A Comparative Study of E-Learning in the Countries of England and South Korea

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Purpose: The e-learning is one of the new educational methods that can create a competitive advantage for organizations and countries. Therefore, the current research was conducted with the aim of a comparative study of e-learning in the countries of England and South Korea.

Methodology: This study in terms of purpose was applied and in terms of implementation method was review. The current research population was the e-learning system of countries of England and South Korea, which these two educational systems were examined in terms of similarities and differences. For this purpose, e-learning in the countries of England and South Korea were investigated and the data obtained from e-learning in both countries were compared.

Findings: The findings showed that both countries of England and South Korea in e-learning emphasized on the experience e-learning by creating periodic programs and policies and appropriate to the time, creating two formal and informal education methods, increasing the skills of students and parents about using educational resources, raising media literacy, providing high-quality, free, diverse, attractive and easy-to-use educational content, using the full capabilities of four communication screens of tablets, smart phones, internet TVs and computers for learning, open and collaborative environment for creating creative ideas by the audience, participation in production with curriculum organizations and universities, encouraging and financial support from top creators of educational programs and updating the educational programs and learning practices. On the contrary, in the e-learning of England country emphasized on the creation of content of learning resources suitable to their different nationalities and interests, investing on music videos with appropriate orientation to them, convergence and integration of learning resources and updating and transferring them through the internet, special attention to formal learning programs for under 19 years and using the successes and personal thoughts of users, but in the e-learning of South Korean country emphasis on the financial support from domestic products for the growth of the local content industry in the field of educational documentaries, sharing international educational content by signing a contract with YouTube and holding international conferences and festivals for global interaction with the creators of educational documentaries.

Conclusion: Despite the similarities between e-learning in two countries of England and South Korea, there are differences between e-learning in the two countries. According to the results, the educational planners of Iran country, while paying attention to the cultural context, can provide the basis for better e-learning in the country.

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1. Introduction

In the 21st century, rapid advancements in information and communication technologies have led to significant transformations in various aspects of human life. In light of the growing development of services within the information and communication technology sector, new patterns of life have emerged, among which changes and innovations in the field of electronic education can be noted (Ghasemi & Shahriarifard, 2016). Along with the rapid changes and innovations in techniques and skills and the emergence of new phenomena in information and communication technologies, their impact on lifestyles has revolutionized the educational process, which is one of the fundamental pillars of societies. The widespread expansion of information technology and advanced educational tools and their applications have altered educational methods, making it possible to include a broad spectrum of knowledge seekers from different parts of the world and from long distances in electronic education (Al-Teete, Hassan, Kadir, & AbuAlRub, 2023).

In the current era, education is considered a fundamental right of individuals and an agent of social change and progress. Many educational psychologists believe that learning conditions should be organized in such a way that each learner engages in activities and learning based on their abilities and interests. Electronic education is regarded as a type of individualized education where learners can achieve educational goals and learn how to learn according to their talents (Alqudah, Jammal, Saleh, Khader, Obeidat, & Alqudah, 2020). The growth of information and communication technologies in the past two decades has played a significant role in developing and creating a new educational approach. Skills such as electronic education can timely respond to the increasing changes and innovations in technology and enable the use of new knowledge and proper management of educational programs in the era of information and communication technologies (Ren, Dai, Zhao, Fei, & Gan, 2017).

Electronic education is a modern phenomenon that has rapidly expanded in a short period, supported new approaches to teaching and learning, and transformed teaching methods. If we accept interaction as a primary and essential role in the teaching and learning process, it can be said that electronic education, by utilizing technology, has created extensive interactions (Alatrash, Priyadarshini, Ezaldeen, & Alhinnawi, 2022). The physical limitations of in-person classrooms allow only a limited number of learners to attend, reducing the opportunities for equal education in different parts of the country. Another point is that in teaching specialized topics, access to skilled and competent instructors is challenging, and the use of media and technologies in education has paved the way for suitable education, namely electronic education (Lau, Lam, Kam, Nkhoma, Richardson, & Thomas, 2018). Learners using the capabilities of electronic education can learn at their own time, place, and pace compared to traditional education. In other words, despite work, family obligations, disabilities, and geographical distance, learners can pursue their studies and have enough time to understand the material (Hu, Zhang, He, Zhu, Shen, & Liu, 2022).

