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Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.aygrt.isrj.net

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E-LEARNING IN PRESENT SCENARIO

U. Pandian and M. Muthamizhselvan

Assistant Professor, Faculty of Education, Vinayaka Mission's University, Puducherry.
Principal i/c.,DVC College of Education.

Abstract:-Education alone can give the right direction to science and technology. Students will have greater responsibility for their own learning in this environment as they seek out, find synthesize, and share their knowledge with others. ICTs provide powerful tools to support the shift to student centered learning and the new roles of teachers and students.

Keywords:E-Learning ,scenario , science and technology ,environment.

INTRODUCTION:

Traditional teaching or training is centered on the teacher. If the teacher is knowledgeable, keen on shaping the minds of students and willing may happen. Often, this is not the case. Next, consider that learning should happen across multiple locations, with different sets of learners, in a similar, standardized way. Different teachers teach in different ways. So, even though they all use standardized methods and content to teach, the learning outcomes are different at different locations.

New learning systems will enable teachers to create challenging assignments that can close the gap between the world of instruction and the world of work and tailor instruction to increase the efficiency of learning. New learning systems will make more productive use of both the teacher's and learner's time and talents, and provide useful, multidimensional assessments of each learner's expertise and ability to accomplish complex tasks.

Next generation learning systems will allow learners to access live and recorded lectures from multiple sources. Performance based assignments will allow learners and small groups to demonstrate levels of expertise in tasks where they are strongly motivated to succeed. Learning systems will be built from a set of powerful tools allowing instructional designers to go from concept to operational systems quickly. They will also permit continuous upgrades and improvements as problems are discovered and new concepts are proposed and tested.

DEFINITION OF E-LEARNING

The definition emphasizes that learning is an active state that involves systematically acquiring knowledge or skills. It presents learning as possible and unproblematic. A definition of e-learning is achieved by combining the meaning for 'e' with that for 'learning'. The result is something like 'learning conducted electronically via the internet' or 'learning electronically'. But this definition, similar to those in other dictionaries, such as the macquire(Yallop et al., 2005), does not convey the idea that learning and gaining knowledge represent complex social and cultural practices.

E - learning, as we define it in this volume, could hardly be imagined without the digital shift. The vast majority of electronic information, in the broad, technological sense of the word, is now transferred in digital form. In the UK and US, for example, there are plans to switch the entire broadcasting of television to digital format (by 2010 in the UK and 2009 in the US).

SALIENT FEATURES OF E-LEARNING

Anytime-anywhere learning - learners can go through the modules at the time most convenient for them 24x7.
Self-paced learning - learners can go through the modules at their own pace.
Repeat learning – learners can go through the modules as many times as required.
Instant assessments and feedback – learners can get immediate feedback on performance for improvement, without the pressure of exams.

E-learning As a Bridge

The character of digital inclusion, or e-inclusion, as shown in access, use, skills, and competence, is a critical issue for e-learning. Where universal access and use of the latest, most recently produced, technology are assumed, there is a danger of distributing learning only to the elite, leaving behind the very people who were supposed to benefit from anywhere, anytime access to the people and resources that are part of the learning enterprise. It is necessary for e-learning enterprises to understand the incoming skills and persistent differences among their potential students. This may become of even greater importance as e-learning reaches across borders; providing education from one country to another also means bridging across different hardware, software, and telecommunications infrastructures as well as general preparedness for learning online.

Goals of E-learning

The goals of e-learning practice are relatively clear: producing and evaluating interventions using technology that lead to student learning outcomes in particular applications.

E-learning research on the other hand has four more general goals:

i) producing theories that explain phenomena with e-learning,
ii) producing tools or software for e-learning;
iii) producing activities, materials, curricula, and other non-technical elements of the e-learning environment that may be reused;
iv) producing design models that permit construction of improved e-learning interventions.

Best practices challenge

One unfortunate result of the lack of knowledge of and connection to previous research and practice is a way of thinking that views e-learning as a totally new phenomenon. Rapid adoption of this largely unproven innovation has raised significant concerns about impact and quality that can only be addressed by research. As Bates(2000:198) points out: Because of the rapid speed with which new technologies for teaching are infiltrating even the most cautious and conservative of universities, and the lack of experience in the use and management of such technologies, the case for researching and evaluating the applications of these new technologies is obvious.

