Collaborative Learning Systems Success:
A Theoretical Model Proposal

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ABSTRACT

Collaborative learning systems (CLS) are widely used from the Academia to the Industry. Due to the very recent increase of e-learning systems, the main objective of the research is to identify the users' motivations and key features that have a positive impact in a collaborative learning system success. The theoretical model of a Successful CLS is presented. In this poster are also presented the research objectives, methodological approach and a literature background upon which the study will be based on to address the answer to the research question.

BACKGROUND

- Learning is part of people's life whether they are fulltime students or professionals.
- E-learning industry increased substantially in the last decade, by gathering new markets and designing new business models. E-learning platforms are used for life-long learning in universities and in organizational contexts. Learning markets are increasing throughout the world (OECD, 2012).
- Some authors refer that on online learning courses, especially open courses, the increase of enrolments is substantial (Allison et al., 2012, Russel & Klemmer, 2013).
- Online learning platforms are also used as a partial support to regular classes and it is used by students from various countries (Coursera, 2012).
- On-line platforms have been used as a tool that enables, not only information structuring, but also a communication channel between the course users among them and between students and teachers.
- E-learning systems are referred as a type of collaborative system (Sthal et al, 2006).
- It is intended here to assess the users' satisfaction level on the online learning systems, by identifying the systems features that contribute to the systems' success.
- The authors intend to use the theoretical model of Information Systems Success (DeLone & McLean, 2003) to measure the e-learning systems in terms of users' motivations, user satisfaction and benefits.
- The Information Systems can be measured considering the information quality, systems quality and service quality. These three dimensions affect the intention to use, the effective usage and the user satisfaction a system.

RESEARCH QUESTION

- Why people use collaborative e-learning systems and what are the benefits they perceive from the usage of such systems?

OBJECTIVES

The main objectives for undertaking this research are the following:

1. Identify the motivations that lead people to adopt collaborative learning systems;
2. Identify the features that lead a collaborative learning system to success;
3. Identify the users' satisfaction level with collaborative learning systems;
4. Identify the users' benefits from using collaborative learning systems.

METHODOLOGICAL APPROACH

- Literature Review
  - E-Learning
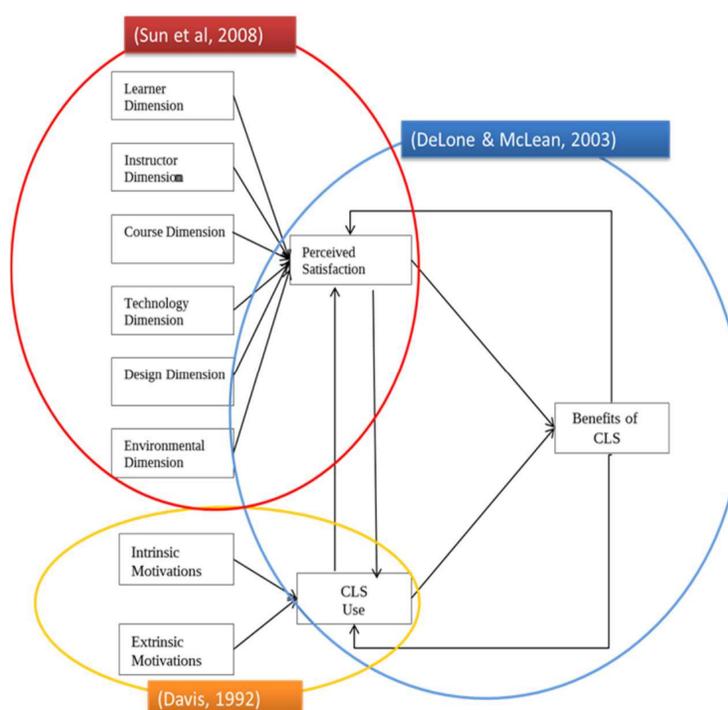 - Information Systems Success Model s
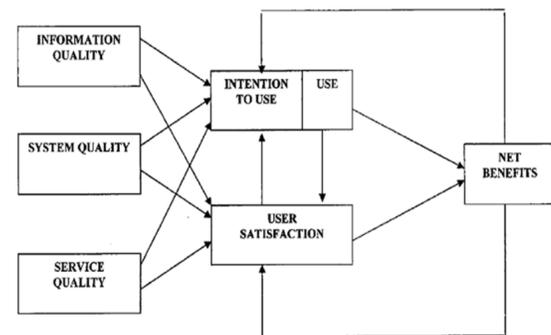
DeLone &McLean Model (2003)

- Empirical Work Using Quantitative Methods

	Empirical Work 1	Empirical Work 2
Model	Motivational Model (Davis, 1992) E-Learning Satisfaction Dimensions Model (Sun et al, 2008)	IS Success Model (DeLone &McLean, 2003)
Objective Research	Find factors (motivations & features) that explain people's motivations in using CLS	Find the relationship between the variables
Method	CFA- Confirmatory Factorial Analysis	SEM- Structural Equation Modeling

PROPOSED MODEL OF CLS SUCCESS

RESULTS

Research Outputs
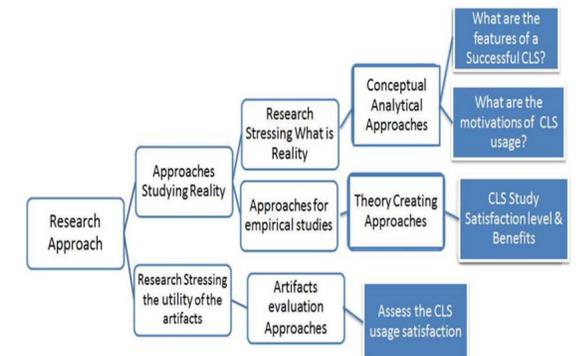
Jarvinen Taxonomies (2000)

As a main contribution from this thesis it is expected a formulation of a theoretical model to measure the usage of collaborative e-learning systems. The CLS Success Model should identify the variables which explain why people are motivated in using CLS, which are their perceptions on the usage and which could be the benefits for them. It is intended to disseminate research results through publishing conference papers and journal articles.

PUBLICATIONS

- Aparício, M. & Bação, F. (2013) "Success Analysis of Collaborative Learning Systems: A Theoretical Model Proposal", A. Rocha, Luis P. Reis, Manuel P. Cota, Marco Painho e Miguel C. Neto (Editors), Proceedings of CISTI'2013, 8th Iberian Conference on Information Systems and Technologies, Doctoral Symposium, AISTI, ISEGI, Universidade Nova de Lisboa, 2013 , Lisboa pp 324-327
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