Chapter 8

E-Learning Strategies
for Emerging Economies
in the Knowledge Era

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ABSTRACT

*With the coming of the digital age over a period of the last three decades, the letter
"e" is used to refer to the electronic world. Formerly known as computer-based
training, e-learning has also come of age and is increasingly oriented to real-time
learning, that is, activities facilitating simultaneous interaction between learners
and instructors. Further, the knowledge explosion makes it more a necessity than
a luxury even for emerging economies to consider the e-learning platforms and
adopt e-learning strategies. The objectives of this chapter are to understand the
essentials of effective e-learning strategies and identify the barriers and facilitators in
embedding e-learning for emerging economies so as to align well in this knowledge
era. The methodology adopted is in depth literature review and grounded theory
approach. Contextual analysis and is restricted to effectiveness of e-learning from
an emerging economy point of view.*

INTRODUCTION

After hearing about the Digital Age in the 90's, e-Commerce, e-Business, e-Shopping and other terms beginning with the letter 'e' to refer to the electronic world and the Internet, when we talk today about e-Learning, we think of a site in the Internet or Intranet that is available to everybody, an illustrated encyclopedia in electronic format, or even a multimedia-based presentation. In fact, all these ideas are far beyond an e-Learning definition. Electronic learning is not only a kind of virtual or distance education to deliver content by electronic means through the use of the Internet, Intranet, or CD-ROM, but is aimed at effective learning in real time with activities facilitating simultaneous interaction between learners and instructors. Understanding the networked environments, with the onset of e-m-learning and knowledge management technologies, combined with other technologies, have an impact on organizations. Boettcher (1997) argued: "Now that the World Wide Web is providing a whole new context for teaching and learning, we have the need to return to the core principles of teaching and learning, and create a new model of teaching and learning." Therefore, if technology is applied in conjunction with pedagogical concepts, it can create an effective student-centered environment and enhance learning outcomes. A common thread among the plethora of definitions of knowledge management is that its objective is to identify and leverage the collective knowledge to compete and survive. One potential lever is e-learning, the creation and distribution of knowledge through the online delivery of information, communication, education, and training. It is well known that most e-learning materials format is a piece of content, followed by an evaluation question but here micro-learning may be of more use. After all in globalized world, with expectations swelling and increasing influence of social media and networking, organizations are also in the position to look for new ways to engage employees in learning and organization problem solving (Giurgiu, 2017).

Hence, the objectives of this chapter are to understand the essentials of effective ELearning Strategies and identify the barriers and facilitators in embedding ELearning for emerging economies so as to align well in this knowledge era. The methodology adopted is in depth literature review and grounded theory approach with contextual analysis and is restricted to effectiveness of ELearning from emerging economy point of view.

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