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PLANNING AND MANAGING E-LEARNING PROJECTS IN PRIVATE HIGHER EDUCATION INSTITUTIONS

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Abstract

The rapid digitalization of higher education has increased the need for systematic planning and effective management of e-learning initiatives. This study examines the process of planning and managing an e-learning project for English language teaching in a private higher education institution. The research focuses on project stages, resource management, implementation challenges, and practical outcomes. The findings show that applying structured project management frameworks improves course organization, student engagement, and the overall effectiveness of digital learning.

Keywords: E-learning, project management, higher education, ADDIE model, English language teaching, digital education, learning management systems.

The transformation of higher education in recent years has significantly accelerated the integration of digital technologies into the learning process. Private higher education institutions, in particular, face increasing pressure to provide flexible, accessible, and high-quality educational services. One of the key directions of this transformation is the development and implementation of e-



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learning systems that complement traditional classroom instruction. However, many institutions encounter difficulties when introducing online learning due to the lack of systematic planning, unclear objectives, and insufficient coordination of resources. In this context, managing e-learning initiatives as structured projects becomes an important condition for their successful implementation.

Planning an e-learning project begins with identifying the educational needs of students and the strategic goals of the institution. In the case of English language teaching, the need for additional practice outside classroom hours, individualized learning pace, and access to diverse learning materials creates strong demand for digital support. A private higher education institution located in Tashkent with approximately 10,000 students, including around 1,000 learners studying English, was selected as the context for this study. Although full distance education is not permitted in English language philology programs, digital platforms and online resources are widely used to support face-to-face instruction.

The project was designed using the ADDIE model, which includes five main stages: analysis, design, development, implementation, and evaluation. During the analysis phase, information about students' language levels, learning difficulties, and digital access was collected. Most students demonstrated regular access to mobile internet and basic digital skills, which made it possible to introduce a learning management system without significant technical barriers. At the same time, the analysis revealed challenges related to time management, motivation, and independent learning skills.

In the design phase, the structure of the online course was developed in alignment with existing classroom syllabi. The course included thematic modules, short instructional videos, interactive exercises, quizzes, and written assignments. Google Classroom was selected as the main platform due to its accessibility, ease



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of use, and compatibility with mobile devices. Clear timelines, grading criteria, and communication rules were established to ensure transparency and consistency throughout the project.

The development phase focused on preparing digital learning materials and organizing them within the platform. Special attention was given to balancing theoretical content with practical activities. Teachers were trained to upload materials, provide feedback, and monitor student progress. This stage also required careful time management, as instructors had to combine their regular teaching duties with the preparation of online resources.

The implementation phase lasted eight weeks and involved a group of undergraduate students at the intermediate level. During this period, students accessed weekly materials, completed assignments, and participated in online discussions. Teachers monitored participation, provided feedback, and adjusted the workload when necessary. Regular communication through announcements and messaging helped maintain student engagement and address technical or academic issues promptly.

To ensure effective project control, key performance indicators were monitored throughout the implementation period. These included course participation, assignment submission rates, platform activity, and overall learning progress. The project management approach allowed administrators and instructors to track progress in real time and make timely adjustments.

The main elements of the project management process applied in the study are presented in Table 1.



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Table 1. Main Components of E-Learning Project Planning and Management

Project Stage	Main Activities	Responsible Participants	Expected Results
Analysis	Needs assessment, student level identification, technical readiness evaluation	Project coordinator, instructors	Clear project objectives and target group profile
Design	Course structure development, assessment planning, platform selection	Instructional designer, teachers	Approved course plan and learning model
Development	Preparation of digital materials, uploading content, teacher training	Teachers, IT support staff	Fully prepared online course environment
Implementation	Course delivery, student monitoring, communication and support	Teachers, project coordinator	Active student participation and stable course operation
Evaluation	Learning outcome analysis, feedback collection, performance review	Teachers, administrators	Recommendations for improvement and future scaling

Source: developed by the author based on project implementation results.

The evaluation phase showed that structured planning contributed to more organized learning and improved student participation. The comparison of initial and final assessments indicated positive learning progress for most participants. In addition, platform statistics demonstrated consistent access to course materials and regular completion of assigned tasks. Students reported that the availability of materials at any time helped them review difficult topics and prepare more effectively for classroom activities.

At the same time, several challenges were identified during project implementation. Some students experienced difficulties maintaining regular study schedules without direct supervision. Others faced occasional internet



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connectivity problems. From the instructors' perspective, the preparation of digital materials required additional time and effort. These findings highlight the importance of realistic workload planning and continuous methodological support for teachers.

The use of project management principles proved especially valuable in coordinating activities, managing deadlines, and optimizing resource use. The clear division of responsibilities, defined timelines, and continuous monitoring reduced organizational risks and improved overall project efficiency. Elements of Agile methodology were also applied in the form of weekly adjustments based on student feedback and observed difficulties.

The results of this study confirm that the success of e-learning initiatives depends not only on technology but also on effective management. Without clear planning, defined objectives, and systematic evaluation, digital learning projects may fail to achieve their intended outcomes. Conversely, when e-learning is implemented as a structured project, it becomes a powerful tool for improving educational quality and supporting student-centered learning.

For private higher education institutions, project-based management of e-learning is particularly important due to limited resources and the need for rapid adaptation to changing educational demands. The experience described in this study demonstrates that even small-scale projects can provide valuable insights and serve as a foundation for the broader digital transformation of teaching and learning processes.

In conclusion, planning and managing e-learning initiatives through structured project management frameworks enhances the effectiveness, sustainability, and scalability of digital education in private universities. The proposed approach can be applied to other subject areas and institutional contexts, contributing to the



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modernization of higher education and the development of flexible learning environments.

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