theme 1: Champions and their role in e-Learning implementation

This section presents data about champions themselves. Sub-themes follow the order of occurrence given in the first column of Table 4.3 (Chapter 4), and are repeated in Table 5.4.

Table 5.4: Sub-themes – Champions and their role in e-Learning implementation (228)

Characteristics of champions	72
Qualities of champions	52
Pedagogical Innovations/Projects of champions	39
Attitude towards e-Learning implementation	18
Activities of champions	18
Qualifications of champions	13
Position	6
Years of experience	6
Problems associated with champions	4

Four, (CA1, CA2, CB1 and CC1) of the six champions regarded their positions as being fairly senior positions within their institutions, and all six are directly involved in e-Learning activities (see Table 5.2).

The number of years in the current positions of the six champions within the field of e-Learning ranged from one to sixteen years as shown in Table 5.2.

The qualifications of champions within the field or related to the field of e-Learning, such as distance and open learning ranged from Masters Degrees to certificates and short courses. Four, of the six champions interviewed hold Masters Degrees in the field of e-Learning (CA1, CA2, CB2, and CC1), and the other two (CB1, CC2) hold industry related short courses and certificates within the field of e-Learning (see Table 5.2). All followed an academic career path and also hold higher degrees in their original subject specialisations.

Champions emphasised the value and importance of experience and what they would call ‘specialised skills’ within the field of e-Learning. This was referred to as special skills (CB2, CC1), experience (CB1, CA2), and how they are perceived by others (CC2).

> *“It is a very different way of teaching and learning, something you need special skills for”* (CB2)

> *“To gain respect from academics you need to have a good understanding of e-Learning”* (CC2)

The discussion above provides information of the profiles of the champions themselves. The section that follows, addresses the first research question.

5.2.1 How do champions do what they do?

In order to answer the research question: ‘How do champions engage in activities within their institutional context?’ with regard to the strategies they employ, the characteristics and activities of champions must be examined.

5.2.1.1 Characteristics of champions

Characteristics of champions derived from responses to open-ended interview questions of both champions and policy staff are summarised

and presented in the order from most to least frequent responses in Table 5.5.

Table 5.5: Characteristics of champions

Characteristics	Number of responses referring to this characteristic	Rank
Right attitude	12	1
Share knowledge	9	2
Initiator	7	3
Lead by example	7	3
Tackle problems	6	4
Willing to assist	6	4
Experienced	4	5
Going the extra mile	4	5
Passionate	4	5
Goal oriented	3	6
Professional growth	3	6
Communicator	2	7
Knowledgeable	2	7
Go getter	1	8

While both champions and policy level staff mentioned particular characteristics associated with a champion or by which a champion is identified, the institutional documents which were analysed had no specific information on characteristics of champions.

Table 5.5 shows that an overwhelming number of responses mention having the right attitude (12), followed by willingness to share their knowledge with others (9), being initiators and leading by example (7), and the ability to tackle problems and willingness to assist others (6). Several others listed in the table occurred less frequently.

Doing one's work with the right attitude is ranked highest. Particular attitudes mentioned include, engaging with something where failing is not regarded as an option and a challenge being enjoyed in respect of how one learns (CC1, CB2). Other particular statements describe an eagerness to see things work (CA2), meeting the students where they are (CC1), staying motivated at all times for the sake of other team members (CC2), and having the right attitude when addressing problems (CB1).

Demonstrating the ability to share knowledge with others, whether as part of training within institutions or at conferences and workshops (CA1), was regarded as the second most important characteristic. Two champions mentioned sharing of knowledge which could aid in building the fabric of not only an institution but also a country (CA2, CB2), and a policy staff member mentioned cascading of knowledge to other members within their institutions (PB2).

> *"We can share our experiences with one another to build the country and not only an institution" (CB2)*

> *"Such a person [champion] must be prepared to cascade his or her knowledge to other members within the institutions as well" (PB2)*

Next in importance, champions initiate things, whereby they are said to jump start things or make things happen, as well as lead by example. The characteristic of being an initiator is linked to being one of the first that started e-Learning within their institutions and who ensured the activities

continue by soliciting buy-in (CA1, CA2, CC1, CC2, and CB1). They lead by example in what they engage in (CB1, CA1).

> *"I was one of the very first people that started with the plan and implementation for e-Learning. We did not just plan it, we continued and that is why we are still here today implementing e-Learning" (CB1)*

> *"A champion is an initiator of e-Learning" (CA1)*

Having the ability to tackle problems as they occur and find solutions and willingness to assist other members within their institutions were among the most valued characteristics mentioned. In both ranking fourth, dealing with problems in coming up with solutions, while using technology as part of teaching (CB1, CB2, CC1, and CC2), was emphasised.

The willingness of champions to assist other members in terms of the particular approach taken (CB2), strengthening of in-house capacity (CB1), developing an e-Learning strategy for the institution (CB1, CB2, and CA2), and willingness to assist even outside the institution (CA1), was considered important by champions themselves.

Having experience in the field of e-Learning, going the extra mile to ensure things are running smoothly and being passionate about what they do received equal weighting, ranked fifth as indicated in Table 5.5. To this end experience in the field of e-Learning is linked to contributions

made to both strategy and the field of e-Learning (CB1, CC1), and the number of training programmes involved in, encouragement of other staff members to get involved without accounting for time spent to do this (CB1), and being passionate about prioritising e-Learning within the institution (CB2).

> *"I have the highest profile in the field of e-Learning, and why do I have the highest profile, because I ensured I made my e-Learning profile known to the world at a lot of conferences" (CC1)*

Being goal-oriented, thereby referring to a strong focus on achieving goals (CC1), without waiting for an institutional system to work, as the case would be when managing projects (CB2), and growing professionally as part of the process (CB1), are also valuable characteristics of champions.

> *"It is like project management where you have clearly defined deadlines that you would like to achieve" (CB2)*

Champions must be good communicators as they engage in their activities (PA1), knowledgeable in respect of what they do and how they do it (PB2), as well as being go getters, implying pursuing what they value and believe in.

> "*Real go-getter"* (CC1)

In summary, champions demonstrate various characteristics when they engage in their activities as shown in Table 5.5.

- The highest ranking characteristic, pointing to champions having the right attitude.
- Reflecting on the characteristics of champions above, it appears that e-Learning champions do realise their own strength but equally acknowledge what other people are good at. It may also explain why policy staff identify them as champions as they consider their roles in providing strategic advice as important.
- Champions are seen to be passionate about prioritising e-Learning within their institutions.

5.2.1.2 Activities of champions

Champions engage in their activities in certain ways and for certain reasons. This section presents data on the activities and strategies which champions use to engage in their activities.

When asked how they engage in their activities within their institutions champions mentioned the importance of conducting research as often as possible, in order to incorporate new ideas into teaching and learning practices and to stay abreast with the latest developments. While most champions referred to the frequency of carrying out research, various institutional documents (DB1, DC1, and DC2), addressed how institutions intended to support research in e-Learning.

"Ensure that relevant research along with local, national and international experience informs teaching and learning" (DC2)

"The university will actively encourage research, scholarship and development in all aspects of e-Learning...and encourage research that critically analyse the working methods of e-Learning" (DB1)

Champions from all three countries (CB1, CA1, CA2, and CC2), revealed that they specifically engage in e-content development by using various e-tools and software packages, as well as audio and video to achieve interactivity through the use of multi-media, thereby addressing difficult concepts in a meaningful way. Institutional documents (DB1, DC1) referred to successful e-Learning programmes that incorporate various e-tools and instructional design approaches.

"Successful e-Learning programs and courses incorporate a strong modern instructional design approach" (DC1)

Champions engage in self-training of various software packages as it motivates them (CB2).

Several created virtual environments to reach students at any time, and created social networking opportunities through the use of blogs, wikis, FaceBook and other Web 2.0 tools (CC1).

Some champions provide strategic advice to management and other staff members, in that they serve on various committees, spearhead e-Learning activities (CB1, CA2), and are expected to report on progress from time to time (CA1). Policy staff seem to regard this as essential and associate it with the characteristics of a champion.

> *"Spearheaded e-Learning online activities" (CB1, CA2)*

> *"Such a person [champion] must have strategic thinking abilities" (PB2)*

Champions mentioned that they trained other staff members within their institutions, thereby expanding capacity. They do this by outlining content areas of the training programmes; demonstrate functionalities of Learning Management Systems (LMSs) and e-tools (CB1, CB2, CA2, and CC2). Champions work with technical teams, to ensure systems and tools are working for training purposes. Policy staff and institutional documents indicated the importance of training. However, some specifically mentioned that a champion should be involved in the process, while others only generally mentioned the importance of training.

> *"There is need for someone to champion the process...the person should also have the ability of expanding capacity building within the institution as you need more people to champion the process" (PB1)*

"To assure continuous in-house e-Learning training capabilities" (DA1)

Policy staff consider their involvement in the process, in that they should be part of the process (PA2, PB2), and go the extra mile for their staff (PA1, PB2), the importance of having an e-Learning strategy within the institution that can guide such champions (PB1). Policy staff also associate the visibility of their institutions with putting courses online that champions assisted with as part of reaching industrialisation (PA1, PB1). Policy staff are aware that they should host e-Learning colloquiums or workshops (PC1, PB1, and PB2), where champions can present their work and for discourse.

In summary, champions engage in the following activities:

- Conduct and apply current research practices.
- Engage in e-content development and instructional design.
- Engage in self-training of software packages.
- Create virtual environments, and create social networking opportunities.
- Provide strategic advice, and spearhead e-Learning activities.
- Involve other staff members in training.

Reflecting on the above activities, champions use particular strategies qualified through *how* frequently, intensely, and through which paths they engage in their activities:

- As often as possible.

- Through the use of various e-tools and software packages, audio and video.
- By means of self-training of software packages which help them to stay up to date.
- Through the use of blogs, wikis, FaceBook and other Web 2.0 tools.
- By serving on various committees.
- By outlining content areas of training programmes, demonstrating functionalities of LMSs and e-tools, continuously conducting in-house training and collaborating with other divisions and departments in achieving the training

Policy staff see their involvement in the process as important in that they:

- Go the extra mile for their staff.
- See the importance of having an institutional e-Learning strategy.
- Associate visibility of their institutions (in putting courses online) with reaching industrialisation.

5.2.2 Why do champions do what they do?

In order to answer the research question, 'Why do champions engage in these activities within their institutional context?', both individual motivational factors and institutional reasons must be considered. The individual factors seem to be linked to how champions can affect or influence their institutions, while the institutional reasons are linked to

whether institutions support or hinder champions in engaging in their activities.

Considering the data as presented in Section 5.2.1.2, some reasons why champions engage in their activities the way they do were already mentioned:

- To inform teaching and learning practices and to stay abreast of latest developments.
- Achieving interactivity and addressing difficult concepts in a meaningful way.
- It motivates them.
- To reach students any time at their convenience.
- To report on progress.
- To expand capacity.

Data also refer to various qualities of champions (or personality traits), as summarised in Table 5.6, ranging from most frequent to least frequent responses. The number of respondents who referred to that particular quality of champions is given alongside the quality key word.

Table 5.6: Qualities of champions

Qualities of a champion	Number of respondents valuing it as important
Adapt to new things	6
Committed	6
Persevere	5
Take responsibility	4
Focused on winning	4
Enthusiastic	3
Transparent	3
Patient	2
Know how to prioritise	2
Dedicated	2
Flexible	2
Networker	2
Confident	1
Diplomatic	1
Good listener	1
Hardworking	1
Teacher at heart	1
Team player	1
Convergers	1
Creative	1
Focused	1
Divergers	1

The qualities of champions are discussed in relation to the intrinsic reasons why champions engage in their activities the way they do for various reasons. The qualities of champions that received the highest responses are their ability to adapt to new things and being committed (6), to persevere (5), taking responsibility and being focused on winning (4), being enthusiastic and transparent (3), being patient, knowing how to prioritise, dedicated, flexible and being a networker (2). Others that were referred to at least once are: being confident, diplomatic, a good listener, hardworking, a teacher at heart, a team player, convergers, creative, focused and divergers (1).

5.2.2.1 Individual perspectives

The individual perspectives indicate the viewpoints of champions themselves. Champions seem to engage in their activities because they enjoy engaging in new and challenging events (CA2, CB1, CC1, and CC2), generate their own work (CC1), try out new technologies while being committed to see positive results (CB1, CB2, and CC2).

> *"I enjoy new and challenging events. I like to explore, to try things out [I'm] willing to take a chance and fail and start again" (CB1)*

Champions also appear to engage in their activities because they know how to persevere, to keep going even under difficult circumstances (CA1, CB2, CC1, and CC2), and take responsibility for their actions (CC1, CB2).

> *"There is no such thing as complete failure, you may only fail in certain areas e.g. team work, conflicting ideas, lack of support. When I had conflicting ideas with my team, I switched off for a while and returned later. I was amazed by the creativity the team put in instructionally since they were the subject matter experts" (CA1)*

Champions engage in their activities because they are enthusiastic about what they do (CA1, CB1, and CC1), and openly share with others what they do, and are thereby transparent (CC2).

"A champion follows his calling, is creative and ready to go because of personal enthusiasm in the pursuance of his/her goals" (CA1)

"Enthusiasm is really working better and not everybody is prepared to do this" (CC1)

Champions also seem to do what they do as they are patient (CB2), they know how to prioritise when there are a lot of things to do (CC1), have a deep personal interest in what they do which leads to creativity (CB1,CB2, and CA1), and have good listening skills and work hard (CB1).

"Interest in everything you do that for me is the most important driver of a champion" (CB1)

Champions seem to have a positive "can do" attitude, by referring to achieving e-Learning with whatever computers that are available (CC1), and enjoy the freedom to work alone or with like-minded people (CA1). They are results driven (CA2, CC2), inspiring and encouraging others to engage as well (CC2). Concern was expressed in terms of the attitude of other staff within the institution and their willingness to take part. Champions need to guard against taking on too much in that they find it difficult to say 'No'.

"The problem lies however in the attitudes and level of training of the people in the institution and that is a very common problem everywhere" (CC1)

5.2.2.2 Institutional perspectives

Policy staff views and the contents of institutional documents are presented in respect of institutional procedures, directives (through guidelines) and policies (through intentions).

Policy level staff regard qualities of champions, such as taking responsibility (PA2), being confident (PA1), knowing how to prioritise (PA2, PB2), being committed (PA1), as essential qualities which explain why champions do what they do.

Institutional documents stipulate the intention of achieving high quality learning content (DC1), the creative use of technology that will help grow enrolment of part-time learners (DB1, DC1). There is a need for institutions to be established as a world leader in the field of e-Learning, exploit e-Learning opportunities and to follow institutional guidelines to ensure uniformity and consistency in carrying out e-Learning activities (DC1). Documents note the importance of training staff and students alike in the use of e-tools (DA1), and promotion of greater interaction with industry, business and governments (DB1, DC2).

In summary, *why* champions engage in their activities was discussed in terms of their qualities. The qualities of champions reflect various motivational factors in that they:

- Enjoy what they do
- Enjoy engaging in new and challenging events
- Know how to persevere
- Are enthusiastic about what they do
- Are patient
- Have a positive attitude
- Know how to prioritise, to keep going even under difficult circumstances
- Have a deep personal interest in what they do
- Enjoy the freedom to work alone or with like-minded people
- Are results driven

Policy staff associate the following qualities of champions with the reasons why they do what they do, such as:

- Taking responsibility
- Being confident
- Know how to prioritise and
- Being committed

Institutional documents indicate the intention of:

- Achieving high quality learning content.

- The creative uses of technology that will help grow enrolment of part-time learners.
- Assistance in establishing institutions as world leaders in the field of e-Learning.
- Uniformity and consistency in carrying out e-Learning activities.
- Greater interaction with industry, business and government.

Essentially, champions are internally motivated in an environment that allows the freedom and resources to pursue their activities.

5.2.3 Synthesis of champions and their role in e-Learning implementation

Section 5.2 presented data about champions and their role in e-Learning implementation, and where applicable from an individual and institutional perspective. In Table 5.7 the most important key words about champions and their role in e-Learning implementation are summarised.

Table 5.7 Synthesised summary: champions and their role in e-Learning implementation

Theme	Keywords	Sources
Champions and their role in e-Learning implementation		
Individual (Champion)		
How?	Stay motivated, attitude, eagerness, share knowledge, initiator, goal oriented, often, use of e-tools, software packages, audio, video, virtual environment, blogs, wikis, FaceBook, web 2.0, serve, outline, demonstrate, collaborate	CA1, CA2, CB1, CB2, CC1, CC2
Why?	Inform, interactivity, motivates, reach, any time, report, expand, enjoy, committed, persevere, take responsibility, enthusiastic, transparent, patient, prioritise, interest, good listeners	CB1, CB2, CA1, CA2, CC1, CC2
Institutional (Policy staff and documents)		
How?	Part of the process, go the extra mile, strategy, visibility, industrialisation	PB1, PB2, PA1, PA2, PC1
Why?	Responsibility, confident, prioritise, committed, essential qualities, high quality, content, creative, grow enrolment, world leader, exploit, guidelines, uniformity, consistency, training, interaction	PA1, PA2, PB2, DB1, DA1, DC1, DC2

5.3 Theme 2: e-Learning implementation

The results that are presented in Section 5.3 had the second highest occurrence of the themes of Chapter 4, Table 4.3. The focus of this section is how champions and institutions engage in e-Learning

implementation and why champions and institutions engage in e-Learning implementation. It ends with a synthesised summary on e-Learning implementation shown in Table 5.9.

Sub-themes under this main theme follow the order of occurrence given in the second column of Table 4.3 (Chapter 4) and are shown again in Table 5.8 from most to least occurring sub-theme.

