SOCIOLOGICAL AND PSYCHOLOGICAL DIMENSIONS OF E-LEARNING

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ABSTRACT

The adage "there are two sides to every story" applies, also, to e-Learning. This, relatively new mode of courses delivery provides opportunities for knowledge distribution to persons residing even to the most remote geographical areas. At the same time, the implementation of this reform creates problems, which should be given the necessary attention, if it is to be effective, as it will be explained and supported in this paper.

The globalization concept prevailing in our times has revolutionalized many sectors of our everyday activities, which have become more demanding. It is generally agreed that certain deficiencies in education and training have delayed and deferred developments in many countries. Economic realities have been changed resulting to significant impact on enterprises.

To cope with the emerging demands, businesses have to change their strategic plans in regard to their training programmes and adapt to the requirements of knowledge-based and skill-based economy. This means that the qualifications of workforce have to be upgraded, whereas prospective employees should be educated in a way to meet their current market demands.

In the present state of our civilization people have time off work, which, however, is not adequate to give the workforce the chance to upgrade their qualifications or to individuals to pursue educational courses through classroom attendance. Besides, economic problems are an additional problem for educational/ training courses delivery on campus.

The advent of e-learning will facilitate the implementation of educational and/or training courses to everybody interested.

In this paper discussion will be focused on two dimensions of e-learning, the sociological and psychological, based on empirical research carried out among educationists, sociologists, psychologists, teachers and end-users.

In the sociological sector focus will be given to the relationship between educational planning and economic, political, cultural and social forces of the society. Additionally, the relation between teachers and students and the role of behaviors of the participants in the e-learning educational systems will be analyzed.

In an e-learning environment emphasizing learning-centered activity and system interactivity, the impact of psychology promotes self-management focused on the enactment of learning goals, self-monitoring, and motivation of students to achieve quality educational outcomes. Learners are no longer the object of educational guidance and obligations but the subject of their education and learning autonomy.

Finally, the conclusion part will provide recommendations on how sociological and psychological dimensions of e-learning can influence the most effective implementation of the system.

Key Words: Sociological dimensions, psychological dimensions, e-learning.