



The
Development
of Activities for
Students in E-
learning
Platforms: An
Elaboration
Likelihood
Model
Perspective

Abstract of the presentation:

The purpose of this study is to develop several activities for students in e-learning platforms based on the theoretical assumptions of Elaboration Likelihood Model by Petty and Cacioppo (1980). Education policy makers needs to engage with attitude persuasion research since it has an impact on students' selection processes, learning, and, ultimately, working activities. This study contributes important findings to the e-learning research by introducing a conceptual model—based on the social psychology theory of ELM. Thereby, this study introduces a method for the future researchers, to investigate the e-learning persuasion in e-learning platforms. To the best of the author's knowledge, this study can be considered as the first theoretical paper which developed an ELM-based conceptual model to investigate the e-learning persuasion through developing a précised set of learning activities in e-learning platforms

Research Purpose and Research Questions

Research Objective

To explore the e-learning persuasion in e-learning platforms through elaboration likelihood model

Research Question

RQ1: What are ways of e-learning persuasion in e-learning platforms through elaboration likelihood model ?

The structure of the Literature Review

2.1 Introduction

2.2 What are the e-learning platforms

2.3 The role of e-learning persuasion

2.3.1 The role of learner attitude formation

2.4 The relationship between learner attitude formation and attitude persuasion

2.5 E-learning platform strategies

2.5.1 E-learning platform tools

2.6 An overview on Elaboration Likelihood Model

2.9 Conclusion

2.8 Identification of the gaps in attitude persuasion and e-learning

2.7 Identification of the gaps learner attitude formation and e-learning

2.6 An overview on Elaboration Likelihood Model and e-learning platforms research

- What is my study- Conceptual Review
- Data collection – PRISMA based systematic literature investigation
- Data Analysis- Thematic analysis using NVivo software/ manual thematic analysis
- Sampling plan: 82 studies as the sample size



RESEARCH METHODOLOGY

Table 1: Initial findings from the database search

Database	Number of Articles
Google Scholar	990
Scopus	06
Emerald	19
ProQuest	240
Science Direct	53

Source: Developed by author

- The author systematically reviewed the current literature through a database search using the 'Publish or Perish' software using the keywords of attitude persuasion, e-learning platforms, e-learning tools, elaboration likelihood model.
- Moreover, author reviewed studies published in top management, computer science, psychology and education fields across several databases (including Google Scholar, Scopus, Emerald Full text, ProQuest and Science Direct) without including any time restrictions.



RESEARCH METHODOLOGY

Table 2: Inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
Scope and contribution: E-learning persuasion or learning persuasion Gamification and learning in different contexts Studies with ELM theoretical application Studies which applied any other psychology theory considering the social cognition stage of 'persuasion'	Scope and contribution: No contribution to the e- learning persuasion No contribution to gamification research Not considered the social cognition stage of 'persuasion'

Source: Developed by author

Based on the initial findings a total of 1308 articles been identified. Since, all these articles are not suitable to consider for the review due to out-of-scope issues, mainly the articles within the scope of e-learning persuasion and gamification were considered and prioritized. Specifically, only the articles with results demonstrating a contribution to the e-learning persuasion and gamification context. Nevertheless, after removing the duplicated records and through reviewing the scope and contribution, a total of 1188 articles were removed from the process and the remaining 105 articles were identified as qualified for further investigation. In order to maintain the quality of this review, the articles published in B or above in ABDC ranking and Q2 or above in SC imago ranking were included. Other than these rankings, several studies also included considering the higher impact factor of the journal and contribution of the paper. Therefore, another 25 articles were removed from the process to maintain the quality level of the review. The qualified 80 studies include journal papers, thesis and book reviews. These were summarized with four sections as source, focus, identified variable and tested components using a Table.