Table 5.8: Sub-themes – e-Learning implementation (208)

Perceptions about e-Learning implementation within institutions of higher education	63
Benefits of e-Learning implementation	32
Challenges of e-Learning implementation	28
The importance of an e-Learning strategy	25
e-Learning implementation approach	15
Documentation of e-Learning activities	12
Marketing of e-services	11
The future of e-Learning within institutions of higher education	10
The need for a champion to implement e-Learning activities	8
e-Learning environment within institutions of higher education	4

5.3.1 How do champions and institutions engage in e-Learning implementation?

The data are presented from the individual perspective of the champions, and from the institutional perspective as obtained from policy staff and institutional documents.

5.3.1.1 Individual perspectives

The results indicate that the environment where champions implement e-Learning in institutions of higher education has an impact on how champions engage in their activities. Some regarded their environment as conducive, with room for improvement for e-Learning implementation (CC1, CC2, CB1, and CA2). Others felt that their environment is not supportive or conducive enough (CA1, CB2), as there remains room for more capacity, political will, and buy-in.

Champions mention the importance of considering which approach to take when engaging in e-Learning activities. Approaches differ and, depending on the type of institutional activities, an example is the project approach, whereby institutions only engage in e-Learning on a project basis, taking small steps, and reporting progress at every stage, until the institution is ready to scale. Also mentioned is a holistic approach, where champions are engaged in a number of activities, ranging from training other staff, user-support on the LMSs, working together with other departments (such as the technical department), and implementing e-Learning to supplement the traditional face-to-face lectures (CC1, CC2, CB1, CB2, and CA2).

Champions appear to be challenged when engaging in the implementation of their activities, with reference to uncertainty in institutions in terms of where to position e-Learning and who is to take responsibility for it (CA1, CB1, CB2, and CC1). Other explicitly mentioned

factors hindering champions in engaging in their activities are lack of skills to develop e-content and the commitment of those involved.

> *"This is the biggest challenge and also affects heads of institutions who should actually decide the place of e-Learning in their institutions" (CA1)*

The importance of having an e-Learning strategy coupled with resources within institutions of higher education that can serve as the roadmap for e-Learning implementation is considered by champions. The active engagement of champions in the development of the strategy seems crucial. Most champions confirmed that they are part of strategy development within their institutions, where such a process has started or is already in place (CB1, CB2, CA2, and CC2).

Documentation of the activities of champions was seen as an important part of e-Learning implementation. To this end, documentation of activities is looked at from several perspectives, in terms of importance for retaining processes, to inform future practice in respect of progress to date, and publishing what one is doing in scholarly work. All champions confirmed that speaking at conferences to let others know what you are doing, and contributing to the body of knowledge in the field of e-Learning are important aspects (CA1, CA2, CB1, CB2, CC1, and CC2).

"It is imperative to document the activities/courses/projects that we are involved in as this will contribute to the body of knowledge of e-Learning" (CC2)

Campaign awareness and marketing of what one is doing are some of the reported activities of champions that could lead to acceptance of e-Learning and lessen resistance (CA1, CA2, CC1, and CC2).

5.3.1.2 Institutional perspectives

Policy staff views and the contents of institutional documents are presented in respect of institutional procedures, directives (through guidelines) and policies (through intentions).

Policy staff and institutional documents explicitly mention the creation of the right atmosphere for engagement in e-Learning activities (DB1, PB2).

There is also reference to the approach in terms of e-Learning implementation from an institutional perspective.

"The approach of the institution is primarily project-based where the institution embarks on a number of projects with national as well as international partners, in order to achieve its e-Learning agenda" (PB2)

Both champions and policy staff regard infrastructural problems as an aspect that could hinder champions engaging in their activities within their institutions.

> *"Infrastructure is another challenge....I would say not adequately enough, there is room for improvement if we want to go to scale with e-Learning implementation" (PB2)*

> *"e-Learning is vastly growing and the appropriate infrastructure does not exist or has not been invested in to support the growing demand" (CC2)*

Documentation of activities from an institutional perspective seems to refer to retaining processes to avoid 're-inventing the wheel'. There is also specific reference in institutional documents about documentation of activities for contribution at conferences and workshops (PA2, PB2, and DC2).

Champions and policy staff also appear to agree on the importance of campaign awareness for e-Learning implementation considering growth of e-Learning in the institutions (CC2, PB1, and PC1).

In summary, champions emphasised:

- A need for a conducive environment within which they implement their activities.

- Being familiar with the approach taken by institutions when engaging in e-Learning activities.
- Challenges they face in implementing their activities.
- The presence of an e-Learning strategy.
- Documentation of their activities.
- Campaign awareness and marketing that could avoid resistance towards e-Learning implementation.

Policy staff and institutional documents also stipulate:

- The creation of the right atmosphere.
- The approach to be considered.
- Infrastructural challenges that must be addressed.
- Documentation of activities.
- The importance of campaign awareness.

5.3.2 Why do champions and institutions engage in e-Learning implementation?

The data are presented from an individual perspective of champions, and an institutional perspective of policy staff and institutional documents.

5.3.2.1 Individual perspectives

Champions engage in e-Learning implementation as their institutions need them to move implementations from an infancy level to a more engaged level (CA1, CB2). e-Learning seems to promote the development of new pedagogical methods; not with the intention of

replacing face-to-face training but to complement it. To this end e-Learning should be seen as the means and not the end, as well as the solution to other problems (CC1, CC2).

Champions engage in e-Learning activities as it provides flexibility to the stakeholders involved in e-Learning implementation in various ways, namely in terms of the approach to e-Learning, how e-content is developed, removes blindness from the situation, and in terms of learning experiences (CB1, CC1, and CC2).

5.3.2.2 Institutional perspectives

Policy staff views and the contents of institutional documents are presented in respect of institutional procedures, directives (through guidelines) and policies (through intentions).

Champions, policy staff and institutional documents, consider the importance of having an e-Learning strategy in place for the survival of e-Learning implementation.

> *"An e-Learning policy is critical within an institution engaged in e-Learning implementation, as it sets out or guides the e-Learning agenda of the institution." (PB2)*

> *"These guidelines must be followed when e-Learning activities are carried out at the university, to ensure that there is uniformity and consistency when dealing with e-Learning." (DB1)*

"You need a proper strategy in ensuring staff is committed to e-Learning." (PA1)

Policy staff and institutional documents refer to the job market that needs graduates that have been stimulated by innovative academics, while delivering lifelong learning opportunities. Specifically the job market demands innovative graduates (PA2, PB1, DC1, and DA1). e-Learning seems to make facilitation and sharing of institutional resources easier (PC2, DA1).

All policy staff explicitly mention the need for champions in implementing any important activity, and not just one champion but more people to work with. In referring to the need for champions, policy staff also expect champions to engage in generating funds, which could assist institutions in becoming self-sustainable (PA1, PA2, PB1, PB2, PC1, and PC2).

"You need a dedicated person to run e-Learning; a champion must write proposals on how to run e-Learning within an institution and generate funds for self-sustainability of e-Learning implementation." (PB1)

The value of implementing e-Learning is characterised because it aids in improving the quality of teaching, thereby enhancing institutional reputation, creating local content appropriate to the needs and environment of students, catering for multiple learning styles of students,

and providing cost-effective, customer-focused services anywhere, anytime (PB1, DB1, PA1, DA1, and DC1).

Survival of e-Learning implementation in institutions appears to be linked to dedicated and committed people, pushing the e-Learning agenda, a conducive environment, and the perception that e-Learning is the item of the future (PA1, PA2, and PB1). There is also a connotation that the reason for some institutions to engage in e-Learning is for survival, in that there is pressure on open and distance learning divisions or institutions to consider e-Learning, in addition to print-based approaches, to reach their target groups wherever they are (PB2).

In summary, champions engage in e-Learning implementation activities because:

- Their institutions need them to be able to move from an infancy level to a more engaged level of implementation.
- To promote the development of new pedagogical methods.
- e-Learning provides flexibility to stakeholders involved in e-Learning in many ways.

Champions, policy staff and institutional documents:

- View an e-Learning strategy as important for survival within the 21st century.
- Note the job market demands innovative graduates.
- Acknowledge that generation of funds ought to lead to self-sustainability.

- Value e-Learning implementation in that it enhances institutional reputation.
- Accept that survival of e-Learning is linked to dedicated and committed staff.

5.3.3 Synthesis of e-Learning implementation

A summary synthesising the most important key words on e-Learning implementation is presented in Table 5.9 in which the individual and institutional perspectives are emphasised.

Table 5.9: Synthesised summary: e-Learning implementation

Theme	Keywords	Sources
e-Learning implementation		
Individual (Champion)		
How?	Environment, holistic, approach, position, responsibility, e-Learning strategy, documentation, retain processes, marketing	CB1, CB2, CA1, CA2, CC1, CC2
Why?	Infancy, engaged, complement, promote, pedagogical methods, face-to-face, means, flexibility	CB1, CB2, CA1, CC1, CC2
Institutional (Policy staff and documents)		
How?	Right atmosphere, project-based, approach, infrastructure problems, documentation, re-invention, conferences, workshops, growth	PB1, PB2, PA1, PA2, PC1, DB1, DC2
Why?	21st century, job market, life-long learning, funds, sustainability, quality of teaching, reputation, learning styles, cost effective, anywhere, anytime, item of the future, survival, dedicated, committed	PB1, PB2, PA1, PA2, PC1, PC2, DB1, DA1, DC1

5.4 Theme 3: Institutional support towards e-Learning implementation

According to the themes in Chapter 4, Table 4.3, this theme was third in number of occurrences, and the sub-themes are presented here from most frequent to least frequent (see Table 5.10).

Table 5.10: Sub-themes – Institutional support towards e-Learning implementation (193)

Institutional support towards e-Learning implementation	65
Available infrastructure	28
Sustainability of e-Learning activities	27
Up-scale/Expanding e-Learning activities	25
The value/importance of training staff in implementing e-Learning activities	24
The relevance of stakeholder involvement in e-Learning implementation	13
Provision of incentives for e-Learning implementation	11

In this section data are presented in terms of how institutions support champions or fail to do so while they engage in their activities.

5.4.1 How institutions support champions or fail to do so?

Data are first presented from an individual perspective and then from an institutional perspective.

5.4.1.1 Individual perspective

In terms of institutional support, data refer to infrastructure availability or lack thereof. The opinions of champions range from infrastructure being minimal, not sufficient (CA1), necessary but not enough (CB2, CC2, and CA2), average, basic, available but causing problems during implementation (CB1, CC2). A champion described the importance of proper Learning Management System (LMS) support in the form of systems administrators and dedicated servers (CC2).

In addition, champions seem to have their own views in terms of what they regard as sufficient support needed for e-Learning implementation, as opposed to what policy indicates. In this regard champions indicated that institutions must specifically budget for e-Learning implementation (CA1, CB2). In instances where a budget does exist, it is still regarded as minimal (CB1, CA2, and CC2), and champions expressed concern that as the e-Learning needs of institutions increase, so ought the corresponding budget. Availability of an e-Learning team, and a specialised unit for e-Learning implementation were regarded as important by champions (CB1, CB2, and CA1).

The lack of management support to fully embrace e-Learning and, thereby, the failure to officially allow sufficient time for champions to engage in their activities (CA1, CB1, and CB2), was a frequent concern. When engaged in training, which all champions seem to willingly engage in, whether through brainstorming, mentoring, debating, or knowledge sharing, there is need for the necessary infrastructure and management buy-in.

"They [champions] need more support and time to do this." (CB1)

5.4.1.2 Institutional perspective

Policy staff views and the contents of institutional documents are presented in respect of institutional procedures, directives (through guidelines) and policies (through intentions).

Most policy staff and institutional documents indicate that at the present time there is room for improvement in terms of the technological infrastructure availability within institutions for e-Learning implementation (PA1, PA2, PB1, PB2, PC1, DB1, DA1, and DC2).

> *"The infrastructure is there but I would say not sufficient." (PB2)*

> *"Inadequate resources for capacity building in digitising of curriculum development." (DA1)*

Champions expressed the need for more direct support in terms of management buy-in, financial support, human capacity and technological support. Yet, policy staff revealed that there is already some level of support in that they have started to budget for e-Learning activities (PB1, PB2, PA1, PA2, PC1, and PC2), provided some capacity building opportunities (PB2, PC1), support multi-stakeholder involvement and refer to "being there" for champions (PB2, PA1, PA2, and PC1). Policy staff regard the involvement of government and other funding partners to aid in sustainable e-Learning implementation by champions, as institutions cannot afford this alone (PA1, PA2).

According to the data, there are no specific references from policy staff or institutional documents to official time planned for champions to engage in their e-Learning related activities, over and above their other activities within their institutions. However, the importance of training in respect of

skills transfer to other staff is frequently mentioned (PA1, PB2, DB1, DA1, and DA2).

In summary, champions specify some form of institutional support, but consider it not sufficient to effectively engage in their activities. Champions would prefer more direct support from institutions, in the form of:

- Sufficient infrastructure.
- Direct budgeting for e-Learning activities.
- Provision of sufficient time to engage in e-Learning activities.
- An e-Learning unit with specialised staff.
- The right conditions for training.

Policy staff and documents noted that infrastructure availability for e-Learning activities is not yet sufficient and could be improved. However, policy staff indicated that there is some form of support already in place, such as:

- Some budgetary alignment for e-Learning activities.
- Capacity building opportunities.
- Support multi-stakeholder involvement.
- “Being there” for champions.

There is almost no reference to a specific e-Learning unit with specialised staff, or official time for champions to engage in their activities at policy level and in institutional documents.

5.4.2 Why would institutional support motivate or hinder champions?

With regard to whether institutional support could motivate or hinder champions, Section 5.4.2 presents individual as well as institutional perspectives. In addition, views on issues of scalability and sustainability are also presented.

5.4.2.1 Individual perspectives

As the discussion in Section 5.4.1.1 reflects on issues that could hinder champions as they engage in their activities, this section reflects on what could motivate champions. Champions revealed that institutional support could motivate them as they engage in their activities, if the issues raised in Section 5.4.1.1 are taken into consideration. These are: sufficient infrastructure availability, management buy-in, proper budgeting, and sufficient time to engage in their activities, provision of a specialised e-Learning team, an e-Learning unit, and ample opportunities under the right conditions to train other staff members.

5.4.2.2 Institutional perspectives

Policy staff views and the contents of institutional documents are presented in respect of institutional procedures, directives (through guidelines) and policies (through intentions).

Policy staff and institutional documents noted the provision of incentive schemes that could possibly aid in motivation as well as the involvement of various stakeholders.

While the data revealed that rewarding champions for what they do would motivate them, there is no need for it to always be a monetary reward. The incentive schemes could range from monetary/financial awards or by means of recognition and promotion, and being transparent about it (PB1, PB2, PA1, and DC1).

Providing opportunities to engage with other stakeholders within institutions in order to ensure that stakeholders understand and value e-Learning implementation (DB1, DC1, and DC2), and ensure things are working properly was mentioned. Formation of strong partnerships in and outside institutions was also regarded as important and seen as motivational (PC1).

> *"Our links to networks....has motivated the staff tremendously" (PC1)*

5.4.2.3 Scalability and sustainability of e-Learning activities

Responses in terms of issues of scalability and sustainability are discussed here.

Champions and policy staff suggested the need for institutions to upscale e-Learning to be on par with a modern knowledge economy (CA1), to be able to ensure maximum access to learning opportunities (CA2), reaching the masses wherever they are (PA2), availability of an e-Learning unit (CB2), which will aid in reaching and training more people, to cope with an increase in student numbers (PB1), a critical mass needed to reach

scalable e-Learning (PB2), as well as the presence of an e-Learning policy or strategy coupled with resources (PA1, CB1, and CC2), that will guide institutions accordingly.

> *"It is important to expand and sustain it, through policy, skills retention, how far do we want to go, up to when the world is an oyster for staff." (PA1)*

> *"We need to establish an e-Learning unit to run e-Learning activities faster and on a bigger scale." (CB2)*

Sustainability is about return on expectation[s] (CC1).

> *Sustainability is about return on expectation, when the customer need is satisfied, they then create a new need and this is what is special about a champion." (CC1)*

Champions need more people that they can work with within institutions in order to support sustainability (CB2, PA1). Thus champions need direct institutional support for buy-in by more members (CB1, CA2, and CC2), an approved budget (CA1, CC2, and PB1), regular marketing campaigns to sell the message to all (PC1), Continuous Professional Development (CPD) opportunities (DC2, DB1), and commitment from all involved (CB2). Policy staff recognise the need for provision of incentives (PB1), seek recognition by other partners, both nationally and internationally (CB2). Specific qualities of champions, such as their ability to inspire

others (CB2), to "*take things to the next level*" are important. Policy staff call for monitoring and evaluation at all times (PB2).

> *"Such a university like ours, with several satellite campuses needs the right infrastructure and a budget approved by management to implement and sustain e-Learning." (PB1)*

In summary, champions indicated that they could be motivated if support is evident through:

- Sufficient infrastructure to engage in their activities.
- Direct management commitment.
- Commitment of an adequate budget for e-Learning activities.
- An e-Learning unit with specialised staff.
- Provision of time to engage in their e-Learning activities.
- Creation of the right atmosphere.

Policy staff and documents highlight:

- The provision of incentives without the need for it to be monetary at all times.
- Engagement with other stakeholders to understand and value e-Learning.
- Formation of partnerships in and outside institutions.

There is also need for e-Learning to be part of the institutions' learning and training culture.

5.4.3 Synthesis of institutional support towards e-Learning implementation

A summary synthesising the most important key words in terms of institutional support towards e-Learning implementation is presented in Table 5.11.

