



DISTANCE LEARNING IN HIGHER EDUCATION: AN AFRICAN PERSPECTIVE: FACTORS, ATTITUDES, LECTURERS' ISSUES OF CONCERN, READINESS TO ADOPT e-LEARNING

CHRISTOPHER MWANGI GAKUU

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Institutions of higher learning are increasingly introducing distance learning as a mode of instructional delivery. However, many of the institutions jump into the bandwagon with the idea that distance learning can be used the same way as the conventional face-to-face mode of instructional delivery. They rarely appreciate the fact that distance learning is a different ball game from the conventional methods requiring a paradigm shift in management of the teaching and learning roles by teachers and learners respectively. This book analyzes the contextual factors, attitudes and issues of concerns that influence university teachers' level of readiness to adopt distance learning in their teaching. The book presents research findings of a case study conducted in the University of Nairobi on the factors , attitudes and issues that influence the teacher adoption of distance learning. By use of a path analysis model, the book shows how the issues of concern affects the teachers level of readiness to adopt e-learning. The book targets managers of distance learning programmes in institutions of higher learning and students pursuing graduate and postgraduate courses in distance education.



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