Today, one of the opportunities that information and communication technology has provided to educational centers is the use of electronic education, aimed at providing equal access to courses and creating a uniform educational environment for different social groups in any geographical location, and optimizing the presentation methods of educational content for learning (Maulana, Febriantono, Raharja, & Herasmara, 2023). Electronic education refers to an educational system where the teacher and learner are physically separated but connected through various tools and devices provided by technology (Vanitha, Krishnan, & Elakkiya, 2019). In electronic education, educational content is presented for online interaction and access to information through electronic tools and services, and this type of education is a symbol of the application of information and communication technologies in education, which has attracted the attention of specialists and educational planners (Rujuan & Lei, 2022). Electronic education uses technology as an intermediary tool for learning through electronic devices, enabling users to easily access information and interact online with others. This educational method uses electronic media such as the internet, intranet, extranet, satellite broadcasting, audio/video tapes, interactive television, and CDs (Rashidi & Movahedian, 2020). With electronic education, some of the problems of the educational system, such as inequality in access to educational centers, experienced teachers, quality services, and high educational costs, can be somewhat

alleviated. One of the most prominent advantages of electronic education over traditional methods is the elimination of physical spaces and geographical distances, thereby facilitating education in different places simultaneously and reducing education and transportation costs (McDonald, Boulton, & Davis, 2018). However, electronic education has its limitations, including a lack of precise understanding of virtual spaces, incomplete familiarity with its capabilities and functions, the learner's success being dependent on technical and computer skills, and weaknesses in establishing human and emotional interactions (Hwang & Kim, 2022). Therefore, the infrastructure related to the implementation of the electronic education system should be established, and its features, goals, and advantages should be clearly communicated to educational managers, teachers, and learners to foster a positive attitude and perspective towards learning and electronic education (De Ruijter, Hoving, Evers, Hudales, De Vries, & Smit, 2019).

Following the integration of educational systems initially proposed in the 1980s, many countries today have recognized e-learning as a novel initiative to align educational systems with knowledge, the economy, and computing. In England, various laws and regulations regarding the management of schools and educational organizations have been implemented for about 160 years. In 1972, the government announced a ten-year education plan in England, which was officially enacted in 1980. The law included the expansion of technical and vocational education in secondary schools, the use of new technology and computers in the theoretical and practical levels of school education, the development of teacher training organizations and in-service training, the establishment of seminars and educational research, and an increase in the number of universities in the provinces of the country (Hamidi Farahani & Sabouri Khosroshahi, 2011). The Open University of England, established in 1969, was the first educational institution in the world dedicated to distance education, offering a combination of printed texts, television teaching, and audio-visual tapes. This university enrolled its first students in 1971 and is authorized to grant academic degrees and conduct professional in-service training courses. It has local offices throughout England and organizes the academic activities of its students. In a 1990 survey by the British government, the Open University ranked among the top 10 universities in the country, ahead of Oxford and Cambridge (Karami Baghtifoni, 2017). England, like many other industrialized countries, has made continuous efforts in education over the past 25 years, and it is known as an international laboratory for educational reforms. In 1996, there were, on average, 96 computers in each secondary school and 13 computers in each primary school in England. Funding for this increased from 32 million dollars in 1984 to 211 million dollars in 1994, with 50% of this funding coming from school budgets and the other 50% from local and central government sources. The situation in England's secondary schools differs, with many connected to the internet and a wide range of course materials and educational content being taught with the help of information and communication technology. Additionally, in higher education, all universities in England are connected to the internet through an academic network called JANET, and the new system of this network, called SuperJANET, with higher speed and bandwidth, currently connects 60 universities in the country. This system enables universities to easily and jointly use high-quality video images, thereby facilitating distance education and research (Hamidi Farahani & Sabouri Khosroshahi, 2011).