Table 5.11: Synthesised summary: Institutional support towards e-Learning implementation

Theme	Keywords	Sources
Institutional support towards e-Learning implementation		
Individual (Champion)		
How?	Infrastructure availability, LMS, support, dedicated, servers, budget, e-Learning team, specialised unit, management support, embrace, time, training, necessary, buy-in	CB1, CB2, CA1, CA2, CC2
Why?	Sufficient infrastructure, management buy-in, proper budgeting, sufficient time, specialised e-Learning team, e-Learning unit, right conditions, training	CB1, CB2, CA1, CA2 CC1, CC2
Scalability and sustainability	Knowledge economy, maximum access, e-Learning unit, e-Learning policy, e-Learning strategy Return on expectation, more people, direct institutional support, approved budget, commitment, recognition, partners, inspire	CA1, CA2. CB1,CB2,CC1,CC2
Institutional (Policy staff and documents)		
How?	Room for improvement, capacity building opportunities, funding partners, sustainability, involvement of government, multi-stakeholder, being there, time, training, skills transfer	PB1, PB2, PA1, PA2, PC1, DB1, DA1, DA2, DC2
Why?	Incentives, rewards, no need to be monetary, promotion, recognition, transparent, stakeholder involvement, understand, value, partnerships, motivational	PB1, PB2, PA1, PC1, DB1, DC1, DC2
Scalability and sustainability	Reaching masses, increase in student numbers, critical mass, e-Learning policy, e-Learning strategy, more people, regular, marketing campaigns, CPD, incentives, monitoring and evaluation	PA1, PA2,PB1, PB2, PC1, DB1, DC2

5.5 Summary

The results of this study were presented in this chapter according to the final data analysis themes, and synthesised accordingly. Each theme was concluded with a summary that synthesised the most important key words in that theme.

Within the first theme, champions and their role in e-Learning implementation, their activities and characteristics, that reflect the strategies they employ were presented in terms of *how* they do what they do. The motivational reasons, in respect of *why* they do what they do, were presented through a discussion of the qualities of champions. Policy staff views and institutional document references were presented as well. Table 5.4 summarises the subthemes and a synthesis on the theme is given in Table 5.7.

Key words that describe the characteristics of champions (Table 5.5) range in importance from having the right attitude, sharing their knowledge, being an initiator and leading by example to being a 'go getter'. At the policy level there is appreciation for the need of those with strategic thinking and capacity building skills, as well as recognition for the need for these people to be supported with e-Learning strategies and enhanced visibility.

Key words that were associated with qualities of champions (Table 5.6) include adaptability, commitment and perseverance (most important) to

being confident, hardworking, team players and creative. While champions enjoy what they do and are primarily internally motivated in environments that allow freedom and resources for their activities, at policy level there is a view that qualities such as taking responsibility, confidence and commitment explain why champions do what they do.

Data for the second theme on e-Learning implementation were analysed in respect of how champions and institutions do what they do and why they do it. This was done by referring to the classifications that arose from the analysis, namely the environment within which champions operate, the approach taken by institutions, challenges faced, the importance of an e-Learning strategy, documentation of activities and campaign awareness. Institutions did recognise the importance of the right atmosphere and expressed concern at infrastructural limitations, but preferred a project based approach.

Reasons given by champions and at the policy level of institutions generally differed. Champions saw their purpose in moving the level of implementation from infancy to more engaged levels that enhance and complement traditional learning approaches with improved pedagogy and flexibility. Institutions related reasons to an external branding and market related view, such as the needs of the job market, opportunities for lifelong learning, cost effectiveness and future survival of the institution. Subthemes are listed in Table 5.8 and are consolidated in Table 5.9.

In terms of the third theme institutional support towards e-Learning implementation (subthemes are summarised in Table 5.10), champions acknowledged some form of institutional support that is in place but generally not sufficient enough to effectively engage in their activities. Time to focus on e-Learning implementation was considered of critical importance. Policy staff and institutional documents indicated some form of support as well, however views were different again in terms of what could be motivational and what could be a hindrance. Incentives and rewards, sometimes of a monetary nature were considered important at policy level. Responses in terms of issues about scalability and sustainability were also presented as part of the third theme, and the contributions that these make in the view of champions are more internally directed than those of the institutional policy level. A synthesis of relevant key words for this theme is provided in Table 5.11.

The differences that appear in the synthesised summary tables, Tables 5.7, 5.9 and 5.11 will be discussed as part of the interpretation and discussion of Chapter 6.

The results, integrated according to the structure of the conceptual framework and the associated models and supporting literature, are discussed in Chapter 6.

CHAPTER SIX

DISCUSSION AND FINDINGS

6.1 Introduction

The main results of this study reported in the preceding chapter are consolidated and discussed according to the themes identified from the responses by champions, policy staff and analysis of institutional documents (6.2, 6.3 and 6.4). Consolidated findings follow as the chapter summary (6.5).

In the discussion, results are interpreted in terms of models and supporting sources reviewed in Chapter 2 with particular emphasis on models that have been integrated into the conceptual framework (as summarised in Chapter 3, Table 3.2 and partly extended here as Table 6.1) and Figure 3.5.

The section in which a source was originally reviewed follows the reference as applicable. The sections in which data are presented in Chapter 5 are provided where relevant within the discussions in this chapter.

Table 6.1: Concepts and themes in relation to models and applicable sections of discussion

Concepts and themes	Models discussed in relevant sections	Supporting literature in respective sections
Strategies and motivations of champions linked to their characteristics and qualities (Section 6.2)	e-Learning integration model (Newton & Ellis, 2006) (Section 6.2.1) e-Learning integration model (Newton & Ellis, 2006) and Institutional change model(Cook et al., 2007) (Section 6.2.2)	Aydin and Tasci (2005) (Section 6.2) Holtham (2005), Howell and Higgins (1990), Jolly et al. (2009), Malone (2002), and Goolnik (2006) (Section 6.2.1) Beath (1991), Holtham (2005), Howell and Higgins (1990), Jolly et al. (2009), and Klonoski (2001) (Section 6.2.2)
e-Learning implementation within institutions of higher education (Section 6.3)	Managing innovative educational change (key success factors for radical educational change projects) (Kenny, 2003) Critical Success Factors for e-Learning implementation (McPherson & Nunes, 2006) e-Learning maturity model (Marshall & Mitchell, 2007) (Section 6.3.1) Critical Success Factors for e-Learning implementation (McPherson & Nunes, 2006) (Section 6.3.2)	Gauntlett (2007), Masoumi (2010), Cronjé and Vorster (2004), McCorkle et al. (2001), Parchoma (2006), and Stoltenkamp and Kasuto (2009) (Section 6.3.1) Gauntlett (2007), Masoumi (2010), Clark (2003), Sharpe et al. (2006), Wiles and Littlejohn (2003), Callan and Bowman (2010), Klonoski (2001), Wagner et al. (2008), Aydin and Tasci (2005), Cronjé and Vorster (2004), Parchoma (2006), and Gulati (2008) (Section 6.3.2)
Institutional support and integration of e-Learning into institutional culture (Section 6.4)	Managing innovative educational change (key success factors for radical educational change projects) (Kenny, 2003) Critical Success Factors for e-Learning implementation (McPherson & Nunes, 2006) e-Learning integration model (Newton & Ellis, 2006) (Section 6.4.1) Framework for assessing and implementing educational technology transfer (Klauss, 2000) (Section 6.4.2)	Wiles and Littlejohn (2003), Beath (1991), Keegan et al. (2006), Aydin and Tasci (2005), Jones et al. (2003), and Lucas (2006) (Section 6.4.1) McCorkle et al. (2001), Sharpe et al. (2006), Souleles (2004), Stoltenkamp and Kasuto (2009), and Lawless and Price (1992) (Section 6.4.2)
Scalability (Section 6.4)	Institutional change model (Cook et al., 2007) (Section 6.4.2)	Czerniewicz and Brown (2009), Parchoma (2006), and Callan and Bowman (2010) (Section 6.4.2)
Sustainability (Section 6.4)	Framework for assessing and implementing educational technology transfer (Klauss, 2000) (Section 6.4.2)	Henry (2001) (Section 6.4.2)
Summary (Section 6.5)	e-Learning maturity model (Marshall & Mitchell, 2007)	Holmes (2002) (Section 6.5)

6.2 Champions and their role in e-Learning implementation

Champions, their positions, number of years in their positions, qualifications, characteristics, activities, and qualities in terms of how they do what they do, and why they do what they do are discussed here. Policy staff views and the contents of institutional documents are discussed in respect of institutional procedures, directives (through guidelines) and policies (through intentions).

Table 5.2 reflects the positions/rank of six champions and illustrates that all champions are directly involved in e-Learning implementation activities within their respective institutions. Four of the six champions interviewed are employed in fairly senior positions, which reflect their level of decision-making authority within their respective institutions.

The number of years of the champions in their specific positions (see Table 5.2) is quite diverse and ranges from one to sixteen years within the field of e-Learning. Their qualifications specific to an e-Learning specialisation range from Masters Degrees (four champions) to certificates and industry related short courses (two champions).

Champions have stated that e-Learning is a different way of teaching and learning, which, therefore calls for special competencies for its effective implementation (5.2). Champions appreciate the importance of qualifications and special competencies which they keep current through actively engaging in research (5.2.1.2).

The rapidly changing technology setting of e-Learning and considerations of its integration into teaching and learning require special competencies, but these are not necessarily obtained from higher degrees specifically within e-Learning. Most important seems to be the continued maintenance and expansion of technological skills applicable to e-Learning. While Aydin and Tasci (2005), (2.7.2) have identified experience as an enabling characteristic of champions, this does not appear to be the most important factor. Identification of the characteristics and qualities of active champions may further explain the successful implementation of e-Learning by champions.

6.2.1 How do champions do what they do? (Activities, characteristics and strategies)

An analysis of activities and characteristics (through strategies) of champions is discussed in this section.

Holtham (2005); Howell and Higgins (1990); Jolly et al. (2009) and Malone (2002), (2.9.1) discuss the characteristics of champions, in terms of technology usage and personality traits/qualities (see Table 2.4). This study has found many characteristics of champions in terms of the strategies that e-Learning champions use while engaging in their activities. These characteristics are presented in Table 5.5 and ranked from most frequent responses to least frequent responses. In Table 6.2 the characteristics of champions are compared to those reported by the authors above. It is to be noted that while some characteristics reported

by these authors were not found here, most previously reported characteristics are also found in this study, and the table reveals several additional characteristics.

The most valued characteristic of champions identified in Table 5.5 (5.2.1.1) is “having the right attitude”, toward what they do and how they do it. It appears that e-Learning champions do realise their own strengths but equally acknowledge what other people are good at doing. The right attitude can be recognised through several supporting comments, such as their willingness to share their expertise with passion and enthusiasm, being client focused, enterprising and willing to solve problems (Jolly et al., 2009), persistent (Holtham, 2005; Howell & Higgins, 1990; Jolly et al., 2009) and committed to promoting e-Learning (Jolly et al., 2009). They are focused on achieving their goals and regularly go the extra mile to achieve them often without waiting on an institutional system to work.

Policy staff consider their roles in providing strategic advice as important and this may explain why they identify them as champions. Champions are seen to be passionate about prioritising e-Learning within their institutions. Champions are of the opinion that experience in the field is important.

In Table 6.2 codes are used to indicate which literature sources were used in comparing the characteristics of champions.

Table 6.2 Similarities and differences of champion characteristics**:**

(addresses *how* through strategies)

Similarities (found in this study and literature)	**Skilled** in e-Learning [J], **Willing to share their expertise** with passion and enthusiasm [J], Client focused and able to **communicate** effectively with all kinds of people [J], Enterprising and **willing to solve problems**: small/large; technical/non/technical [J], Persistent [H, HH, J] and model in their actions and **communicates** a commitment to promoting e-Learning and the use of technology to provide educationally sound and reliable teaching and learning solutions [J]
Differences (found in literature only)	Actively seek out new technologies to learn [M], Learn through active experimentation [M], Tend to seek help via networks of other champions [M], Creatively consider how technologies can be used and actively experiment with these uses [M], Encourage other to use technologies in their jobs [M], Able to provide tailored e-Learning messages, solutions and advice [J], *Open to scrutiny and willing to adapt as new information comes to hand [J], High self-confidence [H, HH, J], risk taking and persuasive [H, HH, J], energetic and innovative[H, HH, J]*
Additional Characteristics (found in this study only)	Go getter – going after what they want and believe in, Goal oriented – focused on achieving their goals, Going the extra mile – to achieve their goals not waiting on anyone or an institutional system to work, Initiator – start things off, while soliciting support for e-Learning, Knowledgeable – know what they talk about, Lead by example – which other can follow as well, Professional growth – continuously upgrading their knowledge, Right attitude in what they do and how they do it
[H] Holtham, 2005; [HH] Howell and Higgins, 1990; [J] Jolly et al. 2009; [M] Malone, 2002 *"Characteristics" which are considered qualities in this study are shown in italics and listed here for completeness*	

Many of the differences outlined in Table 6.2 show the characteristics of champions in how they use technology (which is not the focus of this study) and their personality traits/qualities, many of which are discussed in the following section in respect of qualities of champions.

Champions are willing to share their knowledge, whether within or outside their institutions. This partly contradicts the views of Holtham (2005) and Jolly et al. (2009) who claim that champions often share their expertise and experiences with colleagues from another institution but, surprisingly, barely so inside their own institution and thus are better known outside their institutions. This may imply that the institutions within which champions are active often do not recognise their expertise.

The results indicate that champions voluntarily engage in activities and, in particular, take the initiative without being asked to do so. The most important of these include remaining current through research and self-training, provide strategic support at the policy level and train fellow staff members. (Details of activities are given in 5.2.1.2 and are not repeated here). Many of these activities are recognised by policy staff and in institutional documents, in particular the intention of supporting research in institutions.

The activities of champions are qualified through the strategies they employ, in terms of how frequently (as often as possible), how intensely (self-training, use of various tools) and through which paths (outlining content areas, serving on committees) these activities are performed. (Details in respect of the strategies of champions can be seen from the discussion in 5.2.1.2 and are not repeated here).

Policy staff indicate that they must be part of the process in supporting champions, in going the extra mile for their staff, consider the importance

of an e-Learning strategy, and ensure courses are put online to perhaps reach industrialisation (5.2.1.2).

Institutional documents refer to successful e-Learning courses that include multimedia usage in e-content development and instructional design with multimedia tools.

The involvement of champions in training other staff members within their institutions is valued by policy staff, but is only referred to in general terms in institutional documents without explicitly mentioning the role of a champion in training other staff. Goolnik (2006) (2.6.3.1) provides strong support for the importance of training other staff. That demonstrates an important link between activities of champions and scalability and sustainability.

The model of Newton and Ellis (2006) (3.3.2) describes an integrated e-Learning culture within large organisations and its applicability to institutions of higher education. It highlights aspects of instructional design, training, instructors' role, and learners' needs. These aspects lend importance to the activities of champions as discussed above.

The model of Newton and Ellis in proposing an integrated e-Learning culture emphasises organisational priorities, and advises that champions should subscribe to these, which may contradict the innovative role of champions in respect of adhering to organisational priorities in particular.

Innovators frequently act before the institution has established or verbalised appropriate priorities and policies. This aspect is discussed below in the context of the e-Learning maturity model of Marshall and Mitchell (2002) (3.4.1).

In concluding this section on characteristics and strategies as they affect the champions' activities, Table 6.3 shows a comparison between the activities of champions in an Australian and African context.

Table 6.3: Comparison of the activities of champions

Activities of champions (Australian context) Jolly et al. (2009) (2.9.2)	Developing a strong understanding of teacher, trainer and learner needs through active listening and relationship building. Offering e-Learning solutions that are contextualised to the user's needs and build on their current skills and knowledge. Monitoring the preparedness of teachers and trainers to include e-Learning in their practices and make opportunities available at the appropriate times. Transferring e-Learning know-how in small chunks. Supporting each person on their e-Learning journey, building confidence, initially through one-on-one interactions. Improving activities based on feedback and their own research.
Activities of champions (African context) (5.2.1.2, 6.2.1)	Conduct and apply current research practices. Engage in e-content development and instructional design. Engage in self-training of software packages. Create virtual environments, and create social networking opportunities. Provide strategic advice, and spearhead e-Learning activities. Involve other staff members in training.

There are striking similarities in the activities listed in Table 6.3. Although Australia is categorised as a developed country, while the African countries of this study, (Namibia, South Africa and Kenya), are categorised as emerging countries, no general comparisons can be made as both studies are specific to their countries, rather than adequately representing their categories.

6.2.2 Why do champions do what they do? (Qualities and motivations)

Findings in terms of the qualities of champions, reflecting the innate motivations are discussed in this section. Table 5.6 presented the qualities of champions ranked from most frequent to least frequent responses. It became apparent that the reasons for champions choosing to engage in their activities are linked to their innate motivations (5.2.2).

The data as presented in Section 5.2.1.2 already highlighted some reasons *why* champions engage in their activities the way they do, and were summarised in Section 5.2.2, in that their teaching practices are informed through research and it helps them to stay abreast, they can address difficult concepts by using various tools and are motivated to mention a few.

The most valued qualities are their ability to adapt to new things quite easily, enjoy new and challenging events, being committed and know how to persevere even under difficult circumstances, as summarised in Section 5.2.2.2.

Champions seem to take on too much responsibility to handle, thereby at times overloading themselves. Perhaps if more people were to add their efforts to that of the champions as they engage in their e-Learning activities, this problem could be avoided.

Policy staff regard these qualities of champions as being essential (5.2.2.2). Institutional documents mention issues such as producing high quality learning content, creative use of technology that will help grow enrolment of part-time learners, establishing institutions as world leaders in the field of e-Learning, particularly when related policies are in place, and are not repeated here (5.2.2.2).

Beath (1991) (2.7.1), Holtham (2005), Howell and Higgins (1990), Jolly et al. (2009), and Klonoski (2001) (2.9.1), identified qualities of champions which are compared with those found in this study in Table 6.4.

The table shows similarities in the qualities of champions found in this study and the literature reviewed, those found only in the literature, as well as additional qualities found in this study. Codes are used to indicate which literature sources were used in comparing the qualities.

