Claudia Bremer

Diffusion of elearning as an innovation and economic aspects of elearning support structures

This paper addresses the installation of elearning support structures and offers a deeper understanding on the diffusion of elearning as an innovation in educational institution.

If you look at Roger's stages of innovators, we can identify different types: early and late adopters or late pioneers and so on (Rogers 1995). Also Hagner and Schneebeck offer categories on how to differentiate attidudes or reactions towards an innovation (Hagner/Schneebeck 2001). They differentiate risk-aversive, reward-seeking or reluctant behaviour. These types can also be applied towards institutions, departments and teams as Seufert and Bremer tried to show in studies concerning the diffusion of elearning in institutions (Seufert 2004) (Bremer 2010). This paper will address different paths departments and teacher choose in order to integrate elearning as an innovation into their teaching. It tries to develop a deeper understanding what circumstances and factors have an impact onto these different routes and how to foster the diffusion of elearning in an educational institution through appropriate measures.

The second part of the paper focuses on an economically efficient institutional setting for elearning support structures: a central support centers or more decentralised structures more appropriate? What factors have an influence on the most effective and efficient setting? And what transfer and support relationships can be created between decentralized teaching staff in the departments and central support structure. Also the necessary competencies for elearning of teachers and teaching staff members in dependence of the existence and function of central support structures will be addressed.

Both issues are presented based on theoretical considerations and described by examples of different universities and educational institutions.

Bibliography:

Bremer, Claudia (2010). eLearning in Bildungseinrichtungen implementieren durch Anreizsysteme, Organisationsentwicklung und Kompetenzerwerb Petra Bauer, Hannah Hoffmann, Kerstin Mayrberger (Ed.). Fokus Medienpädagogik - Aktuelle Forschungs- und Handlungsfelder. München: kopaed.

Hagner, P. R./Schneebeck, C.A. (2001). Engaging the Faculty. In: C. A. Barone/P. R. Hagner (Ed.). Technology-enhanced teaching and learning. San Francisco, p. 1-12.

Rogers, E. M. (1995). The diffusion of Innovations. New York (4. Auflage).

Seufert, Sabine (2004). Hochschuldidaktische Weiterbildung im Rahmen einer kontinuierlichen Qualitätsentwicklung. In: Claudia Bremer/Kerstin Kohl (Ed.). E-Learning Strategien - E-Learning Kompetenzen an Hochschulen. Bielefeld: Waxmann, p. 281-294.