عنوان مقاله:

(Implementation Pathology of the E-learning Curriculum in Iran (Case Study Shahid Beheshti University of Tehran

محل انتشار:

مجله میان رشته ای آموزش مجازی در علوم پزشکی, دوره 7, شماره 2 (سال: 1395)

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خلاصه مقاله:

Introduction: E-learning is a new emerging phenomenon that has attracted the attention of higher education authorities and researchers in this field. The aim of this study is to identify the challenges ofimplementing e-learning curriculum of Shahid Beheshti Universityfrom the perspective of faculty members and students. Methods: The descriptive-survey method was employed in this study. Two researcher-made questionnaires were used for datacollection. The study population comprised 48 faculty members and 635 students of virtual education. Statistical samples according to Morgan table were 42 and 237, respectively indicating that samplingwas done by proportional stratified random sampling. The validity of research questionnaires was approved by professors and domain experts and by using Cronbach's alpha; the reliability coefficientwas calculated to be 89% and 85%, respectively. For data analysis, SPSS version 21, descriptive statistics (frequency, percentage, mean, standard deviation) and inferential statistics (one-sample t-test andt-test) were used (P<0.05). Results: The findings indicated that from the perspective of faculty members, the implementation of e-learning curriculum is being facedwith cultural (P<0.001), legal (P=0.001), infrastructural (P<0.001) and financial (P=0.005) challenges and from the perspective of students are cultural (P<0.001), infrastructural (P=0.033), cognitive (P<0.001), financial (P<0.001), and legal (P<0.001) challenges.These results with respect to the level of significance that is less than P<0.05 are certainly 95% significant. Conclusion: The implementation of e-learning curriculum of SahidBeheshti University faces challenges in which the problems and obstacles can be solved through the adoption of decisions that are consistent with the research results.

کلمات کلیدی:

Curriculum, Learning, Distance Education, University

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