Table 6.4: Comparison of the qualities of champions
(addresses *why* through motivations)

Similarities (found in this study and literature)	Persistence [H, HH, J], Lobbying expertise/Networker[K]
Differences (found in literature only)	High self-confidence [H, HH, J], Energetic [H, HH, J], Risk taking skills[H, HH, J], Persuasive [H, HH, J], Innovative [H, HH, J], Charismatic [B], Trust of the community [K], Relentless nature [K], Inspiring [B], Intellectually stimulating [B], Open to scrutiny and willing to adapt as new information comes to hand [J]
Additional Qualities (found in this study only)	Take responsibility, Diplomatic, Good listener, Hardworking, Patient, Teacher at heart, Team player, Know how to prioritise, Convergers, Focused on winning, Adapt to new things, Committed, Creative, Dedicated, Enthusiastic, Flexible, Focused, Transparent, Divergers
[B] Beath, 1991; [H] Holtham, 2005; [HH] Howell and Higgins, 1990; [J] Jolly et al. 2009; [K] Klonoski, 2001	

The qualities reflected in Table 6.4 depict certain similarities and differences between literature and the current findings. Additional qualities were identified here. These qualities appear to coincide with the internal motivation of champions for engaging in their activities within their institutions.

The model of Newton and Ellis (2006) emphasises the energy and commitment of champions in congruence with the qualities of champions in this study, in that commitment ranked amongst the highest as a quality of champions in this study. Also the model of Cook et al. (2007) in referring to the “tipping point” and how institutions should strive towards moving innovations beyond that, justifies an analysis of the factors which motivate champions, such as their focus on winning, a deep personal interest in what they do and being results driven.

6.3 e-Learning implementation

The findings of this study on aspects of e-Learning implementation signify perceptions expressed by champions about e-Learning, what the internal environment is like, the e-Learning approach, the benefits and challenges of e-Learning implementation, whether there is a future for e-Learning, the importance of an e-Learning strategy, why e-Learning activities should be documented and the importance of informing others of these activities. Policy staff views and the contents of institutional documents are discussed in respect of institutional procedures, directives (through guidelines) and policies (through intentions).

6.3.1 How do champions and institutions engage in e-Learning implementation?

Champions specified the importance of the environment within which they need to engage in their activities (5.3.1.1). For some the environment in which they work is conducive but with room for improvement, and for others their environment is not conducive enough. Policy staff and institutional documents consider the need of the right atmosphere within which champions should engage in their activities. The models of Kenny (2003) (3.2.1) and McPherson and Nunes (2006) (3.2.2) include the need for well-designed e-Learning environments amongst requirements for management support for innovation and change processes to assist the champion in delivering and implementing strategic changes such as e-Learning processes.

The approach to be considered when engaging in e-Learning activities arose frequently in the comments of champions. Approaches seem to differ according to the type of institutional activities engaged in, while some institutions prefer a project-based approach until they are ready to scale. Others refer to the engagement of champions in a holistic approach, in that champions need to work with other staff and other service departments. In most institutions e-Learning is implemented as a supplement to traditional teaching approaches (5.3.1.1). Gauntlett (2007) and Masoumi (2010) (2.2.3.5) note that the approach taken by institutions, has a bearing on how successful or not e-Learning implementation will be, and the involvement of champions is considered a necessary factor for success.

Champions face challenges in implementing their activities, as often there is no certainty about where to position e-Learning within institutions and who is to take responsibility. In view of the e-Learning maturity model by Marshall and Mitchell (2002) (3.4.1), established institutions like institutions of higher education, could see these uncertainties as an opportunity to improve e-Learning processes, in particular progress to a defined level where e-Learning is integrated into institutional plans and policies that cater for innovative practices. Other factors explicitly mentioned that hinder or challenge champions in engaging in their activities is lack of skills by all staff affected, limited capacity to develop e-content by other staff members, as well as often poor commitment (5.3.1.1). Cronjé and Vorster (2004) (2.2.3.1) indicate company factors similar to the findings of this study regarding the location of e-Learning

within the institutional environment, lack of technological infrastructure, limited financial and human support, among others. Gauntlett (2007), McCorkle et al. (2001), and Parchoma (2006) (2.2.3.3 and 2.2.3.4) are in agreement with this and mention similar challenges in respect of e-Learning implementation.

Documentation of e-Learning activities is of value. Policy staff and institutional documents noted the value of documentation as that avoids having to start the process from scratch should the champion leave the institution. Kenny (2003) (2.6.1) regards the importance of documentation of learning and periodic reporting as key success factors for sustaining innovation and change.

In addition, there is a need to make known the activities as champions in order to reduce resistance towards e-Learning uptake. Stoltenkamp and Kasuto (2009) (2.6.2) emphasise the value of a rigorous marketing campaign, to obtain acceptance within an institution of higher education where e-Learning has been implemented to some extent. They also recommend that champions present their e-activities at e-Learning seminars.

The challenges faced by champions and presented as part of the results of this study are not exhaustive, as they pertain only to the champions of this study. There is no clear distinction in literature reviewed regarding the challenges faced by champions in a developed or emerging context as such.

6.3.2 Why do champions and institutions engage in e-Learning implementation?

Champions seem to engage in their activities in order to assist their institutions to progress to a more engaged and advanced level of e-Learning implementation (5.3.2.1). e-Learning seems to promote the development of new pedagogical methods, complementary to face-to-face instruction and should be regarded as a means and not an end, as well as the solution to other problems. Gauntlett (2007) and Masoumi (2010) (2.2.3.5) discuss blended learning as a desirable combination of face-to-face learning and e-Learning, which optimises the best features of both. Clark (2003) warns that how a blend occurs should be considered by institutions of higher education when engaging in e-Learning, which provides a role for champions and their pedagogical insight and instructional knowledge.

e-Learning provides flexibility to stakeholders, in relation to the approach, how e-content is developed and aids in removing the blindness from the situation (5.3.2.1). Aydin and Tasci (2005), Callan and Bowman (2010), Cronjé and Vorster (2004) and Gauntlett (2007) (2.2.3.2) confirmed these as potential benefits of e-Learning.

Champions, policy staff and institutional documents expressed the importance of an e-Learning strategy that can serve as a roadmap directing e-Learning activities within institutions of higher education and for survival (5.3.2.2). An e-Learning strategy which addresses skills

transfer, and budget allocation, should involve a champion in its development as this seems to enhance sustainability. Sharpe et al. (2006) recommend the implementation of a university e-Learning strategy to ensure sustainable embedding of e-Learning, while, Wiles and Littlejohn (2003) and Callan and Bowman (2010) (2.4.3) consider this as only the first building block in sustaining e-Learning implementation and further emphasise that champions alone cannot ensure sustainability of e-Learning implementation.

Policy staff and institutional documents refer to the job market that demands graduates that have been stimulated by innovative academics and have access to lifelong learning opportunities (5.3.2.2) which can be provided through e-Learning.

Policy staff express the need to work with a champion when implementing e-Learning activities within institutions of higher education. The purpose ranged from involving champions in all activities as an aid in sustainability of e-activities, in order to demystify the new approaches, and advocate for e-Learning. There is an expectation that champions would generate funds which assist their institutions to become self-sustainable (5.3.2.2). The role of champions in successful e-Learning implementations in institutions of higher education is also foreseen by Klonoski (2001) (2.9.1), McPherson and Nunes (2006) (2.2.3.1), Wagner et al. (2008) (2.6.2), and Wiles and Littlejohn (2003) (2.4.3).

Policy staff and institutional documents mention the value of e-Learning implementation in that it enhances institutional reputation. Institutional documents emphasise the need for the creation of e-content customised to the needs and environment of students, in order to cater for individual learning styles and to provide cost-effective services, accessible from any location and at any time (5.3.2.2). This agrees with Aydin and Tasci (2005), Cronjé and Vorster (2004), Gauntlett (2007), Masoumi (2010), and Parchoma (2006) who describe the educational value as well as driving forces of e-Learning implementation.

Survival of e-Learning implementation is associated with dedicated and committed staff pushing the e-Learning agenda within their institutions, the perception that e-Learning is the future, and the connotation by policy staff that open and distance learning institutions need e-Learning in order to complement print-based approaches (5.3.2.2).These perceptions seem to coincide with views about the future of e-Learning and its possible potential.

In summary, reflecting on the theme e-Learning implementation and how and why champions and institutions engage in e-Learning implementation, it is possible to conclude that champions, policy staff and institutional documents do recognise the importance of the environment for engaging in e-Learning activities, given the right atmosphere, as well as documentation of the activities which could aid in avoiding starting from scratch should champions leave their institutions.

The approach for e-Learning implementation must be considered, but approaches differ according to institutional activities from project-based approaches to holistic approaches.

Champions are challenged in engaging in their activities in that there is no clear direction of where to position e-Learning within their institutions and who is to take responsibility for its implementation, lack of skill-sets and poor commitment which could directly hamper decisions about bigger uptake of e-Learning in institutions.

Champions seem motivated enough to assist their institutions to move from an initial to an advanced level of e-Learning implementation, develop e-Learning strategies that can direct e-Learning processes, prepare graduates ready for the job market. e-Learning implementation seems to promote the development of new pedagogical methods which champions willingly embrace, provides flexibility to stakeholders involved in e-Learning implementation, and could enhance institutional reputation given the right conditions and atmosphere.

The issues raised as part of e-Learning implementation, confirm some of the concerns raised by Masoumi (2010) in terms of poor accessibility, inefficient and expensive telecommunication systems, such as high bandwidth costs that could be barriers to successful e-Learning implementation within emerging countries. However, determinants that may influence e-Learning success could vary even amidst some reported support and advances to date, as indicated by Gulati (2008), (2.2.2.2).

6.4 Institutional support towards e-Learning implementation

The findings in respect of how institutions support champions or fail to do so and whether the support could motivate or hinder champions as they engage in their activities are discussed here. Policy staff views and the contents of institutional documents are discussed in respect of institutional procedures, directives (through guidelines) and policies (through intentions).

6.4.1 How institutions support champions or fail to do so

Wiles and Littlejohn (2003) (2.4.3 and 2.8), note that support for e-Learning varies from institution to institution and can take many different forms including financial, human, physical or technical support.

Champions in general regard the current infrastructure within their institutions as insufficient (5.4.1.1). There is simultaneous concern about bandwidth problems in relation to its high costs, and frequently, lack of adequate maintenance of equipment. Champions expressed the need for systems administration support, to allow them to focus on their activities and not be hindered by technical glitches. Both policy staff and institutional documents confirm that there is room for improvement in terms of the technological infrastructure available within their institutions.

There would appear to be opposing views between champions and policy level staff respondents in terms of the type of institutional support needed for successful implementation of e-Learning activities of champions, however (5.4.1.1). Policy level staff indicate some level and degree of support already in place, while champions seem to emphasise the type of support they think they still need for successfully engaging in their activities.

Champions recommend that budgets must be adjusted as the needs grow, the need for an e-Learning team working within a specialised unit within the institution, proper management support and buy-in and adequate time to engage in e-Learning activities over and above their other activities. Kenny (2003), (2.6.1) Beath (1991), (2.7.1) and McPherson and Nunes (2006) see clear support of management, provision of adequate resources, including adequate time, as well as political support as necessary success factors. However, most policy staff and documents analysed in this study, did not explicitly mention these aspects as mentioned by champions.

The type of support already in place as described by policy staff includes capacity building opportunities, support to attend national and international workshops and conferences, multi-stakeholder involvement, being there [politically] for champions and some budgetary alignment for e-Learning (5.4.1.2).

Further, policy staff consider support needed from external partners, in order to assist the sustainable implementation of champions activities (5.4.1.2). However, Keegan et al. (2006) (2.4.3) warn that initiatives that are supported through external funding also end when the funding is no longer available, so jeopardising sustainability. The results of this study suggest that the presence of a champion and financial allocations assist scalability and sustainability of e-Learning activities (5.4.2.3).

Aydin and Tasci (2005) (2.7.2) examined e-Learning readiness of emerging countries like Turkey, (a similar context to the setting here), but focused on companies, and identified the support needed which agrees with the support highlighted by this study.

The expressed need for training of other staff in order to transfer skills, produce capacity building by champions, while implementing e-Learning processes, with management support is an important finding (5.4.1.2). The type of training mentioned by champions ranged from brainstorming, debating, mentoring, knowledge sharing, willingness to train others and policy reference to training and skills transfer. Jones et al. (2003) (2.7.1 and 2.7.2) mentioned the use of an organisational memory system that could aid in retaining valuable expertise and knowledge even when valuable employees leave the system. Lucas (2006) (2.7.1) refers to e-Learning advocates and their role being to act as a source of practical help and advice. The alignment of e-Learning policies and infrastructure with the training culture within an institution seem vital (Newton & Ellis, 2006) (3.3.2).

6.4.2 Why institutional support could motivate or hinder champions

Champions revealed that institutional support can motivate them if there is sufficient infrastructure within their institutions, direct management buy-in, proper budgeting for e-Learning, sufficient time allowance to engage in e-Learning activities, provision of a specialised e-Learning team and unit, as well as ample opportunities to train other staff members and transfer skills under appropriate conditions (5.4.2.1).

Policy staff and institutional documents refer to rewards and incentives, both monetary or by recognition and promotion, which may lead to commitment in terms of implementing e-Learning activities. In particular, budgeting for incentives and transparency in communicating such rewards are intended to lead to self-sustainability of e-Learning activities (5.4.2.2). Klauss (2000) (2.8 and 3.2.3), McCorkle et al. (2001) (2.8), Sharpe et al. (2006) (2.8), and Souleles (2004) (2.8) note that incentive structures to ensure engagement and commitment of staff implementing sustainable technology transfer processes in various ways are important.

Stoltenkamp and Kasuto (2009, p.9) (2.8), regarding award schemes, argue “the most proficient employee needs to be motivated in order to function competently”. However, Lawless and Price (1992) prefer non-monetary incentives for champions in respect of their already acknowledged self-motivational role. This study finds that champions do not require external incentives to encourage them to engage in their

activities, as they are internally motivated as reflected through their characteristics and innate qualities.

Provision of opportunities to engage with other stakeholders in order to understand and value e-Learning, as well as the formation of strong partnerships are seen as motivational.

In respect of scalability, the results point to the need:

- To up-scale e-Learning to match with a modern knowledge economy.
- To ensure maximum access to learning opportunities by all.
- To reach the masses wherever they are.
- To cope with an increase in student numbers.
- To provide an e-Learning unit, to aid in reaching and training more people as well as support staff in person.
- To achieve a critical mass within institutions needed to reach scalable e-Learning.
- To promote the presence of an e-Learning policy or strategy coupled with adequate resources (5.4.2.3).

The findings of this study agree with Czerniewicz and Brown (2009) in terms of requirements for scalable e-Learning implementation regarding a critical mass needed, policies and resource allocation. Parchoma (2006) notes factors such as group norms, standards, values and perceptions that may also influence or hinder scalable implementation of e-Learning.

Parchoma's issues, however, were not addressed in this study, but are important considerations for institutions of higher education.

Callan and Bowman (2010, p.11) state "champions alone cannot shift e-Learning from the margins to the mainstream". It is further emphasised in the institutional change model of Cook et al. (2007, p.786), in that they refer to "the point at which enough individuals in a system have adopted an innovation so that the innovation's further rate of adoption becomes self-sustaining". Cook et al. explicitly argue that institutions should aim to move innovations beyond the "tipping point" and that this is the point that institutions should strive towards.

In terms of sustainability, the findings point to the need:

- To achieve return on expectation and champions seem to aid in this.
- To involve more people to work with in order to support sustainability.
- To establish direct institutional support for buy-in by more people.
- To obtain an approved budget for e-Learning activities.
- To establish continuous campaign strategies to raise awareness of more staff.
- To institute and support Continuous Professional Development (CPD) opportunities which could influence staff performances.
- To gain commitment from everybody involved.
- To recognise the need for provision of incentives.

- To seek recognition by other partners, nationally and internationally.
- To inspire others to get involved and take things to the next level.
- To ensure monitoring and evaluation (5.4.2.3).

All the issues in terms of scalability and sustainability seem to be goals, with some overlap in opinion between champions and policy staff as can be seen from the synthesised summary in Chapter 5 (Table 5.11), as well as contributing factors in considering scalable and sustainable e-Learning implementations.

The framework of Klauss (2000) (3.2.3) supports the findings in respect of sustainability, in that it considers continuous resource commitment from institutions as external partners move out, as well as enough trained capacity to continue the implementation as critical factors for sustainability.

In concluding this theme on institutional support, Henry (2001, p.1) argues

> "successful implementation of e-Learning requires the same management commitment as other mission-critical organisation-wide initiatives".

This implies, that there should be equal institutional support, whether financially or in human capacity towards e-Learning, as like with other activities within institutions.

Particular support envisaged by champions is lacking within institutions of higher education and champions are thereby hindered in engaging in their activities (5.4.1.1). Also, champions and policy staff have opposing views on the type of support needed for successful implementation of e-Learning activities, and this requires careful consideration. An approved budget, the importance of a specific e-Learning unit with specialised staff, sufficient time for champions to engage in their activities, seem motivational over and above policy staff considerations of capacity building opportunities, support to attend national and international workshops and conferences, multi-stakeholder engagement and some budgetary alignment. Rewards and incentives are recognised, however this seems contradictory to the notion that champions are internally motivated. Considerations for going to scale and sustainability were discussed in relation to goals and institutions of higher education would have to deliberate on these for growth and survival.

6.5 Summary

The findings of this study were discussed in Chapter 6 within the context of the literature reviewed, and its theoretical basis. The discussion was structured to follow the conceptual framework of the study.

Each main theme with its various sub-sections were summarised in Chapter 5, Sections 5.2.1.1, 5.2.1.2, 5.2.2.2, 5.3.1.2, 5.3.2.2, 5.4.1.2 and 5.4.2.3. Following these summaries, Tables 5.7, 5.9 and 5.11, synthesised keywords in respect of the findings of this study according to each of the main themes. In each of the respective tables, the keywords are presented in terms of champions and institutions (through policy staff and documents) and mapped according to the research questions of this study. There were different views as discussed in Chapter 6.

Institutions of higher education may be guided by the e-Learning maturity model of Marshall and Mitchell (2002) (3.4.1). Institutions could consider the type of support made available or that should be made available to champions as they engage in their activities (through strategies), and demonstrate qualities (through motivations) in order to progress in maturity with e-Learning implementation. Maturity in the model is categorised as an initial, planned, defined, managed or optimised institution.

