

Ehlers (2006) has identified four learner types out from analysing 1944 learners. For the four types he developed profiles in terms of learning quality considerations. Each of the four types has a specific position on each of the described quality aspects. The groups differ very much in their demands for communication and tutor support as well as group activities and social contact.

The Individualist

He is very much oriented on content. He demands for individual offers and a didactically well structure. His learning is quite self-directed. Presence lessons, communication and interaction are aspects not emphasised very much by him.

The Result Oriented

He works very self-contained and targeted. He uses rather standard than individual offers. He prefers learning by doing and accepts tools to be oriented on their function. He has a relatively high competence in learning and use of media. Presence lessons, communication and interaction are aspects not emphasised very much by him.

The Pragmatist

He orients at his needs. He does not bother individual offers, but demands for topic-oriented tutor support, as well as information and advice. He has high demands on didactics. He invests in personal settings within the learning environment.

The Avantgardist

He is very interaction orientated and hence uses discussion and communication (e.g. virtual learning groups) intensely. He demands for tutor support, information and advice as well as for sophisticated media and technologies. He appreciates didactic variety.

Reference:

Ehlers, U.-D. 2006. *Myths and realities in learner oriented e-learning quality*. In: Ehlers, U.-D. & J.M. Pawlowski (Eds.) *Handbook on Quality and Standardisation in E-Learning*. Springer, Berlin/ Heidelberg New York.