Assessing e-Learning Readiness of Teachers and Schools in Hong Kong

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Abstract

In the information era, e-learning is considered as one of the means to increase the global competitiveness of a nation. Before e-learning is largely implemented in education system, it is important to assess the e-learning readiness of a society. However, previous research always focus on measuring the e-learning readiness of commercial organisations and tertiary institutions, leaving a huge research gap on the use and readiness of e-learning in primary and secondary schools. This paper developed a model for identifying e-learning readiness levels of teachers in Hong Kong schools, with the aim of creating a general model which could be transferred to other countries which are less developed than Hong Kong, yet which all share common Asian cultures. This was a multi-stage research project, incorporating model building and empirical testing of a model based on the existing academic literature, through questionnaire surveys to both in-service and pre-service teachers triangulated by series of in-depth interviews. Nine factors affecting the e-learning readiness of teachers were identified by statistical analysis -- Government & Public Support, ICT Infrastructure, Individual Preparedness/ICT Competency, e-Learning Materials, Training Opportunity, Student Preparedness, Attitude towards e-Learning, Leadership/e-Leadership, and Competency of Peers, which were different from the set of influential factors affecting the e-learning readiness of commercial organizations and higher institutions.