



Individual Preferences in e-Learning

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Trainers and educators ask: 'What personality types do best at e-learning; who really likes e-learning?' Better that they should ask: 'How can we make e-learning more appealing to more people?'

E-learning is here to stay in the same way that the Internet is here to stay. The classroom, as a mass education tool, was an invention of the industrial age and we have made good use of it. E-learning is an invention of the information age but we have yet to properly realise its potential.

Some of the steam has gone out of e-learning. Organizations have experienced problems with technology, variable content, poor course take-up and even greater drop-out. The problem is that what appeals to the organization, a mass training and development medium that can be used to train everyone at once, is at odds with - or at least ignorant of - the learning needs of the individual.

Individual Preferences in e-Learning focuses on the process of e-learning, with the emphasis on learning and individual differences. With a firm rooting in previous research, in particular the author's in-depth knowledge of the MBTI™ functions, this book shows you how to make e-learning work for different personality types.

Contents

Perspectives on learning; Internet growth and the impact on learning; The case against e-learning; Observing learners; Personality and learning; Using personality in e-learning choices; From theory to practice; References and other reading; Index.

About the Author

Howard Hills has been applying technology to learning since 1972 in a career that has spanned banking, training consultancy, defence research, aerospace, nuclear industries, naval service and project management. He now provides coaching and training for internal training teams in e-learning, its design, development, implementation and benefit extraction.

Howard is author of Gower's Team-Based Learning and applies the principles in this book with work teams to improve their performance. He is an MBTI™ practitioner and has carried out extensive research into the relationship between personality and learning.

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