

E-learning Requirements of College Students Studying Exercise Sciences

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Objective: The purpose of this study was to explore the e-learning requirements of college students studying exercise sciences. **Methods:** In September 2004, questionnaires were delivered to junior students majoring in Physical Therapy or Physical Education-related fields in the Taipei city area. Information on personal data, skills and access to the internet, attitude and habits of learning, experiences of e-learning, and requirements of topics within their exercise science was sought. **Results:** Two hundred and ninety six students completed questionnaires, a response rate of 90.3%. The results showed that students were familiar with use of the internet, with 69.2% of students surfing the internet for more than eight hours per week. Three

of the most requested topics within exercise science were sports injury prevention and treatment (71.3%), exercise physiology (49.7%) and kinesiology (36.8%). Students with experience of e-learning considered unconstrained time and space as the greatest advantage (86.8%) and lack of teacher-student interaction as the main disadvantage (74.4%). Students of physical therapy and physical education-related subjects had both common needs and significantly different needs. **Conclusion:** With the increasing popularity of e-learning, we suggest constructing e-learning contents using standards of the Sharable Content Object Reference Model to meet the needs of teachers and students in various fields. (Full text in Chinese)

Key words: exercise science, e-learning, learning needs
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