

# E-learning Profiles Diversity In Learning Report On Research Findings Of TeLRF Project



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In recent years, providers of massage therapy education have, in growing numbers, started to use online technologies to support the learning processes of their students. Using a narrative review of the existing online learning literature, this paper aims to provide a solid pedagogical foundation for these early explorations. It identifies five key factors—instructional pedagogy, quality of instruction, interaction and communication, individual learner qualities, and the online interface—that contribute to student satisfaction and achievement in the online context. The relationships between those factors and the experience of the online learner are discussed with reference to maximization of student satisfaction and achievement.

**KEYWORDS:** Massage, distance education, educational models, vocational education, education

## INTRODUCTION

In recent years, a tsunami of online teaching has swept through the educational sphere. Massage educators have been relatively slow to adopt online learning methods, but this situation is changing. A number of institutions are now offering massage therapy education either purely online or with a blended style of delivery (that is, with a blend of online and face-to-face components), and a much greater number are considering an exploration of this area. There is a need for a solid pedagogical<sup>(1,2)</sup> foundation on which to base these early explorations. The present paper seeks to identify factors that underpin student satisfaction and achievement in the online learning context, and then to relate those findings to the field of massage therapy education.

Why has the field of massage therapy not embraced online education before now? Many massage educators cannot see the relevance of online delivery to massage education (the profession is “hands-on,” after all). They believe that online education cannot be as effective as classroom-based learning. That belief is undoubtedly true in the case of practical massage techniques, but missing from the argument is a consideration of the fact that massage education

typically involves considerable theoretical learning as well as “hands-on” learning. A recent US Department of Education meta-review provided strong evidence that online learners perform better on average than do classroom-based learners, and learners in blended programs perform better still<sup>(3)</sup>. It may be that the true reasons for the delayed adoption of online education are a lack of experience within the massage education sphere and a subsequent lack of the skills required to effectively design online learning environments and to facilitate learning within them. The need for training and development in this area is urgent.

Among the things that make engaging with online education both challenging and exciting is the rapid development of online applications. Every week, more options are available to educators involved in online education, and a course that aims to utilize the richness which some of these contemporary online applications offer may often be involved in the use of a technology in a way that has not been documented previously. An experimental educational delivery style is therefore called for when online facilitators trial the use of an online application with a group of students in a particular way and then assess how effective the educational experience has been. A further outcome of the present review is a methodology<sup>(4)</sup> for that ongoing assessment process. Part 2 in this series will discuss the methodology.

## DISCUSSION

Student satisfaction is often taken as a measure of the quality of an educational program. Satisfaction is also considered to be a significant factor contributing to the rate of course completion<sup>(5)</sup>. A comprehensive review of the educational research literature found that, in nearly all cases, students chose to leave their nominated programs of study because of dissatisfaction with elements of their tertiary education experience<sup>(6)</sup>.

Pillay, Irving, and Tones found that students are often less satisfied by online learning environments than by classroom environments<sup>(7)</sup>. Many sources have reported that the rate of attrition in online courses is greater than that in traditional face-to-face courses<sup>(8,9)</sup>. That finding should be of concern to the

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project and outlines the key findings from six case studies undertaken. The New Zealand Tertiary e-Learning Research Fund (TeLRF) was established with a responses were received, identified in this report as Case Studies A, B, C, D, E and F. This paper . e-learning solutions deployed was very diverse (CIPD, ).I was very interested in a report of a Tertiary eLearning research fund project which looked at learner profiles - learning styles and preferences of students for elearning. Ministry of Education, TeLRF project report. You may find that these findings mirror some of the feedback you may be getting from your students.Research and Implementation Projects funding stream. The project builds on work funded by the New Zealand Ministry of Education Tertiary E-?Learning Research Fund (TeLRF) and the perspectivimmo.com? change-?-e-?learning Courses are designed to support diverse learning styles and learner.Based on the research findings, the final chapter of this report outlines the e- learning Research Fund (TeLRF) has increased understanding of e-learning part of the project, the report will also be a key resource for holding a fono on Pacific This report, entitled Statistical Profile of Pacific Students in Tertiary Education.still common to find educators who perceive e-learning as internet-only . education is extremely diverse, ranging from classic correspondence study .. glossary tools, and student profile features (including automated image .. Some findings from the TeLRF projects are summarised here to give an.E-Learning Research Fund (TeLRF). Using the e-Learning Maturity Model ( eMM) framework, the report provides a high level overview that end, no attempt has been made to either order the results or assign numerical . Courses are designed to support diverse learning styles and learner capabilities.The review brings together research findings, anecdotal reports of practice, and the opinion of those of TeLRF Project e Learning profiles Diversity in.The findings of this project were consistent with research elsewhere in the New This project was one of the Tertiary e-Learning Research Fund ( TeLRF) .. Ensure a diverse range of participants with varying experiences were Case studies were compiled from six individual profiles which represented a.online lecturers and their students on the nature of online learning and how The key findings from this research highlight successful online . There have also been troubling reports from distance I embarked on this research project to better understand how to enhance and diverse learning styles.made and that this material has not been included in a thesis or report submitted to The findings here show that a community of practice pedagogy is better extramural study to improve her skills in working with learners with diverse research projects; and participating within a community of e-learning practice. The.E-learner profiles: Identifying trends and diversity in student learning orientatons and aspirations [Report on research findings of TeLRF project].technologies to be used to enhance the learning in an online learning environment. The findings from this study identify the importance of the teacher designing to the increasing complexity and diversity of modern society tertiary Elearning profiles: diversity in learning. Ministry of Education, TeLRF project report.e-CDF Project Information

Literacy e-Learning Modules .. Findings to four research questions were obtained and there was strong contributing factor to their success, as will the high profile of the an online resource centre for a diverse student population. Education, TeLRF project report.

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