E-Learning Management System

At present, e-learning platforms are organized into three fundamental macro components: Here I noticed only two ie., Learning Management System(LMS), a Learning Content Management System(LCMS) and as set of Tools for distributing training contents and for providing interaction. The LMS integrates all the aspects for managing online teaching activities. The LCMS offers services that allow to manage contents while paying particular attention to their creation, importation and exportation.

The Learning Management System (LMS) embraces all the services for managing online teaching activities. A LMS must offer services able to evaluate and report the acquired skills storing the training path followed by them. A LMS should give the teacher the possibility of verifying the right formulation of the various lessons and suggesting changes in the learning path. Therefore, the functionalities of a LMS integrated within a distance learning platform can be so synthesized.

i)Student management
ii)Course management
iii)Student skill assessment
iv)Student activity monitoring and tracking
v)Activity reporting

E- Learning platform

It should be considered the following patterns:

i)Make learning a continuous and measurable process, not a onetime event;
ii)Make up to date information instantly available to all users when and where they need it;
iii)Training should continuously assess the performance of both the information and all learners;
iv)Develop employees for greater responsibilities through skill gap analysis;
v)Develop course content or use pre-existing courses;
vi)Publish content in all the formats needed for a complete training and development programme;

vii) Seamlessly support blended training – the powerful combination of online and instructor led courses proven to be the most efficient and effective way to train;
ix) Easily update and re-use information.

E-Learning Industry

Today, e-learning industry is still quite small in terms of revenues, but is populated with literally hundreds of companies already and more are jumping into the tray every day. E-learning companies are difficult to categories because they offer such a wide range of products and services to a number of different target markets, using several different revenue models. While the core competency of these companies did not change with the advent of the internet age, their methods of reaching their customers had to if they were to address issues such as scalability, access and timeliness. The traditional model of educating people via a live instructor lacked all three of these characteristics; an individual can only teach so many people at a time, is not available anytime and anywhere to the learner, and may not be up to date with the most recent information.

Parents Interest in E-learning

The parents may become ready purchasers of e-learning products. Whether for formal homeschooling purposes or simply supplemental learning, we believe parents are looking for more types of academic products and services to aid in their child's education. Many parents are starting to teach their children to use technology at a very early age and are looking for appropriate educational applications for kids from preschool through high school. Whether the child needs remedial help in a particular subject to keep up with classmates or is looking for more advanced resources, the web has a bounty of educational offerings. The parent group will be strong supporters of schools implementing web based tools that will enable parents to better keep up with their child's progress through monitoring assignments and grades and communication with teachers.

Job roles of E-learning

There are largely four groups of roles in the field of e-learning:

i) Instructional Design; ii) Content Writing/Storyboarding; iii) Digitising; iv) Technology related.
E-learning is a broad segment offering varied career options content developers, instructional writers, subject matter experts and translators who develop instructionally sound content suitable to learning needs.

Proofreaders, editors and quality analysts, proofread and audit the end products. The crucial instructional designers are charged with courseware development, course structure design and learning architecture using creative teaching methods is such a way that it is engaging and enjoyable even while complement the training needs.

They use instructional design theories and models to structure different activities, assignments, projects and assessments while designing teaching/learning models tailor made to target audiences. Then there are graphic designers, animators, sound engineers, video editors, programmers, etc., who conceptualise, design and produce content appropriate graphics to add visual appeal to the courseware and then launch it into the system.

E-learning with Rural Pupil

Thus, even with school access, students coming into higher education, and into e-learning, from affluent homes and school districts, and most likely from urban rather than rural settings, will have more years of experience online, which will in turn make them more confident with the technology. This may in turn make them more confident to take on Advanced Placement courses online, once again allowing them to take advantage of this elite offering. It is ironic that these particular virtual courses are being offered online as a means of creating equitable access to these advanced placement courses.

Limitations of E-learning

E-learning can be implemented in teaching/learning several domains of knowledge. Based on what has to be taught, e-learning is used as main complementary or supplementary pedagogic tool. It is rarely deployed in training or teaching certain areas of knowledge that are difficult to convert to self-learning. For instance, in teaching behavioural skills, the teacher has to observe behaviours and provide feedback. Sophisticated techniques like avatars and digital role plays are available – but they assist learning and assessment at a knowledge layer than the skills layer.

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Assistant Professor, Faculty of Education, Vinayaka Mission's University, Puducherry.

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