

## Factors of online learning adaptation for education purpose

**Siva Prakash Ramasamy**

ivas\_1983@hotmail.com

*Othman Yeop Abdullah Graduate School of Business (OYAGSB),  
University Utara Malaysia(UUM),0600,Sintok, Kedah Darulaman, Malaysia*

### **Abstract:**

*The purpose of this article review is to examine the interrelation of customised learning and brand trust with online learning. There are thirty journal articles utilized for the purpose of this paper construction. The findings in the journals suggest that trust and customised learning plays significance vital role in online learning. This paper is based on current trend of learners' need that prefers marriage of both technology and flexibility.*

**Keywords:** *Online learning, young learners, customisation, customised learning, brand trust, education*

### **1. Introduction**

This paper will examine the interrelation of customised learning and brand trust with online learning. As this paper shows, the way educators' tailor-fit online learning systems and retaining brand trust for such programs are affecting the perceptions on the efficacy of online learning systems. In effect, these are external factors that influence how users perceive the applicability of online programs for specific purposes and particular learners. Thirty studies as in journals will be utilized in the paper, in order to make it more comprehensive and in-depth. The studies will be categorized according to a dependent variable (online learning) with the independent variables (customised learning and brand trust). The paper has analysed the role of technology and globalization in encouraging online learning activities for students, regardless of borders and languages.

In the comparative method of study, the authors weigh in on various aspects of online learning, as well their relationship to other variables, as experienced in different countries. Meanwhile, other study authors used quantitative analyses to measure the scope and extent of online learning issues and challenges.

### **2. Online Learning**

There are many studies done on online learning. Some researchers have looked at how individual learners are able to adjust to its requirements and release outputs, given a specific time frame. For one, Leeds (2014) examined individual perceptions of e-learning from a temporal perspective, citing Hall, Barbera, and Clara. In her own study, Leeds (2014) found out that the subjects had determined their own ways in managing their time so they can accomplish their tasks well: Analysis from assignments revealed that all learners were focused on time as all of identified time and its management as a key to their learning. In their discussions of time the learners outlined their intention to plan and manage time through a clock time vision where they had commodified time (Lee & Liebenau, 1999).

Lee and Liebenau (1999) also added that the learners had mentioned three ways of not wasting time and using it properly. For them, every second really counts and should not be wasted just like that. Another area of interest in the cross-national intersections of online learning activities. According to Korean researchers Sungae Yoo Hye Jeong Kim So Young Kwon (2014) who used a comparative method in their paper-there are more perceived gaps in the Korean online learning system than that of the United States. Specifically, such gaps pertain to the Korean students' perceived inattention to, and reluctance to be part of, the active involvement in interactive discussions as (a very) serious challenge in integrating interaction into their online courses Yoo, Kim and Kwon (2014). In contrast, educators in the United States consider limited time frames and technical assistance as hindrances to a smooth interaction process (Yoo, et al, 2014). For the American educators, it is crucial that student interaction be facilitated by Internet-based discussions and an appreciation of students' learning styles. (Yoo et al, 2014). Furthermore; while educators from (South Korea and the United States) had perceived interaction as a learning opportunity, they differed in how they perceived the learning outcome they want to get out of online interaction. Korean educators considered students' conceptual knowledge acquisition as their (primary teaching milestone); on the other hand, their US counterparts thought students' reflective thinking, higher-order thinking, and (self-sustaining) learning as one of their (primary) instructional goals. The Korean educators projected themselves as being more (credible providers of knowledge) than their US counterparts (Yoo, et al, 2014).

This study is interesting because it reveals how cultural behavior is affecting the way online learners are using web-based educational programs, and how authorities in different countries are managing it. Doing cross-country studies is important to determine the appropriate measures to be implemented in the application of educational programs. Another lesson to be learned is that otherwise useful learning techniques are not always applicable for all countries and situations. Therefore, taking off from the cross-country studies, one has to determine which measure is viable and which is not. Chyan Yang and Tsui-Chuan Hsieh (2013) then dissect how patterns in the use of online learning sites differ even within countries. This supplements the research done by the Korean researchers mentioned previously.