Overview of the Elaboration Likelihood Model

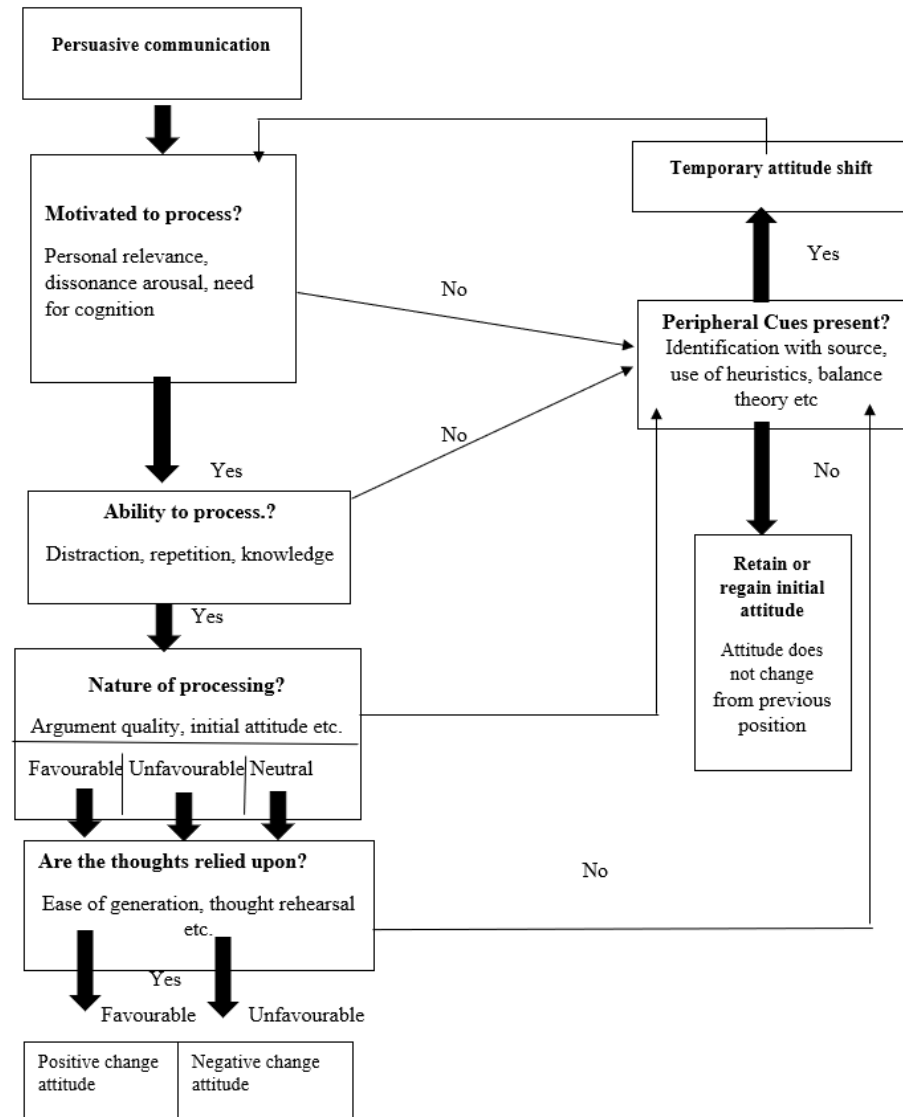
- The Elaboration Likelihood Model (ELM) is a dual process theory of attitude formation and change resulting in persuasion outcomes
- This model was introduced to the academic literature by Petty and Cacioppo in 1981.

