A Holistic Model for Understanding Technology-Mediated Learning Success

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Abstract

The past several decades of e-learning empirical research has advanced our understanding of the effective management of critical success factors (CSF) of technology-mediated learning. Meanwhile, the proliferation of measures of dependent and independent variables has been overelaborated. A significant reduction in dependent and independent variables and their measures is necessary for building a technology-mediated learning success model, and that such a model should incorporate the interdependent (not independent) process nature of technology-mediated learning success. Structural equation modeling is to be applied to empirically validate a comprehensive model of technology-mediated learning success. Our research advances existing literature on CSF of technology-mediated learning success and provides a basis for guiding future empirical research to build robust technology-mediated learning theories. The model aims to satisfactorily explain and predict the interdependency of six CSFs of technology-mediated learning systems (course design, instructor, motivation, student-student dialogue, student-instructor dialogue, and self-regulated learning) and perceived learning outcomes.

Keywords

Technology-mediated learning, critical success factors, interdependency of CSF, holistic model