University of Huddersfield Repository

Alshahrani, Saeed and Ward, Rupert

Impact of web applications on student-lecturer relationship

Original Citation


This version is available at http://eprints.hud.ac.uk/16528/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
BACKGROUND
Role of lecturer is categorised into six aspects: information provider, role model, facilitator, examiner, planner and resource developer (Fallows, 2002). Relationship between lecturer and student has changed because sources of information have varied gradually in the light of resources revolution (Marshall, 2009). This study highlights the impact of these resources on the relationship between student and lecturer.

STUDY FOCUS
This research aims to investigate the impact of using web technology on the student-lecturer relationship in Saudi Arabia. Data will be collected from three main universities and samples will be chosen from those who use web applications in their education.

The research targets students who frequently use Internet websites for study purposes and as a communication channel with lecturers.

RESEARCH QUESTIONS
- What is an impact of Internet websites as a source of knowledge on the student-lecturer relationship?

ASPECTS OF THE IMPACT
- Expert power
- Referent power
- Self-confidence
- Reliance
- Connectedness

EXPECTED OUTCOMES
- Improving the teaching approach by focusing more on students’ needs and expectations.
- Model or toolkit for assessing and monitoring effective use of technology in education.

METHODOLOGY
- A questionnaire
  The questionnaire has 45 close-ended 7-point and 5 open-ended questions. It is divided into six groups, each of which measures the specific aspect of the relationship
- Responses
  1346 (Total participations)
  969 (males)
  377 (females)

REFERENCES:
Fallows, S.Bhanot, R (2002). Educational development through information and communications technology. London: Kogan Page Limited