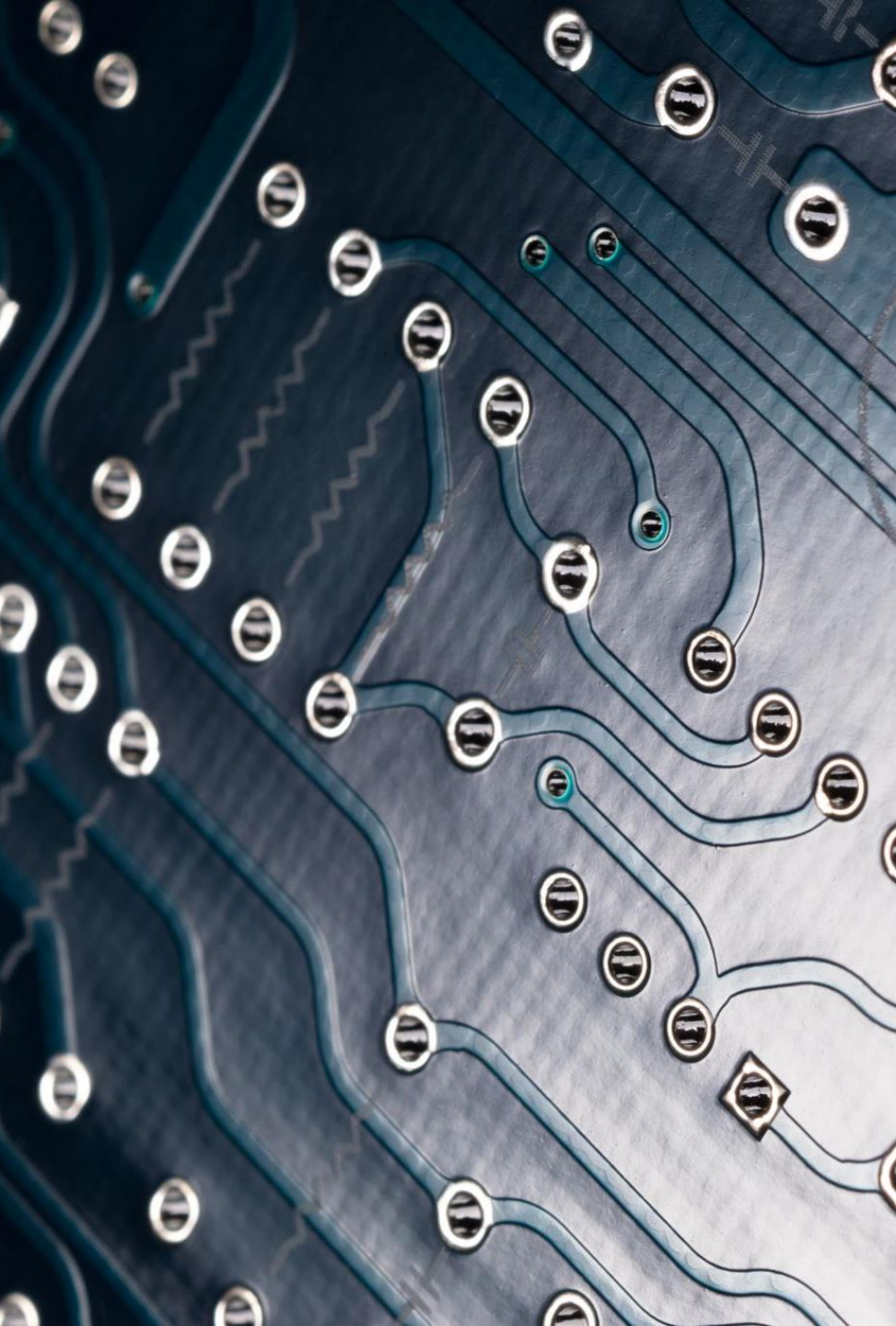
Overview of the Elaboration Likelihood Model

- The basic principle of the ELM is the presence of two routes to persuasion: the central and peripheral routes
- There are two distinct routes to persuasion in ELM, the central route, designed for high elaborators and the peripheral route, designed for low elaborators
- The central route is accessed via an individual's thoughtful attention to the quality of the information and argumentation in a message
- The peripheral route is a way to persuade individuals unlikely to scrutinize the message itself but instead turn to affective cues embedded at the message's periphery.
- These peripheral cues include but are not limited to the credibility of the source, the style of the production, and the entertaining bells and whistles folded into its structure, such as the inclusion of music or a colorful logo

Elaboration Likelihood Model Schematic Representation

- **Source:** Van Lange, P., Kruglanski, A., & Higgins, T. (2011). *Theories of social psychology: An introduction*



