ABSTRACT

This thesis seeks to offer an answer to the problem on how educational institution make a transition from face-to-face classroom to online learning environment. As the current and future learners needs is rapidly changing and as the demand for continuous education and training is escalating, that problem is increasingly prevalent and important. Educational institutions now seeing online learning as a way of providing convenient and flexible access to their learning activities, avoiding the cost of building larger physical campus facilities and infrastructures. However, despite online learning now gain its popularity, the way how to get there is remains unclear. As one answer to that problem, this thesis formulates a grounded theory about online learning transition based on the experiences from SEARCA as an educational institution and training center. This thesis is qualitative in nature and uses grounded theory method under an interpretive perspective to collect and analyze data obtained from the interviews, documentations, and observations. By undertaking open, axial, and selective coding, and the process of constant comparative analysis, this thesis produces a grounded theory of transition process towards online learning. The theory proposes five phases that should be conducted, namely establishing, understanding, leveraging, transforming, and transitioning. It is expected that through the application of systematic steps of actions presented in this theory, educational institutions will be better able to understand the way to make a transition towards online learning. (ALF)

Keywords: online learning, transition process, grounded theory, interpretive perspective, qualitative research.