Abstract

This paper examines the cloud computing for education (CCE) literature, and analyzes if the research is developing scientifically with adequate empirical validation. All aspects of empirical investigations covered in the literature are shown as weak, hence, the necessary scientific development of CCE requires extending its scope of interest, and involving scholars synergistically to create and maintain a “common research agenda”. Differences are found across geographic areas in applying CCE infrastructure and technologies in educational institutions; few studies address CCE’s impact on pedagogic processes. The scope of interest in CCE is only partially covered; with empirical research being very shallow. Suggestions are made for more effective research on concerning the production and use of content.

References

1. Krenare Pireva, Petros Kefalas and Ioanna Stamatopoulou, “Representation of learning objects in cloud e-learning”, Information, Intelligence, Systems & Applications (IISA), 8th


Index Terms

Computer Science

Distributed Systems

Keywords

Cloud E-learning, computing for Education, Electronic Learning