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Impact of web applications on student-lecturer relationship

Original Citation

Alshahrani, Saeed and Ward, Rupert (2012) Impact of web applications on student-lecturer relationship. In: The 6th Saudi Scientific International Conference, 11th-14th October 2012, Brunel University, Uxbridge, UK.

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SCHOOL OF COMPUTING AND ENGINEERING

THE IMPACT OF USING WEB TECHNOLOGY AS SOURCE OF KNOWLEDGE ON STUDENT-LECTURER RELATIONSHIP

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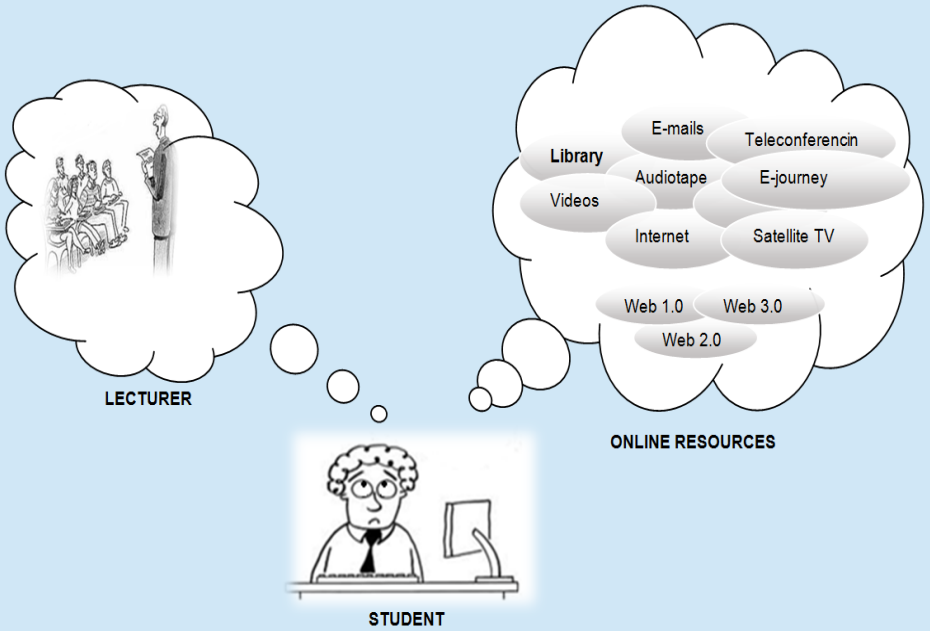
BACKGROUND

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.



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.

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

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

Marshall, S. Fry,H. Ketteridge (2009). *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. Abingdon: Routledge

20.07.2012