

The logo for ELENE-EE features the text 'e L e n e - E E' in a blue, sans-serif font. The letters are spaced out, with a thin blue horizontal line passing through the middle of the characters. Two small orange squares are positioned above the 'e' and 'e' characters, and another orange square is below the 'e' character.

E-learning Digital Trajectories in Higher Education Sector: A Methodological note

Adel BEN YOUSSEF
ADIS - University Paris Sud & ELENE-EE



E-learning Digital Trajectories in Higher Education Sector: A Methodological note

*Adel BEN YOUSSEF
ADIS - University Paris Sud & ELENE-EE
10th September 2006*

The main object of this note is to present a methodology in order to characterize the second level of digital divides in matter of usages. We want to explain the variety of the usages and the process of “contextualisation” of General Purposes Technologies in matter of education. Following Antonelli (2003), Educational Information and Communication Technologies (EICTs) may have biased effects in the sense that their usage depends on the local setting and endowments. Since the endowments are different, the usages will vary among nations.

In our work we have made the assumption that “e-Learning services” is a Market and perhaps one of the main dynamic markets in the near future. *“There is a rush by universities, dotcoms, and corporations to develop online courses, virtual campuses, education portals, and courseware. The drive to develop a winning formula for commercial online education has fostered partnerships, as “Internet entrepreneurs, textbook publishers, venture capitalists, corporate raiders, and junk-bond kings” look to education to drive the next wave of e-commerce”* (Bianchi, 2000 ; Song, 2004). Since then, we have identify at least four dimensions for the digital trajectories (Ben Youssef and Rallet, 2006 a and b) : Equipment and Access (infrastructure), Supply of E-Learning Services, Demand of E-Learning Services and Public Policies and Regulation. Each of these determinants of the digital Trajectories must be studied.

We (the Paris Sud Team) are working in two directions:

1/ Enrich the Methodology and give the partners a more comprehensive view.

2/ Construct and find variables in order to qualify the Digital Trajectories in matter of Educational ICT and also in matter of the diversity of uses of e-learning at the European Level.

Determinants of digital trajectories in matter of e-learning	Ideas To develop
(I) Equipment et Access to Educational TIC (WP4 – Part A)	Identify the main used Technologies Indicators of EICT diffusion in Europe Quality of EICT Equipment of Universities and Private sector Affordability
(II) E-learning Supply	Market share of private sector Competition among universities Innovation in e-learning sector Entry strategy of new actors Price Discrimination and Bundling Quality competition among universities and private sector Certification of e-learning programs
(III) E-learning Demand	Educational Habits Substitution Between Educational channels Switching Costs and Search Costs Psychological Factors, Security Development of Home Usages (e-commerce) Feed back on Educational Services (interactions)
(IV) Public Policies and Institutions governing the e-learning sector	Public Investment and funding for the development of e-learning Public Initiatives Governance of Educational Sector Standardisation in matter of e-learning