South Korea, with its extraordinary economic success, is among the leading countries in allocating a portion of its gross national product to education in East Asia. The overall orientation of its curriculum includes preparing students for globalization, student-centered curriculum, and school-based curriculum, aiming to cultivate ethical individuals for life in the new world and the age of information and communication technology. In South Korea, an ideal graduate is someone who has reached the highest level of personal and professional development, is creative in the face of challenges and new ideas, and can participate in leading and advancing life as a global citizen (Izadi & Ghazi, 2013).

Research comparing the dimensions and elements of education in different countries, including England and South Korea, has been conducted, but only one study comparing e-learning in England and South Korea was found, which is described below. Karami Baghtifoni (2017) identified the objectives and activities of e-learning in England as providing more opportunities for university applicants, reducing student congestion in traditional universities, offering a variety of educational facilities, continuous and unrestricted education in

terms of time and place, using various media, implementing easier policies in student admissions, breaking down barriers and borders in the transfer of knowledge and information, expanding e-learning, successful participation of those deprived of further education, smoothing the path for youth, disabled individuals, prisoners, and lower social classes to access higher education, enabling adult students to achieve personal and appropriate educational goals, providing the best educational experiences using the most efficient and effective educational media, providing supportive services, enhancing the quality of services and educational courses, and achieving a more integrated university through more extensive education across all parts of England. However, the objectives and activities of e-learning in South Korea include participation in universalizing higher education and elevating the level of science and culture in society, reducing limitations on pursuing university education for enthusiasts, creating opportunities to utilize potential facilities less used in conventional education systems, training a portion of the specialized workforce needed by society, focusing on expanding the boundaries of knowledge and producing science, participating in solving social problems, compiling purposeful textbooks, increasing student admission capacity, updating the knowledge level of efficient workforce, expanding the boundaries of knowledge through educational research, deepening the foundations of analysis, enhancing and capacity-building intellectually, continuing educational processes and teacher-student communication, popularizing the use of distance education, elevating the scientific level of society through semi-present education, and offering higher education tailored to the talents, expectations, and abilities of individuals. Additionally, universities in England use media such as published course materials, self-study book collections, audio tapes, video tapes, radio and television programs, CDs, websites, home experiment kits, email, internet seminars, telephone, student computer control, electronic boards, gatherings and conferences, virtual libraries, while universities in Iran use media such as self-study books, in-person problem-solving classes, educational television programs or audio-visual media, audio tapes, and CDs. The tangible and intangible unjustifiable costs of the traditional education system necessitate the development of alternative educational systems. Travel expenses, dormitory rent, nutrition, etc., are among these tangible costs. Additionally, the creation of fatigue, the loss of valuable time during working hours, and the lack of access to class videos and audio files are some of the intangible costs. While traditional in-person classes only offer one-time use, e-learning classes have the ability to be stored and reviewed again. Moreover, the importance of developing information and communication technology is such that, after about two decades of the 21st century, few educational and research activities remain that are not conducted using the internet and computer communications. Furthermore, comparing the e-learning of different countries, especially successful and leading countries, can significantly help understand the dimensions and aspects of e-learning in different countries and provide solutions for improving e-learning in Iran. E-learning is one of the modern educational methods that can create a competitive advantage for organizations and countries. Therefore, this research was conducted with the aim of a comparative study of e-learning in England and South Korea.

2. Methodology

This study was applied in terms of purpose and was a review in terms of implementation method. For this purpose, electronic education in the United Kingdom and South Korea was examined. A descriptive research method, which is one of the abstract or absolute methods in the field of comparative education, was used for this study. Thus, the current study aims to understand and better describe the situation, conditions, facilities, and resources available in the two educational systems of the United Kingdom and South Korea and to analyze their characteristics. The researchers intended to describe and compare electronic education in these two countries without any personal inference or interpretation. The research population of the present study was the electronic education systems of the United Kingdom and South Korea, which were examined in terms of similarities and differences. The selection of these countries was deliberate and purposeful. This is because electronic education in these countries has a long history, and both are considered developed countries that extensively use electronic education alongside traditional teaching methods. More use of electronic education in these countries, and understanding electronic education in the United Kingdom and South Korea, can

significantly assist Iranian experts and planners in better understanding the current situation and offering solutions for improving and enhancing the quality of electronic education.