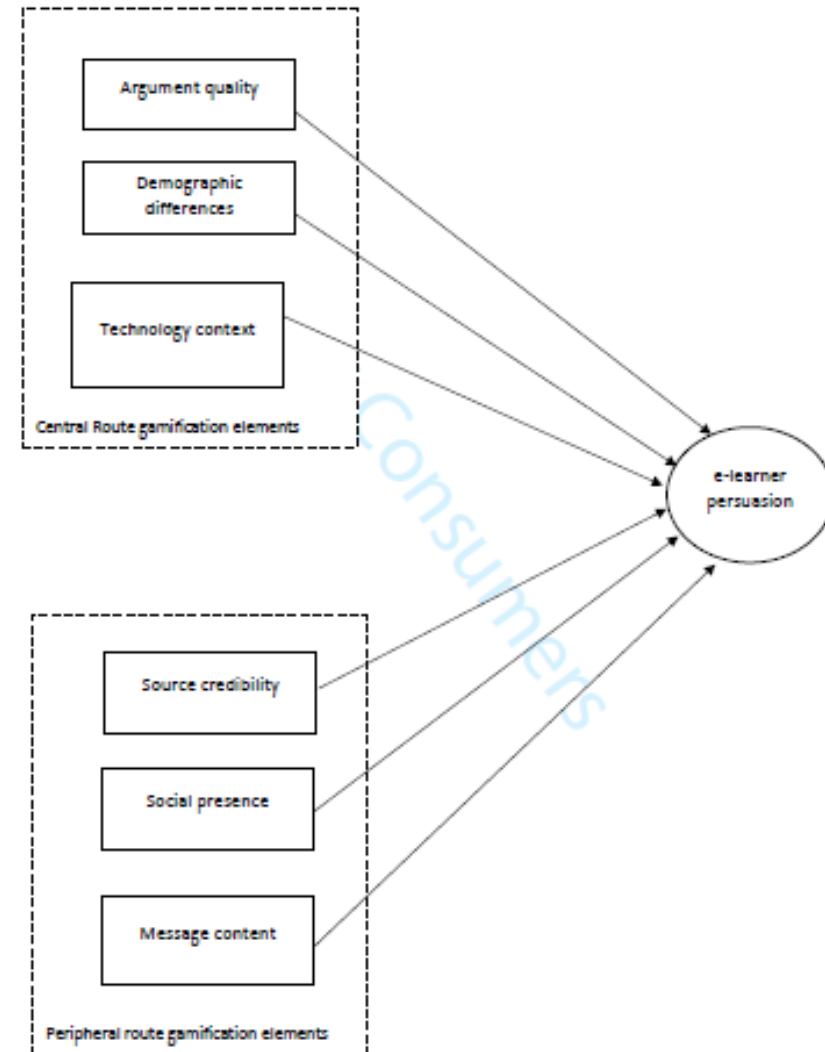


Findings

As a result of the above literature review, six themes emerged which was categorized as central route and peripheral route persuasion variables. Therefore, based on the literature, identified three central route persuasion variables are argument quality, demographic variables and technology context. The identified three peripheral route persuasion variables are source credibility, social presence and message content.

Findings

Figure 2: ELM based conceptual model



Source: Developed by the author

Implications and Conclusion

The present study shows how education researchers can develop several activities for students in e-learning platforms based on the theoretical assumptions of Elaboration Likelihood Model by Petty and Cacioppo (1980). Education policy makers need to engage with attitude persuasion research since it has an impact on students' selection processes, learning, and, ultimately, working activities. Consequently, the central route persuasion could be conducted through argument quality, demographic differences and technology context facilitated through e-learning platforms. The peripheral route persuasion could be conducted through variables such as source credibility, social presence and message content. At the academic and research level, the proposed model can be used to investigate the e-learning persuasion using e-learning platforms. This study contributes important findings to the e-learning research by introducing a conceptual model based on the social psychology theory of ELM. Thereby, this study introduces a method for the future researchers, to investigate the e-learning persuasion in e-learning platforms. To the best of the author's knowledge, this study can be considered as the first theoretical paper which developed an ELM-based conceptual model to investigate the e-learning persuasion through developing a précised set of learning activities in e-learning platforms

Thank
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