

# **Seven Habits for Highly Effective e-Learning: A quasi-experiment testing the effect of mode of delivery and associated capabilities on student self-mastery, satisfaction and experience on an International Sports Business course**

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## **Abstract:**

The use of technology to merely automate existing processes or digitise traditional learning practices represents ineffective learning and teaching. This study advocates the reimagining of e-Learning so that technology is innovatively leveraged to add value to existing pedagogy and principles of highly effective learning and teaching. Taking this approach, seven habits for highly effective e-Learning are proposed. The effect of these habits were evaluated using a quasi-experimental design whereby the seven habits were incorporated into the design of a distance learning International Sports Business course, which was also delivered as a face-to-face course, serving as a comparison condition. Students on the distance learning course scored the course highly positively (M above 4 out of 5) for the majority of dependent variables; content self-mastery (M = 4.24 out of 5), learning pace self-mastery (M = 4.02 out of 5), learning process self-mastery (M = 4.02 out of 5), problem-based learning opportunities (M = 4.05 out of 5) and sense of learning community (M = 4.17 out of 5). Content interest (M = 3.89 out of 5) and timely and formative feedback (M = 3.26 out of 5) were less positively evaluated. There was a positive and significant

difference with the face-to-face course for content self-mastery, learning pace self-mastery and learning process self-mastery, whereby the face-to-face course was unable to duplicate the technological capabilities. However, the face-to-face capabilities were able to equally provide problem-based learning opportunities and a sense of community and exceed the distance learning course for content interest and timely and formative feedback.