To compare electronic education in the United Kingdom and South Korea, a comparative method was used. In other words, data obtained from the study of electronic education in both countries were compared with each other. For this purpose, a four-stage method of description (describing the phenomenon without evaluation and judgment), interpretation (examining and interpreting described information), juxtaposition (classifying and categorizing information from the previous two stages), and comparison (comparing classified and categorized information) was used.

3. Findings

This research undertook a comparative study of electronic education in the United Kingdom and South Korea, and accordingly, first, the similarities of electronic education in both countries are stated, followed by the differences. The results of the similarities in electronic education in the United Kingdom and South Korea were presented in Table 1.

Table 1. Similarities in Electronic Education in the United Kingdom and South Korea
Row Similarities of Two Countries

Row	Similarities
1	Experience in electronic education with the creation of periodic programs and policies in line with the times
2	Establishment of both formal and informal education methods
3	Enhancing the skills of students and parents in using educational resources
4	Improving media literacy
5	Offering high-quality, free, diverse, attractive educational content with ease of use
6	Utilizing the full capabilities of four communicative screens: tablets, smartphones, internet TVs, and computers for learning
7	Open and collaborative environment for creating innovative ideas by the audience
8	Collaboration in production with curriculum organizations and universities
9	Encouraging and financially supporting the creators of top educational programs and updating educational programs and learning methods

The studies indicate that both the United Kingdom and South Korea emphasize electronic education experience with the creation of periodic programs and policies, establishing formal and informal education methods, enhancing the skills of students and parents in using educational resources, improving media literacy, offering high-quality, free, diverse, and attractive educational content with ease of use, utilizing the full capabilities of tablets, smartphones, internet TVs, and computers for learning, creating an open and collaborative environment for innovative ideas, collaborating in production with curriculum organizations and universities, and encouraging and financially supporting the creators of top educational programs and updating educational programs and learning methods. The results of the differences in electronic education in the United Kingdom and South Korea were presented in Table 2.

Table 2. Differences in Electronic Education in the United Kingdom and South Korea

Row	Differences
	England
1	Creation of learning resource content suited to different nationalities and interests
2	Investment in videography with proper direction

3	Convergence and integration of learning resources, updating and transferring them via the internet
4	Special attention to formal learning programs for under 19s
5	Using the successes and personal thoughts of users
	South Korea
1	Financial support for domestic products to grow the native content industry in the field of educational documentaries
2	Sharing international educational content through contracts with YouTube
3	Holding international conferences and festivals for global interaction with the creators of educational documentaries

The studies suggest that in electronic education in the United Kingdom, there is an emphasis on creating learning resource content suited to different nationalities and interests, investment in videography with proper direction, convergence and integration of learning resources, updating and transferring them via the internet, special attention to formal learning programs for under 19s, and using the successes and personal thoughts of users. However, in electronic education in South Korea, there is an emphasis on financial support for domestic products to grow the native content industry in the field of educational documentaries, sharing international educational content through contracts with YouTube, and holding international conferences and festivals for global interaction with the creators of educational documentaries.

