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Obstacles to the use of technology in e-learning at school

A recent study conducted by the University of the Pacific showed that any problems or difficulties in the use of technology and the fact of not considering it as a priority in learning may not be the biggest obstacle to learning in mode e-learning.

Researchers Taylor and McNair of the University of the Pacific have discovered that the biggest obstacle to learning in e-learning mode would not be the one resulting from the difficulty of using technology, but rather resulting from an organizational and administrative difficulty: from search for a leader / platform administrator, with the necessary skills, up to the selection of the most suitable teachers. In fact, the selection of valid and expert teachers is fundamental, since teaching in e-learning mode requires a specific set of experiences and skills.
Furthermore, Taylor and McNair's research reveals that organizational strategies deemed effective for platforms offering e-learning learning can also be applied to "brick" schools. Furthermore, the guarantee of being able to access adequate financing, coming from public bodies, is another fundamental element for the success of any virtual platform. Even the constant need to change and adapt is a challenge, especially for teachers, who are not always adequately prepared for the rapid transformation of technologies.

These results are confirmed by an Education Dive report, which contacted 150 educators and US teachers asking: what are the seven major obstacles to the introduction of technologies in the school? The answers were as follows:

- 75.9% - Limited budget
- 53.9% - Inadequate teacher training
- 41.4% - Teachers' resistance to change
- 38.2% - Inefficient digital infrastructure
- 30.9% - Unreliable software or device
- 29.6% - Problems using technology for curriculum subjects
- 13.2% - The school does not see technology as a priority

From these percentages we highlight the fact that the main limits to the use of technologies in learning, both traditional and in e-learning mode, reside in a limited financial plan, the inadequate training of teachers and their attitude of resistance towards the increasingly rapid change in technologies. The lower percentages are relative to the possible problems or difficulties in the use of the technology and / or the fact of not considering it as a priority in learning.
It is therefore clear that the institutions need to be made more aware in order to obtain more funding, also aimed at the training of teachers who can no longer show resistance and therefore must be welcoming towards the use of new technologies aimed at learning.