While established institutions, like institutions of higher education, could be seen as either managed or optimised in respect of the maturity model, the introduction of a new activity by champions disturbs this stage. The

introduction of an innovation such as e-Learning could be seen at an initial stage and needs to move over time to a fully integrated and institutionalised stage, ultimately reaching the optimised stage.

Champions easily get bored with the institutional system, or are easily head-hunted and tend to leave the system. Therefore, institutions need to ensure that such innovations at the initial stage are institutionalised before the champions are no longer available and the system collapses, particularly considering the view of Holmes (2002, p.3) that “senior managers are less likely to be champions of an e-Learning system” or its implementation.

It is possible to suggest that just as senior managers are less likely to be champions, champions are less likely to be effective senior managers as champions have personality qualities that lead them to innovate and potentially be impatient with the institutional norms and procedures which are characteristics of an established institution. It is noticeable that seniority of champions in terms of job description, through their current positions in e-Learning, compared to those in less senior positions within their institutions show no significant differences in activities, characteristics and qualities.

There are significant differences of opinion between champions and policy staff in particular regarding the needs of champions when activities lie at the initial stages of innovation. These differences are explainable in terms of the Marshall and Mitchell (2002) e-Learning maturity model

where it can be expected that the world views of the innovator and the senior staff member at policy level, are different. The established institution provides policies, guidelines and procedures to be followed for established activities. In contrast innovative activities require actions that are not yet catered for in policy and thus are rarely understood at the senior management and policy levels. It is not surprising that institutions fail to explicitly recognise the role of champions in their policy documents.

Where institutions wish to have innovations institutionalised the institutions must be aware of the disturbances that such innovations can bring, and thus must create policies to accommodate, tolerate and support them.

In order to obtain and create the environment where innovative practices of champions are recognised, supported, motivated and institutionalised to achieve scalability and sustainability, which institutions claim they need in their policy documents, it is necessary to identify the characteristics, qualities, support needed by champions, and considerations for scalability and sustainability. This need leads to the creation of guidelines that this study recommends in Chapter 7, Section 7.5.

In Chapter 7 a summary of the findings is presented. The chapter includes reflection in terms of methodological limitations and substantive reflection in relation to the contribution of the study to the scholarly domain. Potential application of the results, in the form of

recommendations, for policy makers and practice, as well as suggestions for further research and concluding remarks complete the chapter.

CHAPTER SEVEN

SUMMARY AND CONCLUSIONS

7.1 Introduction

The chapter provides an overview (7.2), summary of the findings (7.3), methodological reflections and limitations (7.4), and substantive reflections in the form of the contributions of this study to the scholarly domain (7.5). It also includes recommendations for policy makers and practice as well as suggestions for further research (7.6) and ends with concluding remarks (7.7).

7.2 Overview

The pace of implementing e-Learning in institutions of higher education is increasing. This process of innovation is driven by champions as reported in literature (Callan & Bowman, 2010; Goodison, 2001; Masoumi, 2010). It is a result of the

> "growth of ICTs that opened up channels of communication and access to information" (Goodison, 2001, p.618),

including social networking tools, Learning Management Systems (LMSs) and Content Management Systems (CMSs). These have led to changes in higher education.

This study has addressed the need to better understand *how* (activities and characteristics through strategies) e-Learning champions engage in their activities, and *why* (qualities through motivations) they engage in those activities. This may allow potential champions to be identified or recruited where champions are not available, and to assist in creating a supportive environment for champions in institutions.

The study was guided by two research questions:

Firstly it was asked:

- **How do e-Learning champions engage in activities within their institutional context?**

The literature informs about the activities of champions. Through this question the researcher set out to establish how e-Learning champions perform those activities within the context of their institutions. Of particular concern towards understanding the institutional context of these champions was how the institution supports such champions or fails to do so, how the institution views the contributions of champions as described by policy staff and the extent to which these views are reflected in institutional documents. This question further qualifies the activities of champions in certain ways such as how frequently, how intensely and

through which paths these activities are performed. By asking this question, further qualifying dimensions could be found.

It was also asked:

- **Why do e-Learning champions engage in these activities within their institutional context?**

This question sought to establish the motivation of the champions themselves as well as the institutional policy elements and actions that could motivate or hinder them. The question also sought to address the extent to which issues of scalability and sustainably were able to motivate the institution to support the champions or not, and to establish the role of champions in respect of scalability and sustainability in institutions.

The research questions of this study focused on *how* and *why* e-Learning champions do what they do, but these questions need to be answered with an understanding of the context of the champions. As such the research questions were qualified by institutional aspects that directly affect e-Learning champions.

The *how* question was answered in that e-Learning champions engage in their activities in relation to explicit characteristics and through the analysis of several strategies. The *why* question was answered through the innate qualities of champions and the kinds of motivating factors champions identified that could be related to these innate qualities.

At the institutional level, institutions and the support they provide influences *how* and *why* champions engage in their activities. In this study, the focus was on champions, gaining understanding of the context of the champions, and what their institutions do and believe they ought to do to support, motivate or control the activities of e-Learning champions which required an investigation of the institutions.

The theoretical basis and conceptual framework of the study are presented in Chapter 3 based on the literature review presented in Chapter 2. The conceptual framework guided the structure of the discussion as presented in the rest of the chapters.

The study followed a qualitative research design. Interviews were held with six champions (two champions per country) and six policy level staff from institutions of higher education (two institutions per country) in Namibia, South Africa and Kenya. Champions and policy level staff were selected according to the purposive and convenience sampling techniques. Documentation, which was provided by five of the six institutions, was used as an additional source of information Data were coded and analysed using *Atlas.ti* following the content analysis technique. The final grouped datasets of this study are presented in Chapter 5. In Chapter 6 the findings are developed using the conceptual framework to guide the analysis and are discussed and related to the relevant literature.

7.3 Summary of the findings in terms of the research questions

This section presents the main findings of the study, as established in Chapter 5 and discussed in Chapter 6, in relation to the overall aim and research questions of the study:

7.3.1 *How* do e-Learning champions engage in activities within their institutional context?

The answers to this research question are presented from an individual as well as an institutional perspective, and are structured according to the conceptual framework of Chapter 3.

7.3.1.1 Individual perspective

How champions engage in their activities within their institutions was discussed in terms of their activities and characteristics (through strategies).

The particular roles and levels of authority of the six champions who were interviewed within the study were presented in Chapter 5, Table 5.2. All the champions are directly involved in e-Learning implementation activities within their respective institutions. Four of the six are in senior positions and, as such, are directly involved in decision making processes. The number of years in their positions is diverse, ranging from one to sixteen years. Given the seniority in respect of their positions,

compared to those in less senior positions, there is no significant difference between the activities, characteristics and qualities of the champions. Four of the six champions hold Masters Degrees and two hold certificates of completion of industry related short courses specific to the field of e-Learning.

Champions indicated that e-Learning is a different means of teaching and learning, and one must consider the rapidly changing technological nature of the tools. Special competencies are therefore needed, not necessarily obtained through advanced degrees, in order to be able to integrate e-tools into teaching and learning practices.

Starting with the characteristics, in Chapter 6, Section 6.2.1 the characteristics of the champions who participated in this study in terms of how they do what they do are discussed. Table 6.2 reflects the similarities, found in this study and literature, differences found in literature only, and additional characteristics of champions found in this study only. Champions are skilled in e-Learning, willing to share their knowledge and expertise with other members in their institutions, irrespective the fact that it contradicts the view in literature, that champions are better known outside their institutions, which implies that their institutions do not recognise their expertise. They are good communicators across sections within their institutions, and were also involved in e-Learning strategy development.

Champions pursue what they believe in, are focused on achieving their goals, and often do not wait for an institutional system to work. They are passionate about prioritising e-Learning within their institutions, thus continuously improve their skills as part of their professional growth.

The most valued characteristic of champions pointed out in this study in terms of how they engage in their activities is that they have the right attitude, in everything they do or approach. This seemingly adds to their success and why policy staff would regard them as champions as they consider their roles in providing strategic advice as important.

Table 7.1 a, b and c reflects a summary of *how* and *why* champions and institutions engage in their activities and procedures, across all themes as discussed in Chapter 6.

Table 7.1 (a): Summary: *how* and *why* champions and institutions engage in their activities? Theme 1: Champions and their role in e-Learning implementation

Role Player	Activities/ Procedures	How? (strategies)	Why? (motivations)
Champions (Activities and strategies: 5.2.1.2, 6.2.1) (Motivations: (5.2.1.2, 5.2.2, 6.2.2)	Conduct and apply current research practices	As often as possible	To inform teaching and learning practices and to stay abreast of latest developments
	Engage in e-content development and instructional design	Through the use various e-tools and software packages, audio and video	Achieving interactivity and addressing difficult concepts in a meaningful way
	Engage in self-training of software packages	By means of self-training of software packages which help them to stay up to date	It motivates them
	Create virtual environments, and create social networking opportunities	Through the use of blogs, wikis, FaceBook and other Web 2.0 tools	To reach students any time at their convenience
	Provide strategic advice, and spearhead e-Learning activities	By serving on various committees	To report on progress
	Involve other staff members in training	By outlining content areas of training programmes, demonstrating functionalities of LMSs and e-tools, continuously conducting in-house training and collaborating with other divisions and departments in achieving the training	To expand capacity Enjoy engaging in new and challenging events Know how to persevere and keep going even under difficult circumstances Enthusiastic about what they do Deep personal interest in what they do Enjoy the freedom to work alone or with like-minded people Results driven
Institutions (Procedures and guidelines: 5.2.1.2, 6.2.1) (Intentions: 5.2.2.2, 6.2.2)	Involvement in the process	Go the extra mile for their staff	To achieve high quality learning content Grow enrolment of part-time learners Establish institutions as world leaders in the field of e-Learning Ensure uniformity and consistency Greater interaction with industry, business and government
	Having an e-Learning strategy	Guide champions	
	Visibility of institutions	Putting courses online thereby reaching industrialisation	

Table 7.1 (b): Summary: *how* and *why* champions and institutions engage in their activities? Theme 2: e-Learning implementation

Role Player	Activities/ Procedures	How? (strategies)	Why? (motivations)
Champions (Activities and strategies: 5.3.1.1, 6.3.1) (Motivations: 5.3.2.1, 6.3.2)	The environment is important	Room for improvement in terms of more capacity, political will and buy-in	To assist institutions to move from an infancy level to a more engaged level of e-Learning implementation To promote the development of new pedagogical methods It provides flexibility to stakeholders involved
	The approach considered when engaging in e-Learning activities is important	Holistic approach	
	e-Learning implementation challenges	Face challenges in terms of uncertainty of where to position e-Learning and who is to take responsibility	
	An e-Learning strategy is important	Active engagement in e-Learning strategy development	
	Documentation of activities	To retaining processes, inform future practices and for publishing	
	Campaign awareness	Marketing of activities	
Institutions (Procedures and guidelines:5.3.1.2, 6.3.1) (Intentions: 5.3.2.2, 6.3.2)	Environment	Creation of the right atmosphere	Enable institutions to survive in a 21st century The job market demands graduates stimulated by innovate graduates Generation of funds could lead to self-sustainability Value e-Learning implementation in that it enhances institutional reputation Accept that survival of e-Learning is linked to dedicated and committed staff
	Approach	Project-based approach	
	Challenges	Hinder champions in engaging in their activities	
	Documentation	Avoid re-invention of the wheel and contribution at conferences and workshops	
	Campaign awareness	Reduce resistance towards e-Learning uptake	

Table 7.1 (c): Summary: *how* and *why* champions and institutions engage in their activities? Theme 3: Institutional support towards e-Learning implementation

Role Player	Activities/ Procedures	How? (strategies)	Why? (motivations)	Goals
Champions (Activities and strategies: 5.4.1.1, 6.4.1) (Motivations: 5.4.2.1, 6.4.2) (Goals: 5.4.2.3, 6.4.2)	Infrastructure availability	Need proper Learning Management System support and dedicated servers	Champions could be motivated through: Sufficient infrastructure Management buy-in Proper budgeting Sufficient time Provision of an e-Learning team and specialised unit Right conditions for training	To upscale e-Learning to be on par with a modern knowledge economy To ensure maximum access to learning opportunities by all To provide an e-Learning unit which will aid in reaching and training more people as well as support staff in person To promote the presence of an e-Learning policy or strategy coupled with adequate resources To achieve return on expectation which champions seem to aid in To involve more people to work with in order to support sustainability To establish direct institutional support for buy-in by more members To obtain an approved budget for e-Learning activities To gain commitment from all involved To seek recognition by other partners, nationally and internationally To inspire others to get involved and take things to the next level
	Budget	Specifically budget for e-Learning implementation		
	e-Learning team and specialised unit	Availability of an e-Learning team and specialised unit		
	Management support	To fully embrace e-Learning		
	Sufficient time	Officially avail sufficient time		
	Training	Need the necessary infrastructure and management buy-in		
Institutions (Procedures and guidelines: 5.4.1.2, 6.4.1) (Intentions: 5.4.2.2, 6.4.2) (Goals: 5.4.2.3, 6.4.2)	Infrastructure	Room for improvement in terms of infrastructure availability	Provision of incentive schemes which could be motivational Engage with other stakeholders to understand and value e-Learning Formation of strong partnerships seen as motivational	To reach the masses wherever they are To cope with an increase in student numbers To achieve a critical mass needed to reach scalable e-Learning To promote the presence of an e-Learning policy or strategy coupled with adequate resources To involve more people to work with in order to support sustainability To establish continuous campaign strategies to raise awareness of more staff To institute and support CPD opportunities which could influence staff performances To recognise the need for provision of incentives To ensure monitoring and evaluation
	Some level of support	Started to budget, capacity building opportunities, support multi-stakeholder involvement and being there for champions		
	Involvement of government and other funding partners	To aid in sustainability		
	Training	Skills transfer to other staff		

How and why champions and institutions engage in their activities were summarised in Tables 7.1 a, b and c. The goals (which have been derived from the reasons given why champions and institutions engage in and support e-Learning as well as how these levels view the progress

that the e-Learning endeavour needs) of champions and the institutions are seen to converge at the ultimate objectives of scalability and sustainability. Once again, the goals are still different, but closer to a common understanding. Champions have a world-view close to or within the institution, while the policy and institutional levels are more focused on the larger horizon of institutional competitiveness and growth.

A comparison of the activities of champions in an Australian and African context was presented in Chapter 6, Table 6.3. The conclusion to be drawn is that to a large extent the activities of champions in developed and emerging economies are strikingly similar. Where there are some differences, it is not possible, however, to conclude that the champions within the emerging economies of this study do not engage in such activities as well.

The evident difference rather validates the contexts of the two studies, in that the champion activities compared were investigated in terms of 'what' the activities of champions are (in the Australian study), on the one hand, and *how* (strategies) and *why* (motivations) champions engage in their activities on the other (in this study), and the richness of the institutional understanding, even though the institutional understanding is only limited to the need for the contextual description and motivations of champions.

The highly nuanced access to resources within this study group makes a general comparison between the activities of champions in developed and emerging economies as a concrete contribution of this study

unjustified. The three emerging economies within this study cannot be considered representative of all emerging economies, nor can the one developed economy of Australia be considered representative of all developed economies.

Champions regard the environment in which they engage in their activities within their institutions as important. The findings indicate that the environment is conducive for some champions, while others find it not appropriate.

Challenges faced by the champions as they engage in their activities were discussed (see Section 6.3.1). Further research is needed to establish where there are significant differences in the challenges faced by champions within developed or emerging economies.

Champions reduce resistance towards e-Learning by creating awareness of the nature and benefits of these activities within their institutions.

7.3.1.2 Institutional perspective

The findings of this study reveal that champions and institutions differ in perceptions of e-Learning. Institutional views were established through interviews with policy level staff and analysis of institutional documents.

The need for a conducive environment with the right atmosphere was acknowledged by institutions. Policy staff specifically mentioned that they supported champions in training other staff members. However,

institutional documents mention training only in general terms with no specific indication to the involvement of a champion.

Champions need general institutional support to successfully engage in their activities. Champions were hindered, in carrying out their activities, as was acknowledged by policy staff and hinted at in the institutional documents.

The views of champions and policy staff differ, in that policy staff mention some level of support being available, such as capacity building opportunities, support to attend national and international workshops, conferences, multi-stakeholder involvement, being there for champions, and some budgetary alignment for e-Learning. Champions, however, view the budget as not being sufficient in relation to institutional needs, identify the specific (un-met) need for an e-Learning team and unit, proper management support, as well as wanting sufficient time to engage in their e-Learning activities.

Policy staff consider support needed from external partners, such as development partners or stakeholders, who could aid in sustainable implementation of the activities of champions; but this could infringe on the sustainability of the project, as cautioned against in terms of the literature referenced. Policy staff expect skills transfer from champions to other staff within their institutions.

The approach taken for engaging in e-Learning activities is critical and would differ from institution to institution. In this particular study, some institutions follow a project-based approach, while others follow a holistic approach where champions must engage with other departments to provide support services and implement e-Learning as supplementary to traditional teaching approaches, thereby focusing on a blended approach.

Both policy staff and documents consider the importance of documentation, because it was perceived that this can aid in the retention of processes should champions no longer be available.

7.3.2 *Why* do e-Learning champions engage in these activities within their institutional context?

The answers to this research question are also structured according to the conceptual framework of this study, while being discussed from individual and institutional perspectives.

7.3.2.1 Individual perspective

The findings as discussed in Chapter 6, Section 6.2.2, point to the personality traits of champions, specifically discussed as qualities of champions. To this end, Chapter 5, Table 5.6 presented the qualities of champions, which lends support to the reasons why e-Learning champions engage in their activities.

The most valued qualities of champions include the ability of champions to quickly adapt to new things, to enjoy new and challenging events while creating new opportunities, and a commitment and perseverance to complete what they started without giving up, while taking responsibility for their actions within their institution.