4. Conclusion

In the present era, the change, evolution, and development of information and communication technology (ICT) have impacted all sectors of societies, including education, with varying degrees of influence. This variation is due to the fact that societies do not have uniform characteristics and infrastructures, and the utilization of ICT differs across various fields. Given that ICT offers numerous benefits to compensate for some deficiencies in developing countries, ignoring its potential is a mistake, and neglecting it can lead to further deprivation, backwardness, and a widening gap with developed countries. Moreover, electronic education (e-learning) is a broad topic that offers ample scope for discussion and analysis, especially for the improvement of e-learning in Iran due to its nascent and emerging nature. It is essential to respond effectively and constructively to the needs in this educational sector, as done by industrialized countries. Some developed countries, such as the United Kingdom and South Korea, have active educational systems that have appropriately and desirably benefited from e-learning. They have adapted e-learning in line with the growth of ICT and have conducted systematic and comprehensive planning in this area. Therefore, this research was conducted with the aim of a comparative study of e-learning in the United Kingdom and South Korea.

The findings of this study showed that both the United Kingdom and South Korea emphasize the experience of e-learning by creating periodic programs and policies, establishing both formal and informal education methods, enhancing the skills of students and parents in using educational resources, improving media literacy, offering high-quality, free, diverse, attractive educational content with ease of use, fully utilizing the capabilities of tablets, smartphones, internet TVs, and computers for learning, creating an open and collaborative environment for innovative ideas, collaborating in production with curriculum organizations and universities, encouraging and financially supporting the creators of top educational programs, and updating educational programs and learning methods. In contrast, the focus in the United Kingdom's e-learning is on creating learning resource content that suits different nationalities and interests, investing in videography with proper direction, integrating learning resources, updating and transferring them via the internet, special attention to formal learning programs for under 19s, and using the successes and personal thoughts of users. However, South Korea's e-learning emphasizes financial support for domestic products to grow the native content industry in the field of educational documentaries, sharing international educational content through contracts with YouTube, and holding international conferences and festivals for global interaction with the creators of educational documentaries. The results of this study align with the findings of Baghtifoni's (2017) study, which examined e-learning in the United Kingdom.

There are similarities and differences between e-learning in the United Kingdom and South Korea, which can be interpreted through various factors such as religious institutions, conservative and class orientations, similar industries, size, population, climate, religious diversity, different orientations, and the use of electronic and computer devices. The United Kingdom and its universities are among the first countries to utilize e-learning and have a long history in this field. Since one of the critical factors influencing the success of education is the proper use of teaching methods appropriate for each time and place, maximizing the use of existing conditions while being effective and beneficial for various social strata, utilizing e-learning and understanding this educational method in different countries can help improve the status of e-learning in Iran. Drawing from the experiences of successful countries in e-learning and localizing it, as well as outlining a vision for e-learning based on this for Iran, is essential due to the need for a blended approach in e-learning techniques and methods and attention to the fundamental principles and approaches of this system that emphasize individual differences in instructional design. Based on the collected data and the study of Iran, it is evident that Iran lacks suitable infrastructure and has not been able to appropriately benefit from ICT. This is due to the lack or weakness of suitable intellectual, social, economic, financial, and cultural infrastructures and the unpreparedness of the e-learning platform to address educational, social, and cultural challenges. One principle observed in developed countries, including the United Kingdom and South Korea, is the attention to the preparation and compilation of electronic educational resources alongside textbooks, something less seen in Iran. The preparation and compilation of electronic educational resources significantly aid in better understanding and learning of educational content. Therefore, if Iranian authorities and planners wish to improve the learning speed and level of their learners, they should design more useful and practical textbooks along with developing electronic software for better understanding, concurrent with the growth of ICT. Overall, despite similarities in e-learning between the United Kingdom and South Korea, there are also differences. Considering the results, Iranian educational planners, while paying attention to the cultural context, can create a better environment for e-learning in the country. For this purpose, it is recommended that the opinions of professors and experts from educational centers regarding efficient and practical textbooks and related software be collected in national and regional conferences and meetings, and even after preparing and compiling textbooks and electronic educational software, their opinions be reviewed and possible revisions made to ensure more desirable and effective education.

Ethical Considerations
In this research, ethical standards such as the principle of avoiding plagiarism were observed.

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Authors' Contributions
The student was responsible for collecting data and drafting the initial article, and the professors were responsible for the final writing of the article.

Conflict of Interest
No conflict of interest was reported in this research.

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