Problems of Establishing Effective Development for E-Learning Academic Staff at Universities in Developing Countries

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Abstract - In this paper some problems of the establishment of e-learning academic staff development at Universities in developing countries are given. The current situation of academic staff development in many universities in developing countries is illustrated. A set of measures to achieve an effective e-learning academic staff development are proposed. Those measures include an action plan and a follow-up plan. Some recommendations and conclusion are stated.

Keywords: E-Learning, Academic Staff Development, Developing Countries, Problems, Action Plan, Follow-up Plan.

1. Introduction
The current situation of academic staff development in general at many universities in developing country is illustrated in section 2. Some problems of establishing an effective e-learning academic staff development are discussed in section 3. In section 4 a comprehensive set of measures to be considered in the process of establishing an effective e-learning academic staff development including an action plan and a follow-up plan is proposed. Some recommendations are given in section 5. Finally a conclusion is then stated in section 6.

2. Current Situation
Among other aspects, the academic staff development in general at universities in several developing countries is not effective in almost all aspects, e.g. for faculty, students and communities (see [1], [2], [3], [4]).

3. Problems
Applying internationally acknowledged measures for academic staff development is highly recommended for universities in developing countries (see [5], [6], [7]). Unfortunately the following typical problems in developing countries hinder this process:
- Heavy teaching load for all faculty.
- Very crowded classes even at private universities.
- Attending many long meetings.
- Poor IT facilities and poor skills of faculty.
- Assigning unsuitable slots for workshops and/or seminars.
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- Less acknowledgement for attendees of the workshops and/or seminars.
- Assigning limited budget for e-learning academic staff development.
- Little exchange with internationally acknowledged universities.
- More interest of faculty in doing research.
- More interest of faculty in doing consultation for higher living standards.
- Bad coordination between different colleges and directorates.
- Cultural problems for expatriate faculty.

4. Measures
4.1 Action plan
The proposed action plan is as follows (see [8], [9], [10], [11], [12]):
- Reducing the normal teaching load and restricting extra teaching loads.
- Reducing the number of students in all courses.
- Updating the IT facilities.
- Enhancing the IT skills of the e-learning academic staff.
- Offering helpful workshops and seminars.
- Assigning suitable slots for workshops and seminars.
- Accommodating those slots into the university teaching schedule.
- Advising the administration to avoid numerous long meetings.
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- Requesting the administration to acknowledge attendance of faculty of offered workshops and seminars.
- Advising the administration to assure good coordination between colleges and directorates.
- Requesting the administration to enhance exchange with international acknowledged universities in this field.
- Encouraging faculty to including development in their interests beside doing research and consultations.
- Assigning certain budget for development.
4.2 Follow-up plan

The members of the standing e-learning academic staff development committee should do the following actions:

- Holding general lecture each semester to motivate faculty to attend offered workshops and seminars.
- Visiting faculty individually and responding to their needs.
- Meeting with department chairs and responding to their needs.
- Visiting Deans and responding to their comments and proposals.
- Getting individual feedback from the faculty after attending workshops and/or seminars.
- Publishing the committee recommendations.

5. Recommendations

To solve the problems given in section #3 towards establishing effective development for e-learning academic staff at universities in developing countries successfully we recommend to:

- Decreasing the teaching load and restricting extra course for all faculty, especially the junior ones.
- Limiting the number of enrolled students in all sections.
- Updating IT facilities and Enhancing IT skills of faculty.
- Assigning suitable slots for workshops and seminars and allocating them in the schedule.
- Acknowledging workshops’ and seminars’ attendees moralic and financial through assigning a special budget for e-learning academic staff development (salary, increment, and promotion).
- Encouraging faculty to devote time and effort beside doing research and consultations.
- Increase exchange with internationally acknowledged universities in the field.

6. Conclusion

Solving problems for establishing an effective development for e-learning academic staff needs a huge effort from the administration, the standing development committee, and faculty at universities in developing countries. This goal could be achieved through a practical action plan and an effective follow-up plan. Also enhancing exchanging knowledge with international acknowledged universities is highly recommended.

7. REFERENCES