Enthusiasm seems to drive champions to openly engage in their activities, which may assist transparency of their actions. Champions show an accommodative attitude to working within limited resources available from their institutions, while they tend to be optimistic and always inspire and encourage other members of staff. Champions also appear to be concerned with the attitude of other staff particularly when this can produce resistance, and hinder successful implementation of e-Learning within their institutions.

Chapter 6, Table 6.4 presents innate qualities of champions listed as similarities found in this study and literature, differences found in literature only, and additional qualities found in this study only. The latter relate to the internal motivations of e-Learning champions for engaging in their activities the way they do.

Champions may get into trouble in that they sometimes take on too much to handle, and thus they often need more people within their institutions to assist them. Working with more people within their institutions could support the formation of a critical mass.

A more general reason why champions engage in e-Learning implementation activities is to assist their institutions to move from an initial level to a more advanced level of e-Learning implementation, particularly where e-Learning is complementary to face-to-face instruction, and as such, it is the means and not the end.

The involvement of champions in the development of institutional e-Learning strategies, that serve as the roadmap to direct e-Learning activities within institutions of higher education is seen by many as enabling the institution to survive within a competitive 21st century.

Champions appear to engage in their activities in order to meet requirements of the job market which requires graduates that have been stimulated by inspiring and innovative academics. e-Learning is potentially able to support lifelong learning opportunities, which is a continuous learning experience supportive of the principles of adult learning.

Dedicated and committed staff striving for the introduction and expansion of e-Learning integration and opportunities is linked to survival and the future of e-Learning within institutions of higher education.

7.3.2.2 Institutional perspective

Policy staff indicate the value of their involvement in the process of supporting champions as they engage in their activities. Institutional documents indicate the need for producing high quality learning content,

creative use of technologies, establishing institutions as world leaders in the field of e-Learning especially where policies are established that support such initiatives are present within institutions.

Both policy staff and institutional documents also acknowledge that the job market requires graduates with innovative skill sets. Policy staff indicate the importance of having champions, together with several followers, to become self-sustainable. Here champions have the role of demystifying the new approaches, while campaigning for e-Learning and generating related funds.

The reasons that may motivate champions to engage in their activities were discussed in Chapter 6, Section 6.4.2. Policy staff and institutional documents specify rewards, whether monetary or by means of recognition and promotion, that could strengthen champions' motivation to implement their e-Learning activities. Budgeting for such incentives and transparently communicating such rewards may assist self-sustainability of e-Learning activities. If one reflects on the qualities of champions as already discussed, it appears that champions do not seem to require external incentives to encourage them to engage in their activities, as they are internally motivated. However, further research in this regard is suggested.

Institutions need to upscale e-Learning in order to function in a modern knowledge society, while ensuring maximum access to learning opportunities, reaching students wherever they are, availability of an e-

Learning unit, reaching a critical mass within institutions to engage in e-Learning activities, as well as an e-Learning policy or strategy coupled with resources which could possibly influence scalable solutions.

Sustainability depends on issues such as return on expectation(s), direct institutional support, an approved budget specifically for e-Learning activities, on-going campaign awareness strategies, Continuous Professional Development (CPD) opportunities which could influence staff performances, commitment from everybody involved in the process, provision of rewards, national and international recognition by partners in relation to capacity building opportunities, as well as champions being inspiring and convincing to get more staff involved in the process.

The discussion in terms of the summary of the findings addressing the two research questions relates back to the initial assumption. It was assumed (see Chapter 1, Figure 1.1), that knowledge and understanding of the activities and characteristics (through strategies) and qualities (through motivations) of e-Learning champions can aid recruitment, and selection processes of champions, and also the development of training programmes for likely champions. It is a finding of this study, that if champions are able to work with more people within their institutions, they can contribute to scalability and through establishing and motivating a critical mass of people and activities, which can contribute to sustainability of an e-Learning culture within the institution.

Now that the activities, characteristics and qualities of champions have been established in terms of their strategies and motivations, the researcher feels the assumption is supported and is further discussed as part of the contribution of the study to the furtherance of the activities of e-Learning champions within the institutional context.

The sections to follow present reflections, specifically methodological reflections and limitations, in terms of what worked and did not work, as well as substantive reflections, highlighting the contribution of the study, recommendations for policy makers and practice, and further research suggestions. The chapter ends with concluding remarks.

7.4 Methodological reflection and limitations

The study followed a qualitative research design which allowed in-depth data about activities and characteristics (through strategies) and qualities (through motivations) of champions to be collected from selected champions, policy staff and institutional documents for a situation found in an African context. Analysis of data using *Atlas.ti* allowed for simultaneous inductive and deductive analysis, and aided in a deepening understanding of the data.

This study was done in an African context, (champions and policy staff from institutions of higher education, in Namibia, South Africa, and Kenya). Its purpose however was not to compare champions and policy

staff, in those countries, nor for comparison of developed and emerging economies per se.

One of the champions within this study was a co-supervisor of the study. It was transparently declared as part of the ethical clearance process of the study that this respondent was treated the same as any other respondent in this study. The danger of bias is considered in such a situation and it is advisable to avoid such a situation in any further research in this area if possible.

One of the institutions of higher education did not provide their e-Learning strategy document because of the privacy policy of the institution. However, the interviews with champions and policy level staff provided significant evidence. This was a limitation of the completeness of documentation as a data source.

In particular, the convenience sampling technique, posed some challenges in that this prolonged the data collection period, as one depends on finding access to the respondents at a time convenient to them. Frequent follow-ups were necessary.

The researcher's personal biases were discussed in Chapter 4, Section 4.9.2. To minimise the personal biases, the researcher had to engage in what is referred to as *phenomenological suspension*, or "epoche"; the process whereby a researcher can temporarily suspend his or her previous experiences and judgements, in order to examine the

phenomena as they are given to consciousness (Miles & Huberman, 1994; Bednall, 2006). The researcher was supported in this by the structured nature of the research instruments, and use of the *Atlas.ti* tool.

7.5 Substantive reflection: contribution of the study

The study contributes directly to the body of knowledge in e-Learning through a refined understanding of e-Learning champions, their activities and characteristics (through strategies) and qualities (through motivations) as they engage in their activities seen within institutions of higher education in the African context in particular.

It is ventured that the findings of the study may assist institutions of higher education in selection and recruitment of champions, as well as the development of training programmes for likely champions. Recruitment and selection of champions that can work with more people within their institutions can contribute to scalability, thereby reaching a critical mass, which in itself can contribute to sustainability of an e-Learning organisational culture.

The study provides three concrete contributions which may be tentatively generalised.

The proposed conceptual framework is a contribution to academic discourse. Its design guided the structure of this report and contributed

variables of analysis (strategies and motivations) of champions who engage in innovation within established institutions, as well as institutional procedures, directives (through guidelines) and policies (through intentions). Added to the conceptual framework as a result of the analysis were the goals of champions and of the institution. Though there is still some difference between the two sets, it is evident that both sets of goals lead to the common objective of achieving scalability and sustainability.

Explanations of the differences between expectations and goals of champions and institutions were found in terms of the maturity model as discussed and as critically applied in Chapter 6 provide a valuable contribution in that institutions that wish to have innovations institutionalised must be aware of the disturbances that such innovations can bring, and thus must create policies to accommodate, tolerate and support them.

The study contributes guidelines presented in (Tables 7.2, 7.3, 7.4, and 7.5) for identification and recruitment of champions where they are not yet identified but are needed.

Table 7.2: Characteristics of champions

	How?
Go getter	pursues what they want and believe in
Goal oriented	focused on achieving their goals
Going the extra mile	achieve their goals not waiting on anyone or an institutional system to work
Initiator	start things off, while soliciting support for e-Learning
Knowledgeable	are recognised as figures of knowledge
Lead by example	demonstrate exemplary behaviour
Professional growth	continuously upgrading their knowledge and skills
Right attitude	in what they do and how they do it
Experienced	in the field of e-Learning
Share their expertise and knowledge	with other staff
Willing to assist	others in what they do
Communicator	effectively communicate with all kinds of people
Tackle problems	small/large; technical/non-technical
Passionate	demonstrate excitement about everything they do

Table 7.3: Qualities of champions

	Why?
Adapt to new things	enjoy engaging in new and challenging events
Committed	to see positive results
Persevere	keep going even under difficult circumstances
Take responsibility	for their actions
Focused on winning	where failing is not an option
Enthusiastic	keen about what they do
Transparent	openly share with others what they do
Patient	in what and how they do things
Know how to prioritise	when there is a lot to do
Dedicated	to end what they started
Flexible	in what they do
Networker	communicate with others in and outside the institution
Confident	in whatever they do
Diplomatic	in how they act
Good listener	listening carefully to others
Hard working	interest in everything they do which help them to keep going
Teacher at heart	engaging in what they do as they enjoy doing it
Team player	know how to work with others
Convergers	know how to come together and unite
Creative	have a deep interest in what they and how they do it
Focused	on what they started with in order to see completion
Divergers	know how to differentiate

Table 7.4: Support needed by champions

Sufficient technological infrastructure within their institutions
A conducive environment to operate in
Direct management buy-in
An approved and sufficient budget for e-Learning activities
A dedicated e-Learning team working within an e-Learning unit
Avail adequate time for champions to engage in their e-Learning activities over and above their other activities
Sufficient opportunities to train and transfer skills to other staff members within their institutions

Table 7.5: Issues in terms of scalability and sustainability

Upscale e-Learning to be on par with a modern knowledge economy
Ensure maximum access to learning opportunities by everybody
Reaching students wherever they are
Availability of an e-Learning unit to aid in reaching and training more staff as well as support staff in person
Reaching a critical mass by involving more people to participate in e-Learning activities with champions
Having a sound e-Learning strategy in place coupled with adequate resources
Sustainability is about return on expectation and champions can aid in this
Direct institutional support for buy-in by more people to push the e-Learning agenda
An approved and committed budget for e-Learning activities
Continuous campaign awareness to raise more awareness within institutions
More CDP opportunities which could influence staff performances
Commitment from everybody involved in the process
Provision of rewards to motivate all involved
Recognition and engagement with other partners, nationally and internationally
Champion qualities such as being convincing and inspiring to get others involved, thereby reaching a critical mass

The two research questions in terms of *how* (activities and characteristics through strategies) and *why* (qualities through motivations) champions engage in their activities within their institution were answered.

The guidelines, presented as a synthesis of the findings, reflect particular characteristics of champions, qualities of champions, support needed by champions to engage in their activities, as well as issues of scalability and sustainability that make it possible for institutions of higher education to support innovative practices of champions. As institutions of higher education are established institutions and should be at an advanced or optimised level in respect of the institutional e-Learning maturity model, application of the guidelines contributed by this study may assist to inform institutions of the specific needs and expectations of champions. More specifically, the guidelines could allow institutions of higher education to create policies which ultimately recognise the innovative practices of champions and create supportive environments

This study and that of Jolly et al. (2009) confirm that successful identification of e-Learning champions is linked to certain externally observable characteristics and internal qualities of champions. This raises the question, whether the qualities of champions in developed economies are the same as the qualities of champions in emerging economies. However, this study does not make a direct contribution in terms of a comparison of champions in developed and emerging economies, which thus leaves room for further research.

The conceptual framework was derived after a detailed discussion of the literature reviewed and a synthesis of the various models guided the theoretical basis of this study (see Chapter 3). Initially 'what' champions do was obtained from literature and compared to activities identified by the respondents in this study. Champions engage in their activities in certain ways, and for certain reasons. In the process champions affect and influence their institutions, while the institutions support or hinder the champions. How the champions do what they do has to do with their activities and thus personal characteristics. Why they do it depends on both intrinsic and institutional reasons, and is reflected in their personal qualities and how they view institutional needs in terms of their goals. (The latter dimension of goals was added to the framework after analysis.). How institutions do what they do is governed by procedures and policies. Why they do it, is to achieve growth and survival, as reflected through the institutional goals and the ultimate objective of scalability and sustainability of improvement in teaching and learning as a basis for competitive advantage and survival.

The activities and characteristics (through strategies) and qualities (through motivations) of champions discussed in this study, supported or hindered by their institutions, and the institutional procedures, directives (through guidelines), and policies (through intentions), as well as respective goals could lead to scalability and sustainability. Though the goals are diverse with some overlap in opinion between champions and policy staff, both strive toward a common objective that being to achieve

scalability and sustainability. This is demonstrated in the conceptual framework as follows:

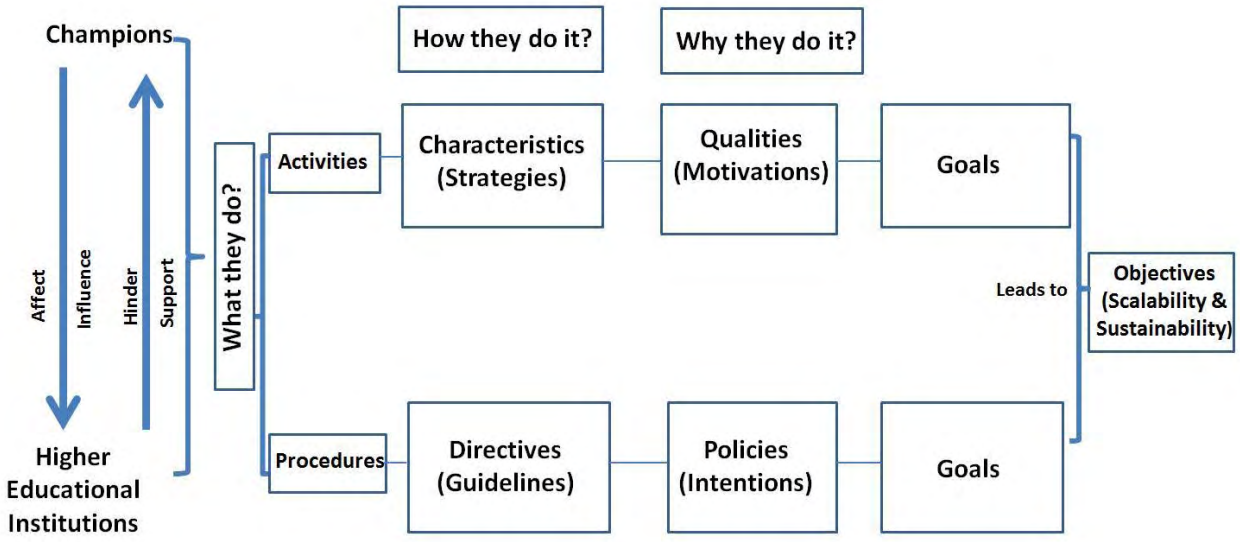

FIGURE 7.1: CONCEPTUAL FRAMEWORK OF THE STUDY AS ADAPTED FROM FIGURE 3.5

The activities, strategies and motivations of champions may be effective and recognised if they lead to scalability and sustainability of the institution, which the institution (in turn) should use as the strategic objective in terms of which the institutional procedures, directives and policies are expressed, and ultimately, champions are encouraged.

7.6 Recommendations

7.6.1 Recommendations for policy and practice

Emanating from this study the following policy and practice recommendations for institutions of higher education are proposed:

Champions voluntarily involve themselves in e-Learning activities in relation to their characteristics (through strategies) and qualities (through motivations).

- It is recommended that institutions of higher education identify and directly support champions as they engage in their activities, as suggested through the guidelines.

Specifically, the approach for engaging in e-Learning activities must be considered.

- Institutions of higher education should decide on their approach before implementing e-Learning activities within their institutions. This is dependent on various institutional support considerations such as available institutional infrastructure.

The findings point to policy level staff involvement in e-Learning, even though Holmes (2002) has mentioned that senior management will not be champions, as such.

- Policy staff, where there are no established e-Learning strategies, should be engaged in the development of such strategies, and

solicit institutional support for the establishment of e-Learning units with specialised staff, if institutions consider progression to an optimised level according to the maturity model regarding the implementation of e-Learning activities.

Champions, policy staff and institutional documents indicate the importance of having an e-Learning strategy in place that can serve as a roadmap guiding the e-Learning activities within institutions.

- Institutions of higher education should engage in the development and implementation of an e-Learning strategy as a first building block, guided by other institutional policies linked to the institutional training culture. Considering the maturity model, institutions would be at a defined level when there is a vision for e-Learning and e-Learning issues are integrated into strategic plans or policies.

The job market demands graduates that have been stimulated by innovative academics and provision of lifelong learning opportunities.

- There is need for institutions of higher education to prepare lifelong learning opportunities and innovative graduates, and e-Learning lends itself to this.

Champions involved in e-Learning activities need to have more people assigned to work with them, to establish the sustainability of action. The model of Cook et al. (2007, p.786) defines the “tipping point” as “the point at which enough individuals have adopted an innovation so that the innovation’s further rate of adoption becomes self-sustaining”.

- Institutions of higher education should strive towards engaging more people to work with champions, thereby reaching a critical mass for scalable and sustainable engagement in e-Learning activities.

Institutions in this study do not explicitly recognise the role of champions in their policy documents.

- Institutions of higher education must design policies that can support and sustain the innovative practices of champions to support continued growth and innovation for survival.

7.6.2 Recommendations for further research

This study was focused specifically on *how* (strategies) and *why* (motivations) champions engage in their activities within an institutional context in Africa, specifically in Namibia, South Africa and Kenya. Suggestions for further research are several:

- In the current study champions and policy level staff of institutions of higher education in Namibia, South Africa and Kenya, were interviewed, but these were selected more for their similarities and because they were available than for representativeness of their countries or contexts and thus could not be considered a suitable group for comparison reasons. Rather the study allowed them to tell their stories as they would have them told. Studies comparing groups of e-Learning champions with regard to their activities, characteristics, qualities, and the challenges faced by them across

continents, in developed and emerging economies, and within differing sectors would usefully extend the scope of this study.

