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Sri Lankan Undergraduates' E- Learning Experiences on the Aspects of Technical, Social and Pedagogy

P.A.B.H Amarathunga¹, Shamitha Pathiratne,²

Educationalists argue that e-learning would shift towards a model of undergraduate-centered learning. The accentuation is on e-learning through an active gregarious process rather than a passive process of erudition acquisition. The present research tries to examine the experience of the Undergraduate students of Sri Lanka towards e-learning. Based on the experience in a government university, this was predicated on three aspects, namely technical, Social and pedagogy. The research uses explanatory methodology that comprised the assembly of quantitative and qualitative data. Both questionnaires and interviews were used for collect data. A total of 46 undergraduates who were in the second year of their respective courses were selected for this research using random sampling technique. The findings designated that undergraduates' views were positive towards the technical aspects of e-learning predicated on technology and implements utilized in the e-learning environment, pedagogical aspects of collaborative learning approach involved, and their gregarious roles in the e-learning environment. This research has shown that e-learning can be efficacious in distributing positive outcomes for learning. The implements utilized in e-learning environment have particular constrictions and these must be considered in the design of e-cognition activities. The research additionally showed that e-learning can be efficacious in facilitating online collaboration. However, the e-learning activities goals must be premeditated to stand-in online collaborations and to promote learners' online collaboration for learning. The research revealed positive outcomes for learning were cognate to learner's participation transformation in e-learning in developing understandings and gaining expertise; in developing responsibility for their own and others' learning; and in developing positive postures, confidence and gratification in the course.

Key Words: *E- Learning, Technical, Social, Pedagogy, Undergraduates*

¹ Faculty of Business Studies and Finance, Wayamba University, Sri Lanka buddhini@wyb.ac.lk

² Faculty of Computing, ESOF Metro Campus, Sri Lanka, samitha8@yahoo.com