Urban region residents in general were (adept at utilizing) the internet for searching, but they used it relatively less often for online learning and entertainment. Perhaps due to (limited) infrastructure and traffic-caused inconvenience, rural region residents used the internet more frequently for e-learning or entertaining. Objectives of research questions are as follow:

1. Identify the cultural differences in adapting online learning.
2. Identify barriers in using online environment for education purpose.
3. Identify factors constitute brand trust for usage of online learning

### Important Research Questions

**RQ1.** How do young learners, parents and teachers experience the effect of online environments on learner's everyday lives?

**RQ2.** What opportunities and risks for children are noticed in online environments?

**RQ3.** What similarities and differences are there in children's, parents' and teachers' point of views in terms of opportunities and risks?

Yang and Hsieh (2013) also found out that learners who live in urban areas tend to rely more on online learning resources than those in rural areas. This is explained by the fact that more online facilities are located in urban areas than in rural localities (Yang and Hsieh, 2013). We can say that this pattern can considerably affect the way urban-based learners perceive the content of their learning systems. We can also say that urban-based learners are more at home with these kinds of systems than rural-based learners. This means, however, that more work should be done to connect rural-based learners with online learning systems. It is not an easy task. One should set up the infrastructure and the software, and also train the

instructors who will orient the young learners how to properly use the systems. These instructors, furthermore, will also assess the performance of the learners, based on specific metrics.

Furthermore, the use of online courses also requires educators to integrate all possible content in a unified system. As emphasized by Major, Chaudhury, Gilbertson, and King (2014), there have been perspectives by the learners that support the creation of such systems. In fact, based from their study, it can be said the possible benefits of using online learning systems may outweigh the costs of transitioning from face-to-face to learning systems.

### 3. Customised learning

Going to our first independent variable, we can cite certain studies to back our assertion that a well-customised learning system can help pave the way for a smoother educational experience for young learners. Such customisation need not be big-ticket item changes nor high-maintenance endeavors. What is important is that creativity is being implemented and that more stakeholders are being involved.