- This study focused on champions through its research questions and problem statement, with an institutional understanding limited to the context for the investigation of the strategies and motivations of champions, rather than giving an exhaustive institutional analysis. An investigation from the perspective of the institutional motivations, policies and procedures towards a diversity of champions within institutions of higher education and the transferability of institutional policies and procedures to other innovative activities within institutions is an opportunity for further investigation which is suggested by the symmetry in the conceptual framework as regards innovators (champions) and institutions.
- There is room for studies to investigate the differences and consequences of cultural values of champions from different countries, which was not within the design of this study.
- The findings of this study have questioned the importance of incentives for champions, as champions are already self-motivated contrasting the views expressed by policy staff and in literature. Further research could be carried out to establish if the provision of incentives will actually impact on how champions engage in their activities to a greater extent than infrastructural support and access to technology as considered motivational by champions themselves. Additionally a further investigation into incentives that actually motivate champions is needed.

- This study has found that champions and policy staff have different world views, which are constrained not only by their specific contexts within established institutions, but also by their innovative or stewardship natures. It has been suggested that the differences in world view may hamper either the innovativeness of champions once they are in senior levels or limit their strategic effectiveness at policy level (just as senior level staff have been previously found to not themselves be innovative champions). This needs further investigation. While it is acknowledged that people can, and do change, can innovators change to become conformers to the slower bureaucratic processes, or does their personality prevent them from doing so?

7.7 Conclusion

The aim of this study was to explain the activities and characteristics (through strategies) and qualities (through motivations) of e-Learning champions in higher education in Africa and addressed two research questions:

> ***How do e-Learning champions engage in activities within their institutional context?***
>
> ***Why do e-Learning champions engage in these activities within their institutional context?***

Answers to the two research questions provided a refined understanding of the strategies and motivations of champions as they engage in their activities within their institutional contexts. In terms of the conceptual framework, *how* and *why* champions engage in their activities to affect or influence their institutions were examined through their activities, characteristics (strategies) and qualities (motivations). *How* and *why* institutions hinder or support champions through procedures, directives (through guidelines) and policies (through intentions) were looked at in respect of e-Learning implementation, and institutional support considerations.

This study adds value to the field of e-Learning through the guidelines that institutions of higher education could use in the recognition, selection

and recruitment of champions, where they are needed, or for the design of training programmes for likely champions. Recommendations for policy, for practice and for further research have been given.

It is recommended that institutions of higher education consider the issues of scalability and sustainability that may motivate them to support champions of e-Learning innovations, in a manner more effective than reward schemes.

Where champions are not directly available, conditions in which they arise, or potential champions can be identified or recruited may be instituted as a matter of policy. Policies that are able to accommodate the strategies of champions (which may conflict with the established bureaucracy) are then a necessary part of the innovative process.

The benefits of e-Learning in terms of flexible learning and lifelong learning opportunities make it feasible for institutions of higher education to consider identifying, recruiting and supporting champions.

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APPENDICES A - I

APPENDIX A: PERMISSION LETTER

Faculty of Education
Department of Curriculum Studies
Joint Centre for Mathematics, Science and Technology Education

DEAR SIR/MADAM:

RE: FORMAL REQUEST TO CARRY OUT RESEARCH WITHIN YOUR INSTITUTION

My name is Maggy Beukes-Amiss, lecturer within the Department of Information and Communication studies, at the University of Namibia, and currently enrolled as PhD student at the University of Pretoria, South Africa.

As part of the requirements for carrying out research towards my PhD, I would like to seek your permission to carry out research within your institution, by means of involving members of staff either academic or administrative, involved in e-Learning implementation processes and policies.

The study is about the activities of champions implementing e-Learning processes within institutions of higher education. The main aim of this

study is to explain the activities and characteristics of champions in Higher Education in Africa.

The research further aims, to analyse all relevant documents, in order to gain a more in-depth understanding of e-Learning activities within institutions. Your permission in this regard would also be highly valued.

All interactions, responses, and feedback will be treated with utmost **CONFIDENTIALITY AND ANONYMITY** at all times.

The findings of the study will be made available to your institution and respondents will be granted the opportunity to implement the findings within your institution on completion of the study.

Thank you for your consideration.
Yours in education

_____
Mrs C.M. Beukes-Amiss
Tel. +264 812219027, email: cmbeukes@unam.na

Student Signature:_____

Supervisor Signature:_____
Date: 09 March 2009

APPENDIX B: CONSENT FORM - CHAMPIONS

Faculty of Education
Department of Curriculum Studies
Joint Centre for Mathematics, Science and Technology Education

Title of the Study: Activities of champions implementing e-Learning processes in higher education

Researcher: Maggy Beukes-Amiss currently enrolled for a PhD in Computer-integrated Education at the University of Pretoria, South Africa. Tel. +264 812219027, email cmbeukes@unam.na

Information:

This research aims to explain the activities and characteristics of champions in Higher Education in Africa.

As the person being identified as a **champion** engaged in e-Learning activities, your input in this study is highly appreciated. All responses are **CONFIDENTIAL** and your privacy and **ANONYMITY** will be protected at all times. The interview should take approximately an hour-and-a-half.

Participation in this study is completely voluntary, and you may opt not to participate at all. However, I appeal to you, to help and assist in the success of this study through your participation.

All data gathered as part of this study will be used for the requirements of a doctoral thesis in Computer-integrated Education, at the University of Pretoria.

The findings of this study will be made available to you and your institution, and you may assist in implementing the findings in your institution if you are interested.

If you have any other questions or uncertainties about any aspect of this study, you may contact in an anonymous way if you so wish, Professor Annemarie Hattingh, email: annemarie.hattingh@up.ac.za

If you voluntarily agree to participate in this study as a champion engaging in e-Learning activities, please indicate your consent by signing this form.

Name: Signature:_____ Date:

Student Signature: _____

Supervisor Signature:_____
Date: 09 March 2009

APPENDIX C: CONSENT FORM - POLICY LEVEL STAFF

Faculty of Education
Department of Curriculum Studies
Joint Centre for Mathematics, Science and Technology Education

Title of the Study: Activities of champions implementing e-Learning processes in higher education

Researcher: Maggy Beukes-Amiss currently enrolled for a PhD in Computer-integrated Education at the University of Pretoria, South Africa. Tel. +264 812219027, email cmbeukes@unam.na

Information:

This research aims to explain the activities and characteristics of champions in Higher Education in Africa.

As the person being identified at **policy level** to help and assist by being interviewed about the policies in place in your institution, in relation to e-Learning implementation processes, your input in this study is vital. All responses are **CONFIDENTIAL** and your privacy and **ANONYMITY** will be protected at all times. The interview should take approximately an hour-and-a-half.

Participation in this study is completely voluntary, and you may opt not to participate at all. However, I appeal to you, to help and assist in the success of this study through your participation.

All data gathered as part of this study will be used for the requirements of a doctoral thesis in Computer-integrated Education, at the University of Pretoria. The findings of this study will be made available to you and your institution, and you may assist in implementing the findings in your institution if you are interested.

If you have any other questions or uncertainties about any aspect of this study, you may contact in an anonymous way if you so wish, my supervisor, Professor Annemarie Hattingh, email: annemarie.hattingh@up.ac.za

If you voluntarily agree to participate in this study as a person involved at policy and decision making level in e-Learning implementation processes, please indicate your consent by signing this form.

Name: Signature:_____ Date:

Student Signature: _____

Supervisor Signature:_____
Date: 09 March 2009

APPENDIX D: INTERVIEW GUIDE – CHAMPIONS

Interview Schedule for Champions

The implementation of e-Learning in institutions of higher education is growing and expanding rapidly all over the world. This comes as a result of the "growth of ICTs in recent times that opened up channels of communication and access to information, which have changed higher education" in some way or another (Goodison, 2001). However, the dilemma that institutions of higher education faces lies in what Quinsee and Simpson (2005) argue, that "work to date had produced many e-Learning enthusiasts, but often their expertise and experience was not cascaded to colleagues or used to inform future school practices". Cascading of expertise and experiences in the context of this research will refer to transfer of skills. Also, Holtham (2005) in an article on teaching and learning champions in the UK, states that these champions will often share their expertise and experiences with colleagues from another institution but surprisingly barely inside their own institution.

This is in direct response to the gap that this research would like to fill in relation to how and why e-Learning champions engage in their activities in their institutions.

Hence, the main aim of this study is to explain the activities and characteristics of champions in Higher Education in Africa.

A champion within this context specifically refers to an exemplary lecturer or administrator from any discipline within a Higher Educational Setup that took the lead as an early adopter of technological innovations and whose activities could possibly warrant or influence scalability and sustainability. It also refers to a person who currently uses such

technologies to infuse e-Learning into existing teaching and learning practices in a knowledge and technologically driven society.

Please note:

- There are no correct or incorrect answers
- All the information gathered as part of this interview is **Confidential**. No name will be published in the write up of the findings and **confidentiality and anonymity** will be adhered to at all times. No cross-references will be made that could link any data to you.
- You have the right to withdraw from participation in this study at any time
- The interview will take approximately an hour-and-a-half

Research Questions:

Main Question:

Which activities of champions implementing e-Learning processes influence scalability and sustainability in Institutions of Higher Learning.?

Sub-Questions:

- What characterises champions in e-Learning?
- What does a champion in e-Learning do?
- How can the characteristics, knowledge and activities of champions inform future teaching and learning practices towards scalability and sustainability in Institutions of Higher Learning?

PART A:Work Details

What is your current position title?

How long have you been in this position?

Why do you think you are considered a champion in the e-Learning environment?

What do you think can be done to upscale and sustain e-Learning in institutions of higher education?

Do you think it is necessary to upscale and sustain eLearning processes in institutions of higher education?

PART B: Institutional Details

Could you elaborate on the current e-Learning processes implemented within your institution?

Why do you think it is important for your institution to support e-Learning?

What kind of institutional support do you need to achieve your goals in implementing eLearning?

Has your institution developed an e-Learning or ICT related policy? If yes, were you part of designing the e-Learning Policy?

Does your institution have the necessary infrastructure for e-Learning implementation?

PART C: Activities and Characteristics

You have been identified as a champion implementing e-Learning processes within your institution. Do you have any opinion as to why they nominated you?

How many e-Learning related projects/courses/activities are you spearheading? Please provide details about these projects/courses/activities

In your opinion, do you think it is important to document in the form of research documents or publications all the e-Learning projects/courses/activities that you are implementing? If yes, why

Do you have any formal or specialized qualifications in e-Learning? If yes, please name them. If no, how come you were identified a champion in e-Learning

Do you think it is important to have special competencies in e-Learning before you implement e-Learning processes?

Which positive results would you like to see once you implemented an e-Learning project?

How eager are you to achieve your goals once you started an e-Learning project?

Give an example of how you handled a problem or failure when you implemented an e-Learning project?

Are new and challenging events in e-Learning implementation process a challenge for you? If yes, please provide examples of such events

What do you like to engage in with others as part of e-Learning implementation processes?

What would you do if you were asked to train other colleagues in what you are doing?

What inspires you?

Do you like to prepare things before you implement them? If yes, why

What would you highlight as the most important quality of a champion?

THE END

THANK YOU FOR YOUR TIME

APPENDIX E: INTERVIEW GUIDE – POLICY LEVEL STAFF

Interview Schedule for Policy Level Staff

The implementation of e-Learning in institutions of higher education is growing and expanding rapidly all over the world. This comes as a result of the "growth of ICTs in recent times that opened up channels of communication and access to information, which have changed higher education" in some way or another (Goodison, 2001). However, the dilemma that institutions of higher education faces lies in what Quinsee and Simpson (2005) argue, that "work to date had produced many e-Learning enthusiasts, but often their expertise and experience was not cascaded to colleagues or used to inform future school practices".

Cascading of expertise and experiences in the context of this research will refer to transfer of skills. Also, Holtham (2005) in an article on teaching and learning champions in the UK, states that these champions will often share their expertise and experiences with colleagues from another institution but surprisingly barely inside their own institution.

This is in direct response to the gap that this research would like to fill in relation to how and why e-Learning champions engage in their activities within their institutions.

Hence, the main aim of this study is to explain the activities and characteristics of champions in Higher Education in Africa.

A champion within this context specifically refers to an exemplary lecturer or administrator from any discipline within a Higher Educational Setup that took the lead as an early adopter of technological innovations and whose activities could possibly warrant or influence scalability and sustainability. It also refers to a person who currently uses such

technologies to infuse e-Learning into existing teaching and learning practices in a knowledge and technologically driven society.

Please note:

- There are no correct or incorrect answers
- All the information gathered as part of this interview is **Confidential**. No name will be published in the write up of the findings and confidentiality and anonymity will be adhered to at all times. No cross-references will be made that could link any data to you
- You have the right to withdraw from participation in this study at any time
- The interview will take approximately an hour-and-a-half

Research Questions:

Main Question:

Which activities of champions implementing e-Learning processes influence scalability and sustainability in Institutions of Higher Learning.?

Sub-Questions:

- What characterises champions in e-Learning?
- What does a champion in e-Learning do?
- How can the characteristics, knowledge and activities of champions inform future teaching and learning practices towards scalability and sustainability in Institutions of Higher Learning?

What is your current position title?

How long are you in this position?

How does your institution engage in the implementation of e-Learning related activities?

Where are the barriers in the implementation of e-Learning?

In your opinion, how important is e-Learning implementation to the institution?

In your opinion, do you think your institution has the necessary infrastructure for e-Learning implementation? If yes, please elaborate, if no, what should be put in place

Do you think your institution needs a champion to drive the implementation of e-Learning processes? If yes, what would characterise such a champion?

In your opinion, what support structures are in place to support staff implementing e-Learning?

In your opinion, how can the institution ensure commitment of staff implementing e-Learning?

Do you think it is important to have an e-learning policy in your institution? If yes, why

Are you aware of policies guiding such e-Learning or ICT related activities? Please name them

In your opinion, do the policies make reference to transfer of skills or training of other staff members engaged in e-Learning?

Do you think it is important to scale (extend or broaden) and sustain (maintain or support) e-Learning processes in your institution? If yes, what do you think can be done to upscale and sustain e-learning in your institution?

Is the environment supportive to large scale implementation of e-Learning? If yes, elaborate, if no what can be done to support large scale implementation of e-Learning processes

Do you think it is important to budget for e-Learning implementation processes? If yes, why

THE END

THANK YOU FOR YOUR TIME

APPENDIX F: CHECKLIST – QUALITIES OF CHAMPIONS

Faculty of Education
Department of Curriculum Studies
Joint Centre for Mathematics, Science and Technology Education

This checklist is informed by literature on qualities of champions. The purpose of this checklist is to assist in selecting champions fulfilling the following qualities. If the person complies with all or most of these qualities, by answering yes, the person will be selected to participate in this study applying the purposive sampling technique.

QUALITIES	Yes	No	Don't Know
Are you driving or spearheading any e-Learning activities in your institution?			
Are you qualified in the field of e-Learning?			
Are you committed to see uptake of e-Learning activities within your institution?			
Do you regard e-Learning as important for your institution?			
Do you campaign/lobby for e-Learning uptake in your institution?			
Do you like to start something new within the field of e-Learning?			
Do you work longer hours than expected on e-Learning activities without seeking compensation at all times?			
Do you like to take risks when you carry out e-Learning activities?			
Do you like to inspire other people in using e-tools?			
Is it possible to influence others in the use of any new technological or e-Learning innovation?			
Do you like to communicate your e-Learning activities with others?			
Do you strive for good results in e-Learning implemented courses?			
Do you to see e-Learning activities/projects through to the end despite any struggle or hurdles in the way?			

