An Empirical Study in Evaluating the E-learning Dimension of Blended Model

Abstract

The purpose of this study is to offer a methodological framework for assessing e-learning capacities in blended educational scheme, based on users’ experiences, with an ultimate goal of getting a clearer view of what should be improved within existing systems of this kind. Accordingly, a survey among sixty students at the post graduate level and ten experienced instructors was conducted at “Mediterranean” University in Montenegro. An assessment model based on a particular combination of binary and Saaty’s matrix approaches was used for adding the quantitative dimension to the considered issue, with an intention to generate more specific directions for redesigning and improving key features of contemporary web-based e-learning systems (WBEL) in the blended environment by making them more valuable and user-friendly ones.

Keywords: web-based e-learning (WBEL), blended model, assessing users’ satisfaction, binary approach, Saaty's matrixes

Introduction

In the Internet era of, universities and higher education institutions increasingly tend to provide e-learning (Hassanzadeh et al., 2012) as a separate form of education or in combination with face-to-face learning (blended model). This contemporary learning model has caused one of the most significant changes in the field of education – a shift from teacher-centered to learner-centered education (Lee B-C., et al., 2009). Consequently, there are numerous studies on e-learning