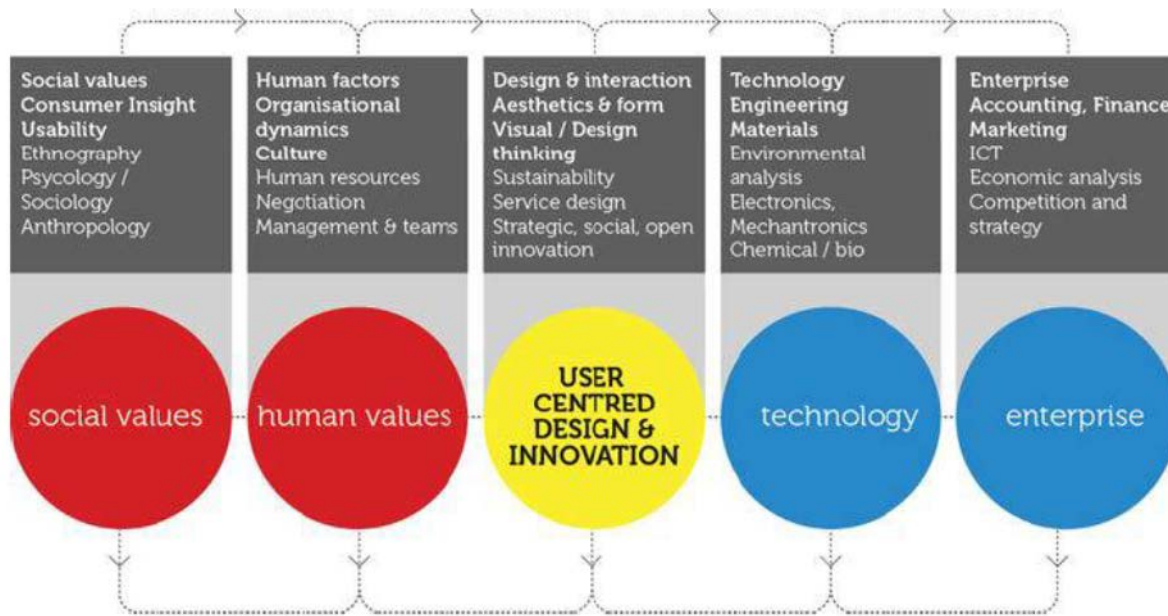


Figure 1: Dynamic display of design principles

Source: Simon, Hannah and Frank (2012) page 172

For instance, communications solutions provider BT has been allowing its employees to be engaged in learning activities being done through online platforms (Pollitt & Overton, 2013). Such engagement is made possible via the Dare2Share platform where employees can, by themselves, hold discussion threads, maintain blogs, and conduct podcasts, among other form, in order to disseminate learning through fellow colleagues in a very rapid pace of time. The dynamism of the medium is such that viewers can comment on the content that had been, or are being posted online (Pollitt & Overton, 2013). Customisation can come in the form of adjusting online learning content to the needs of specific sectors; for instance, children. In their 2014 study, Tuukkanen and Anna-Wilka had determined the presence of four kinds of perceived effects: represent opportunities and risks: learning and socialization, sense of community and being empowered, expressions of anti-social behaviour and threat to security. The study authors have also determined that while adults may have some idea of children’s problems as regards their use of online material, the former may not completely grasp the extent of depth of such issues. It is in this sense, therefore, that online environments be made as hospitable or less hostile to children, so that their learning competencies will not be as adversely affected as they are now in many cases.

Meanwhile, additional empirical evidence has shown that truly there is a need to customise online learning systems and processes. Menon and Berna (2013) combined in-depth interviews and a case study in order to draw out the assertion that online learning practitioners have needs that have since developed from competency-based training to the garnering of support from all stakeholders in the implementation of changes within organisations.

With this study in mind, one can see the need for change management and process improvement to be integrated into organisational set-ups and cycles. Managerial principles will best improve such teams in order for them to withstand the stress of a highly dynamic environment.

#### **4. Brand Trust**

For people to repose their trust on a brand, a service provider should ensure that it lives up to its name. Or, it specializes enough to gain deep respectability and a sense of expertise. One can use as example the study by Bader and Köttstorfer (2014) on the perspectives of some students in Graz, Austria on e-learning, especially on global studies. The authors have found out the level of online learning course usage is dependent on the need for such programs. Essentially, it is economics-based, and follows the law of supply and demand. Linking this to brand trust, we can say that a service provider has more chances of being relied on for online learning if students and teachers alike believe that the services are worth using for. Meanwhile, brand trust is crucial in times when particular provider is the only one available or accessible or is reliable at all times. As pointed out by Touray, Savolainen, Salminen, Sutine and Dai (2015), in the case of Kenya, Web users trust ISP providers because of their ability to continually provide Internet connection and are able to protect users from various concerns. The respondents are least concerned with the providers' integrity. In this regard, we can connect it to online learning by emphasizing that providers of such services are able to provide online learning services continually and without disruption as much as possible. By achieving this, ISP providers can attain a high level of brand trust that no amount of money or advertising can compensate.

#### **5. Conclusions**

In the spirit of globalization, we understand from above that accessibility to learning have become more and more important. Education plays a vital role for any nation to progress and become developed nation. Accessibility to learning would help people to progress in their life with appropriate knowledge. As much as we focus on delivering accessibility to learning through online platform, there are several factors to be considered to ensure the effectiveness and efficiency. A structured and controlled online environment would ensure efficacy achieved through the delivery. Most importantly, inclusions of both urban and non-urban learners are crucial to ensure decent reach.

One size does not fit all; customisation in learning would allow flexibility in delivery of the program and support the objective of global accessibility through online learning. Customisation can come in many forms such as content, pedagogy, framework and etc. Lastly, accountability is an important element to reach global learners successfully. Accountability comes in a form of brand trust. It takes two to tango. Public need to be comfortable with platform and learning brand name to gives them comfort in engaging with the brand.

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