APPENDIX G: ETHICAL CLEARANCE CERTIFICATE

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

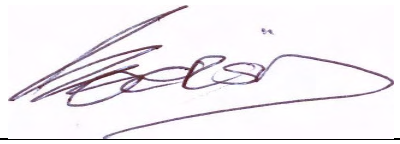
CLEARANCE CERTIFICATE	**CLEARANCE NUMBER :**	CS09/01/02
DEGREE AND PROJECT	PhD Activities of champions implementing e-Learning processes in relation to scalability and sustainability in Higher Education	
INVESTIGATOR(S)	Catherine Beukes-Amiss	
DEPARTMENT	Department of Science Maths and Technology	
DATE CONSIDERED	24 August 2010	
DECISION OF THE COMMITTEE	APPROVED	

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearnace is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE Prof L Ebersohn



DATE 24 August 2010

CC Prof A Hattingh
Ms Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

APPENDIX H: LANGUAGE EDITING CERTIFICATE

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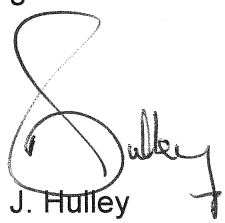
To Whom It May Concern

This serves to certify that Peter John Hulley (I.D. 581216 5147 08 6) edited a thesis for Margaret Catherine Beukes-Amiss, a student at the Faculty of Education, University of Pretoria, entitled:

'Activities of champions implementing e-Learning processes in Higher Education'

Regards



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APPENDIX I: ANONYMISED DATASETS

NOTE: All references to specific people and institutions have been anonymised and removed, but ensuring that the removal did not change the sense or meaning

Datasets : Champions, Policy Staff and Documents

Datasets according to data analysis themes	Champions	Policy Staff	Documents
	Champion Profiles: Champion 1: Senior Lecturer e-Learning Champion 2: Assistant Director e-Learning Champion 3: Lecturer/ manager e-Learning committee Champion 4: Academic Support Officer, e-Learning Champion 5: e-Learning Consultant (now senior management) Champion 6: Coordinator Instructional Design	**Policy Level Staff Profiles:** Policy 1: Deputy Director: Media extension service and curriculum support materials Policy 2: Director, Youth training Policy 3: Head of Department: Computer Science Policy 4: Deputy Director: Programmes and materials development Policy 5: e-Learning Manager: Development and support Policy 6: Dean of faculty	**Documents Availed** Institution 1:ICT policy Institution 2: e-Learning handbook Institution 3: e-Learning policy and ICT case study results Institution 4: No documents availed due to the privacy policy of the institution Institution 5: e-Learning strategy Institution 6: e-Learning plan
Datasets for findings: **Theme 1: Champions and their role in e-Learning implementation**	**Positions:** Senior Lecturer e-Learning Assistant Director e-Learning Lecturer/ manager e-Learning committee Academic Support Officer, e-Learning e-Learning Consultant (now senior management) Coordinator Instructional Design **Qualifications:** Masters in e-Learning/Short Course: e-Learning in Practice Masters in e-Learning Technology/Short	Deputy Director: Media extension services and curriculum support materials Director: Youth training Head of Department: Computer Science Deputy Director: Programmes and materials development e-Learning Manager: Development and support Dean of faculty	

	Course: e-Learning Development and Implementation/On the job e-content development Short Course: e-Learning Development and Implementation/Certificate of Expert of New Learning Technology/ Tutoring Certification Masters in Open and Distance Learning/Certificate in e-Learning Masters in Computers in Education Short Course: e-Learning Development and Implementation/Certificate Expert of New Learning Technology **Number of years in current position:** 3 Years 1 Year in this senior position 5 Years 2 Years 16 Years all together 4 Years -A very different way of teaching and learning, something you need special skills for -To gain respect from academics you need to have a good understanding of e-Learning		
	Characteristics of Champions as referred to **by champions and policy staff:** Communicator, Experienced, Go getter, Goal oriented, Going the extra mile, Initiator, Knowledgeable, Lead by example, Professional growth, Right attitude, Share knowledge, Tackle problems, Willing to assist, Passionate -We can share our experiences with one another to build the country and not only an institution -I was one of the very first people that started with the plan and implementation for e-Learning. We did not just plan it, we continued and that is why we are still here today implementing e-Learning -A champion is an initiator of e-Learning -I have the highest profile if the field of e-Learning, and why do I have the highest profile, because I ensured I made my e-Learning profile known to the world at a lot of conferences -It is like project management where you have clearly defined deadlines that you would like to achieve -Real go-getter -Such a person must be prepared to cascade his or her knowledge to other members within the institution as well		

	Activities: -Conduct and apply current research in e-Learning as often as possible -Use various e-tools, audio, video in e-content development and instructional design -Engage in self-training of software packages -Create virtual environments and social networking opportunities through the use of blogs, wikis, FaceBook and other Web 2.0 tools -Provide strategic advice, spearhead e-Learning activities and report on progress -Involve other staff in training, outline content areas of training programmes, demonstrate functionalities of LMSs and e-tools, continuously conduct in-house training **-**To inform teaching and learning practices and to stay abreast of latest developments -Achieving interactivity and addressing difficult concepts in a meaningful way -It motivates them -To reach students any time at their convenience -To expand capacity	-Such a person must have strategic thinking abilities -There is need for someone to champion the process -The person should also have the ability of expanding capacity building within the institution as you need more people to champion the process -Should be part of the process -Go the extra mile for my staff -Importance of having an e-Learning strategy within the institution -Associate visibility of their institutions with putting courses online that champions assisted with as part of reaching industrialisation -Have e-Learning colloquiums or workshops	-Ensure relevant research informs teaching and learning -The university will actively encourage research, scholarship and development in all aspects of e-Learning...and encourage research that critically analyse the working methods of e-Learning -To ensure continuous in-house e-Learning training capabilities -Successful e-Learning programs and courses incorporate a strong, modern instructional design approach -Use ICT in instruction, learning and research -Ensure continuous in-house e-Learning training capabilities -Develop global e-Learning networks -Provide training in content writing -Develop Storyboards -Contribute at conferences and workshops -Exploit new delivery mechanisms
	Qualities of Champions as referred to **by champions and policy staff:** Take responsibility, Confident, Diplomatic, Hardworking, Good listener, Patient, Persevere, Teacher at heart, Team player, Know how to prioritise, Convergers, Focused on winning, Adapt to new things, Committed, Creative, Dedicated, Enthusiastic, Flexible, Focused, Networker, Transparent, Divergers		
	-Enjoy new and challenging events -Like to explore, to try things out, willing to take a chance and fail and start again -Enjoy challenges – it is how you learn -Enjoy doing it – Enthusiastic, openly share and are transparent -Generate own work, try out new technologies while committed to see positive results -A champion follows his calling, is creative and	Regard qualities of such as taking responsibility, being confident, knowing how to prioritise, being committed as essential qualities of champions	-Produce high quality content -Will use technology creatively and effectively to help grow enrolment of part-time learners -Embark upon a process to establish (our institution) as a world leader in the field of e-Learning -These guidelines must be followed when e-Learning activities are

	ready to go because of personal enthusiasm in the pursuance of his/her goals -Enthusiasm is really working better and not everybody is prepared to do this -Interest in everything you do, for me it is the most important driver of a champion -Know how to persevere, keep going under difficult circumstances and take responsibility for actions, are patient, know how to prioritise, have a deep and personal interest what they do, have good listening skills and work hard -Have a positive can do attitude, enjoy the freedom to work with like-minded people -Are results driven -Inspiring and encouraging others -There is no such thing as complete failure, you may only fail in certain areas e.g. team work, conflicting ideas, lack of support. When I had conflicting ideas with my team, I switched off for a while and returned later. I was amazed by the creativity the team put in instructionally since they were the subject matter experts -The problem lies however in the attitudes and level of training of the people in the institution and that is a very common problem everywhere		carried out at the university, to ensure that there is uniformity and consistency when dealing with e-Learning -Ensure and require that all students and academic staff are trained on a continuous basis -Promote greater interaction with industry, business and government
Datasets for findings: **Theme 2: e-Learning implementation and** **Theme 3: Institutional support towards e-Learning implementation**	-Environment is important -Environment not yet supportive enough, we need more capacity and political will and buy-in -The approach is important -Implement e-Learning to supplement traditional face-to-face methods -Challenged in engaging in e-Learning activities, in terms of where to position e-Learning and who it to take responsibility -Lack of skills to develop e-content -It is the biggest challenge and also effects heads of institutions who should actually decide the place of e-Learning in their institutions -Documentation of activities of champions-	-Right atmosphere -Able to address difficult concepts easier and work faster at own pace -Need commitment from the people that must do e-Learning – then the rest will fall in place -Need a proper strategy in place in ensuring staff is committed to e-Learning -An e-Learning policy is critical within an institution engaged in e-Learning implementation, as it sets out or guides the e-Learning agenda of the institution -Rather concentrate on capacity building and development of e-courses -We see it (e-Learning) as the item of the future	-Policy refers to staff training in a very general manner To deliver lifelong learning opportunities -Implementation process has tried to be inclusive, involving a wide range of partners and stakeholders -Academic staff will have the necessary skills, competencies and attitudes, educational and theoretical background, and access to technology needed -Academic staff will understand the implications of diversity, including

	retaining processes -Contribute to the body of knowledge in the field of e-Learning – It is imperative to document the activities/courses/projects that we are involved in as this will contribute to the body of knowledge of e-Learning -In order to sensitise management -inform teaching and learning practices -To report on progress -Like innovation -Get buy-in from management -Most effective and efficient way of ensuring maximum access to learning anytime anywhere -Solicit for the promotion of e-Learning activities -Eager to see this work -Assist institutions to survive -The country's need and desire to embrace e-Learning as a strategy to achieve education for all is my main driving force -One of the first that started e-Learning. Did not plan for it (e-Learning) we just continued -Institutional Support is needed to sustain e-Learning -Need funds -Need a policy -Need a pedagogical and technical background to engage in e-Learning -Would like to see course objectives are met -Many problems and failures but willing to deal with it -Like to talk to friends about what I do in e-Learning -Would like to see an increase in users online -Need support and specific time for e-Learning -teacher at heart -If you want to be known enrol for something that is highly desirable and scarce -e-Learning must be seen as a solution to other problems	-You need the right or necessary infrastructure to give you optimum service in the development of e-Learning material -There is need to maintain the equipment and infrastructure -All important activities need a champion -Such a person (champion) should develop follow ups, establish goodwill and commitment from the team or people working with him/her -Champions should portray the qualities of leadership management skills, vision, guide others, commitment and a communicator across all sectors -(Champions)must instil a high level of trust, commitment, accompany staff through their pains -Being there -Transparency of rewards and freewill to discuss anything concerning the implementation of e-Learning -You need top management buy-in and support from the beginning – we have that here in our institution -We do not have an e-Learning policy yet, but we should have one -We are quality not cost driven -Government should see e-Learning as a social responsibility and put funding in then quality can be assured -By putting our experiences online will help us fast track and reach industrialisation -We are encouraged to think about e-Learning implementation in our institutions -Our customers are demanding this model of teaching and learning -Resources required cannot be funded by your institution alone, we need development partners that can aid in this and help us reach a wider scale and aid in sustainability	diversity in learning styles in both traditional and e-Learning courses -All e-Learning activities will provide clear learning objectives and outcomes for students -Sustain creative development of own learning management system -Will grow involvement in e-Learning -One of the strengths of technology is its ability to deliver flexible learning, something which is necessary for sound lifelong learning -To embrace e-Learning, we need to ensure that the facilities and infrastructure are in place to enable it, and well maintained -Institution will grow involvement in e-Learning through the creative formation of partnerships with other institutions locally, nationally, regionally and globally -Need facilities to provide educational digitized curriculum -e-Learning is seen as an important technology to improve the quality of teaching and enhance the academic profile and reputation of academic institutions -Our institution will use e-Learning where appropriate to support the achievement of its goals -Would like to assure continuous in-house e-Learning training -To develop global e-Learning networks -Create affordable infrastructure to facilitate dissemination of

	-A means and not the end -You get to meet the students where they are -Making things available -Ability to generate own work -Ability to prioritise -Take a disaster and turn it into a positive -Seeing others do things that I could not possibly do myself -To inspire others -Advice other lecturers on pedagogical use of e-tools -Promote new pedagogical methods -Institutions must specifically budget for e-Learning activities -Infrastructure is another challenge e-Learning is vastly growing and the appropriate infrastructure does not exist or has not been invested in to support the growing demand -Need stable infrastructure -Willingness and Eagerness to gain new skills -Learning new things -Bridging divides in terms of distances and new and old methods of teaching -Contribute a lot based on experience -To be able to share knowledge -That you take it beyond your own expectations -See something through to the end -Working extra hours to achieve goals -Lead by example -Needs an e-Learning unit -Move from an infancy to a more engaged level of e-Learning implementation -Would like to see results -Get to know technologies and methodologies that can improve learning -Provide flexibility to stakeholders -Removes the blindness from the situation We need a dedicated server for e-Learning implementation, direct support from	-You need a champion and not just one as e-Learning is a new concept not yet understood by many, need someone that can advocate for e-Learning -Not enough resources in institution but I (policy level) started to budget accordingly to support e-Learning activities -Believe staff has the right support from me, but the capacity within the institution must still expand -Documentation to avoid re-inventing the wheel -We need a policy on e-Learning for skills transfer, sustainability and budget allocation -You need courage to ensure support for e-Learning and must document the importance of everything -As e-Learning could and will drive the future -You have to practice it (e-Learning) yourself at policy level then it will work within your institution. -Capacity building of staff in this changing field is your duty -Industry will take someone that participated or took courses through e-Learning -To have graduate students stimulated by innovative academics -Must convince administrators to get buy-in -I (policy level) ensured a linkage between our department and industry -I have been involved for a long time due to my experience in this field and link to industry -Campaign awareness is very important, marketing, talking about the advantages and the effectiveness of e-Learning considering growth of e-Learning -People implementing e-Learning not enough yet -Preparation of e-Learning materials matters a lot	knowledge and skill through e-Learning platforms -Makes sharing of resources easier -Exploit e-Learning opportunities -Establish training programmes for students and staff that communicate both the potentials and pitfalls of modern educational technology -Enable the institute to reach a wider audience -Writing materials according to identified problem areas -Develop student-centred teaching methodologies -Develop and implement strategies to use ICT as an enabler for teaching and learning --Disseminate and publish knowledge -Develop and implement an integrated marketing strategy -Develop and sustain institutional capacity -Investigate new developments of e-Learning worldwide -Provides a conducive teaching environment that compliments (not replaces) traditional learning methods -ICT increases learning opportunities -Students have access to information at any place and any time, enabling them to determine their own learning pace and catering for multiple learning styles -e-Learning provides a strategy to respond to three major challenges: Cost, Quality and Demographics

	management regarding connectivity issues -They need more support and time to do this -Upscale to be on par with a modern knowledge economy -Ensure maximum access to learning opportunities -Critical mass needed -Sustainability is about return on expectation, when the customer need is satisfied, they then create a new need and this is what is special about a champion --Soliciting for its (e-Learning)promotion from administration in terms of adoption and funding -Involved in training for online content development -Documentation of activities at this will contribute to the body of knowledge in e-Learning -Manage e-Learning processes -Enabled initiative (e-Learning) made part of performance contracts -Ensure there is an e-Learning policy -Producing digital content -Publish -Train others -Establish e-Learning committees -Establish an e-Learning unit -Need and e-Learning team -Arrange e-Learning updates -Make learning accessible 24/7 -Form and participate in virtual communities -Marketing the value of e-Learning to lesson resistance -Encourage academics to enhance their teaching and learning practices using e-tools -Advise academics on the pedagogical use of various e-tools -Equip students with the necessary skills to compete in the global market	-Delivery of e-Learning materials to remote places requires connectivity, internet networks, still a very expensive resource in Africa -Personnel to prepare e-Learning material are not enough -Enrolment in our institutions are escalating and infrastructure is static and cannot accommodate everyone, the only way is to consider e-Learning -You need a proper strategy in ensuring staff is committed to e-Learning The infrastructure is there but I would say not sufficient -There is average infrastructure, need for improvement in order to implement e-Learning properly -Need someone to champion this process and that person must have knowledge of e-Learning and policy understanding -Have the ability to expand the capacity within institution and champion the process, otherwise the old legacy of teaching will push or drive e-Learning out -An e-Learning policy is a must and it must have a trickledown effect from national policy -e-Learning programmes must be accepted by management -e-Learning implementation needs a dedicated person, devoted to e-Learning on a daily basis, must also be a policy guru and protected at all times -When people are forced you are discouraging them, people must be motivated in themselves to do it (e-Learning) -Further training in e-Learning will also serve to motivate people -They (champions) should be supported to attend e-Learning conferences where they can exchange with others in the field, motivates	-Widen access -The university will ensure that students taking e-Learning courses have equity of opportunity with those taking courses delivered in a more traditional way -To retain existing and form new international partnerships -To disseminate best practices -Ensure through appropriate staff development, all staff have the skills and understanding of each other's roles, required to play their part effectively in the provision of e-Learning -To provide a working environment where all staff are valued and able to reach their full potential -Experience and research have shown that e-Learning can only be considered fully embedded into an institution when all policies, procedures, roles and responsibilities pertaining to the use of e-Learning are fully integrated, not just with each other, but with those applying to normal practice -Inadequate resources for capacity building in digitising of curriculum development -Involve a wide range of partners/stakeholders -Deliver lifelong opportunities -Sustain creative development of LMS -Form partnerships -Ensure facilities and infrastructure are in place -On-going creation of e-content

	-Design Instructional Design templates -Contribute to the development of an e-Learning strategy -Conduct frequent research -Provide strategic advice -Engage in CPD activities -We need to establish and e-Learning unit to run e-Learning activities faster and on a bigger scale	them -There must be incentives for people implementing e-Learning and budgeting for it -As institutions are trying to implement e-Learning they should sell this idea to government in order to reach the unreachable -Incentives for research still more important than teaching and learning initiatives -Implementation includes team commitment and strategies for sustainability -A champion needs to take a holistic approach and be able to cope in a very complex higher education setting -Must be able to generate funds for self-sustainability -Encourage all to publish -e-Learning Policy important and needs to be interrelated with main teaching and learning strategies -Annual e-Learning colloquiums important, allows space for discourse -Multi-stakeholder support for e-Learning -The approach of the institution is primarily project-based where the institution embarks on a number of projects with national as well as international partners, in order to achieve its e-Learning agenda -Overall approach towards e-Learning implementation is incremental, taking small steps, reporting progress until we will be ready to scale -Limited number of staff engaged in e-Learning implementation, quite challenging -Staff not yet at a level where they can confidently engage with all aspects of e-content creation -Access to resources from a learners perspective is a challenge -Flexibility is a core component in e-Learning	-Must assure continuous in-house capacity building in e-Learning -Sustain financial stability -Investigate new developments of e-Learning Provide cost-effective, customer focused services

		implementation and it is something that e-Learning avails to institutions e-Learning makes learning experiences more interesting -Knowledge about e-Learning -Such a person (champion) must be prepared to cascade his/her knowledge, strategic thinking abilities and execute projects successfully -Needs consultation skills -I (policy level) am involved and committed to the process as well -There is support in terms of capacity building opportunities, and exposure to national and international workshops and conferences, they can also outsource some of the projects -Can ensure commitment of staff towards e-Learning when the process is well managed as a change management and innovation process -Can also ensure commitment in terms of incentives, both monetary or compensatory leave -An e-Learning policy should be coupled with resources -Ensure skills transfer within an institution before champions will leave to other institutions, to avoid starting from scratch -Ultimate objective should be there must be a critical mass of skilled people implementing e-Learning and not just one champion -Monitoring and Evaluation is needed -e-Learning is and remains important for our institution, for our country and globally as it speaks to the principle of flexibility -e-Learning is not the end but the means -I want to get learning on track -To be able to have access 24/7 -e-Learning is now a shared responsibility -Engage in e-Learning for survival	

		-Our links to networks has motivated the staff tremendously -Avail the necessary infrastructure -Transparency about rewards -Support staff to attend e-Learning related conferences -Expand e-Learning into all departments -Provision of incentives -Reporting progress -CPD opportunities for staff -Ensure buy-in from staff within the institution -Reaching the masses wherever they are -To cope with an increase in student numbers -It is important to expand and sustain it, through policy, skills retention, how far do we want to go, up to when the world is an oyster for staff Such a university like ours, with several satellite campuses needs the right infrastructure and a budget approved by management to implement and sustain e-Learning	