

# Development of eLearning at Notre Dame University-Louaize

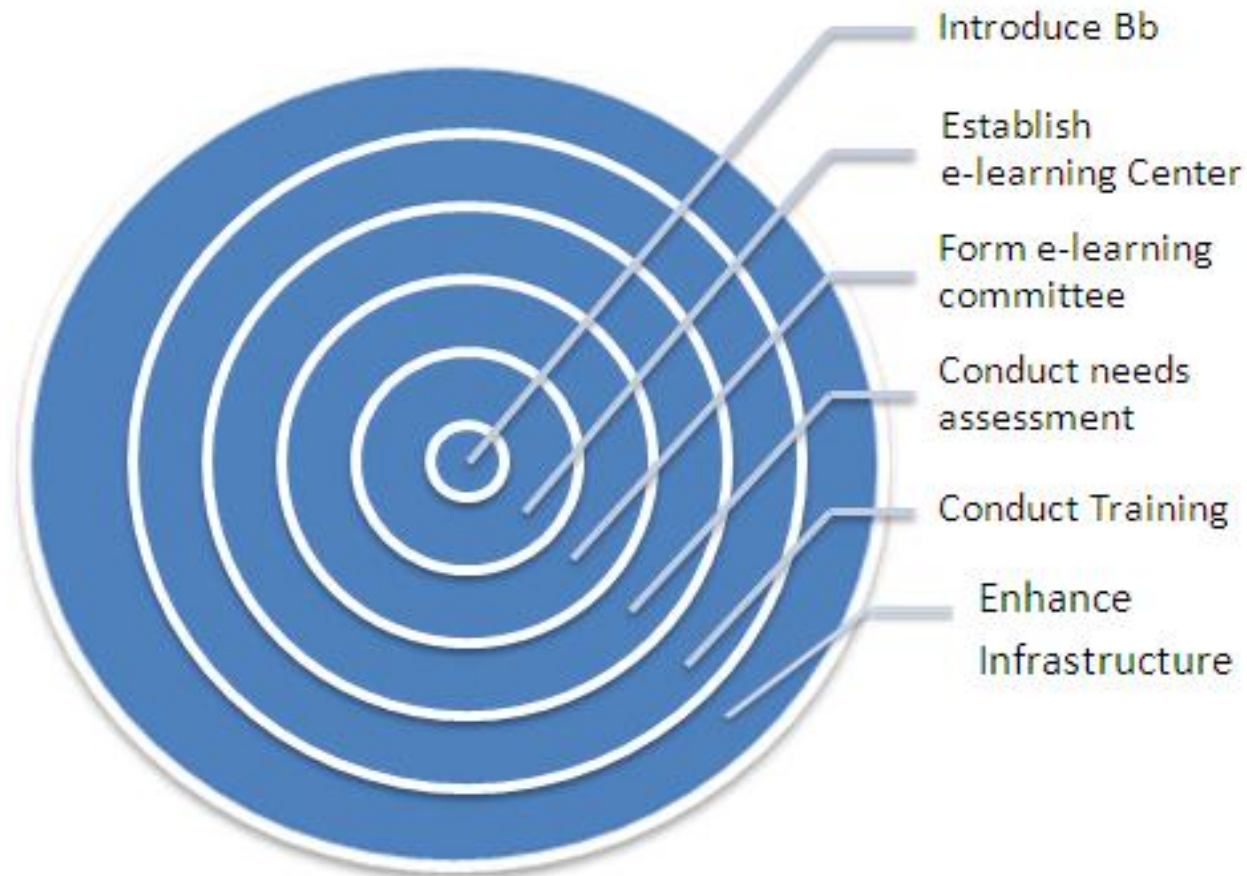
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# Phases of eLearning implementation at NDU

- Phase 1: Feasibility study in 2000 as recommended by an e-learning committee
- Phase 2: The early inception of Blackboard in 2001;
- Phase 3: The establishment of the University e-Learning Center (UeLC) in January 2005;
- Phase 4: The formation of the E-learning Center Committee (EICC) in March, 2005;
- Phase 5: Views and Attitudes to eLearning implementation at NDU

# Implementation followed the ripple effect



# Phase 1: Feasibility Study in 2000

- The committee recommended Blackboard as its VLE to support the teaching/learning process in traditional classrooms.
- The committee suggested that Blackboard be used to supplement and not to replace the long-established traditional classroom teaching at the University.

## **Phase 2: The early inception of Blackboard in 2001**

- The Fall of 2001 marked the official inception of Blackboard at the University;
- Faculty members and students have been attracted to the learning opportunities provided by Blackboard.

# Year 2001-2004

- From 2001 to 2004 the IT department provided faculty members and students with technical training and support.
- There was a remarkable absence of specialized educationalists to handle the pedagogical aspect of technology use.

## Phase 3: The establishment of the University e-Learning Center

- To institutionalize the implementation of technology at NDU, and in response to potential resistance by Faculty members the University President formed the University e-Learning Center (UeLC) on January 5, 2005.

## Phase 4: The formation of the E-learning Center Committee (EICC) in March, 2005

- Since the idea of using technology in teaching at NDU was a new project, the committee was asked to study the feasibility of the center in charge of implementing e-learning at the University.
- The purpose was to look into the pedagogical aspect of technology use.



# Phase 5: Views and Attitudes to eLearning implementation at NDU

- ❖ What we were looking for:
  - ✓ The readiness of faculty members and students to engage in e-learning;
  - ✓ Faculty members' attitudes towards its potential effectiveness in enhancing teaching and learning;
  - ✓ The readiness of academic administrators to implement e-learning;

# Lessons learned

- ❖ **The implementation process of e-learning at NDU was dependent on the following:**
  1. Approaches to change and the decision-making process;
  2. The role of the University leadership in the change process;
  3. Faculty members views and attitudes;
  4. Technology facilities for faculty members;
  5. Support and training;
  6. Views of academic administrators;
  7. Students' perspectives on teaching and learning.
  
- ❖ The above factors were not hierarchical in nature, but seemed to be all equally important in understanding the e-learning implementation process at the University

# Recommendations

- There is a need for the development of a vision for planning and implementation of e-learning across all faculties and departments .
- Coordination among faculty members should be secured in order to exchange ideas and come up with plans for using technology for achieving pedagogical purposes.
- Policies should be developed and communicated to all faculty members for their input and comments.
- Professional ongoing training in using technology to support the teaching and learning process should be provided to faculty members.
- A need to develop sustainable support and funding for e-learning implementation at the university.
- Future research in the area should focus on the pedagogical part of training in higher educational contexts implementing e-learning.

# Epilogue

The e-Learning Revolution is already well underway.

Universities in Lebanon need to consider meeting the demands of this new learning marketplace.

# Thank You

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