



e-Learning

[Home](#)
[Description](#)
[Notes](#)
[Slides](#)
[Resources](#)
[Discussion](#)
[Feedback](#)
[Follow-up](#)

Paul Kawachi

Kurume Shin-Ai Women's College
office @ open-ed.net



e-Learning

[Home](#)
[Description](#)
[Notes](#)
[Slides](#)
[Resources](#)
[Discussion](#)
[Feedback](#)
[Follow-up](#)

Aims of this Course ~

to explore the different
ways of learning and
the concept of e-learning
and
to develop group support
for you to use e-learning



Open Education Network

[http : // www . open - ed . net](http://www.open-ed.net)

e-Learning

Home
Description
Notes
Slides
Resources
Discussion
Feedback
Follow-up

Website ~

[http://www.open-ed.net
/e-learning/home.html](http://www.open-ed.net/e-learning/home.html)

email
office @ open-ed.net
Paul Kawachi



Open Education Network

[http : // www . open - ed . net](http://www.open-ed.net)

e-Learning

Home
Description
Notes
Slides
Resources
Discussion
Feedback
Follow-up

e-Learning Course Guide

A1.1 Introduction to e-Learning
A1.2 Choices of Media
A1.3 Implementation by Design
A1.4 Assessment Methods



What is e-Learning ?

e-Learning is learning using any form of electronic media
Generally, e-learning uses email and the internet

Why is e-learning important ?

e-Learning is important because different media
suit different learning methods
The teacher should know which learning activity is best
and choose the appropriate media



Thinking skills or
learning activities - such as analyse, apply,
judge, recall, synthesize,
and understand -
can be put in order of increasing difficulty
and then taught in that sequence

The above list is in alphabetical order.
Can you put them into order of increasing difficulty ?



higher-order thinking skills	judge :	evaluate according to criteria
in universities and colleges	synthesize :	after analysis, then re-structuring the knowledge into new organization Designing using needs analysis
in secondary and primary schools	analyse :	investigate and identify special points and correlations to discover underlying organization
lower-order thinking skills	apply :	select appropriate prior knowledge to mechanically solve a similar related problem
	understand :	use recalled knowledge for translation and interpretation
	recall	of fact or process without understanding using mechanical memorization



e-Learning in practice

In recent years, the world-wide-web has remarkably enabled learning at a distance, and enabled open access for those at home, or working and unable to attend daytime classes.

Adult and continuing education has been greatly improved - especially for the professional development of teachers.



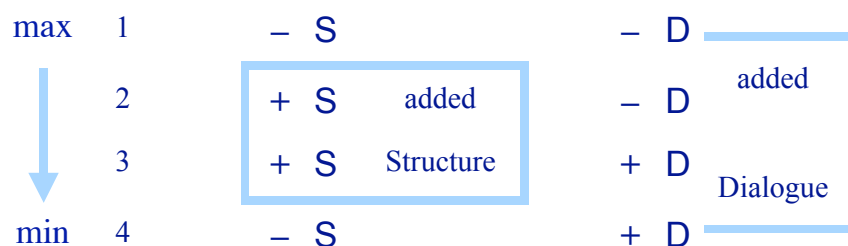
e-Learning in theory

One consequence has been the research and development of cognitive learning theory

and understanding about the essential educational interactions among the student, teacher, other students, texts and media.



Transactional Distance between the Student and any Learning is described in terms of imposed Structure S and educative Dialogue D





The Discrete Ways of Learning

LEARNING-ALONE		LEARNING-IN-A-GROUP	
INDEPENDENT	INDIVIDUAL	INTERPERSONAL	
Freedom over content and method of learning	No Freedom over content or method of learning or pre-negotiated freedom	COOPERATIVE	COLLABORATIVE
		CONNECTED LEARNING	
		Group with a 'knower'	Group with no 'knower'



The Discrete Ways of Learning

ALONE :	INDEPENDENT	Freedom over content and methods, and at own pace, not public
	INDIVIDUAL	No Freedom, usually paced and public
IN-A-GROUP :	COOPERATIVE	Group with a 'knower' Interactions proceed through content delivery and sharing. Used for acquiring old foundational knowledge, at school.
	COLLABORATIVE	Group with no 'knower' Interactions proceed through critique and testing out hypotheses. Used to co-construct new non-foundational knowledge, at graduate college.