e-Learning

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e-Learning

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

e-Learning

Website ~

http://www.open-ed.net
   /e-learning/home.html

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*e-Learning
Course Guide*

A**1.1**   Introduction to e-Learning
A**1.2**   Choices of Media
A**1.3**   Implementation by Design
A**1.4**   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

in universities
and colleges

in secondary
and primary
schools

lower-order
thinking skills

judge :   evaluate according to criteria

synthesize :   after analysis, then re-structuring
the knowledge into new organization
Designing using needs analysis

analyse :   investigate and identify special points
and correlations to discover
underlying organization

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

max	1	– S		– D	
	2	+ S	added	– D	added
	3	+ S	Structure	+ D	Dialogue
min	4	– S		+ D	
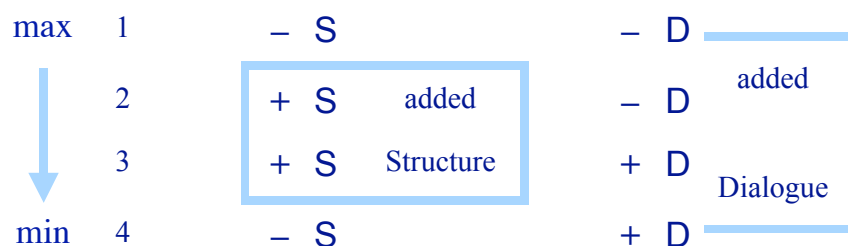
The Discrete Ways of Learning

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

What is 'Learning' ?

In cognitive constructivism theory, learning
involves the acquisition of new information and
connecting this with pre-existing prior knowledge

Social constructivism theory says that learning
occurs best in groups, using feedback from others

Do you agree ? Why or why not ?

There are two ways of looking at Constructivism

1   'cognitive constructivism'

     learning occurs in the mind within the individual
     when new incoming information is linked to ideas
     and related old knowledge pre-existing in your mind

2   'social constructivism'

     for learning to occur, we need to experience the meaning
     of the new information through social interactions
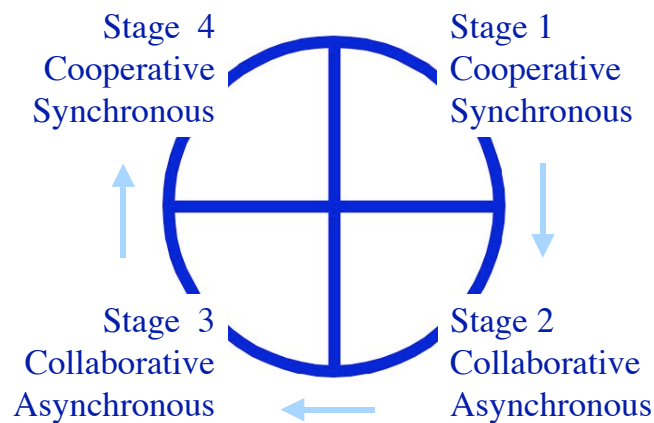   in order to join it correctly with our pre-existing knowledge

e-Learning

Transactional Distance

is the psychological difference between not knowing something and knowing it - it is the distance between the student and what is to be learnt

Education is designed to bridge this distance

Learning Mode and Choice of Media

Stage 4
Cooperative
Synchronous

Stage 1
Cooperative
Synchronous

Stage 3
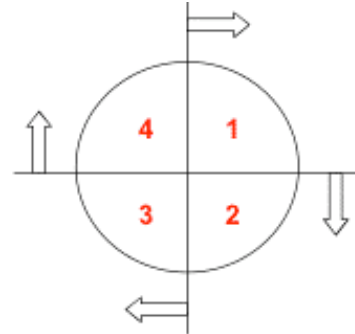Collaborative
Asynchronous

Stage 2
Collaborative
Asynchronous

The Motivations to Learn ~

Lifelong learning involves repeating cycles

Young students may be motivated to learn to get a certificate for their first job

What motivations do you think lifelong students have ?

e-Learning

Home
Description
Notes
Slides
Resources
Discussion
Feedback
Follow-up

Motivations to Learn

MOTIVATION			COVERAGE
Vocational	Extrinsic	:	seeking qualification for a better job
	Intrinsic	:	acquiring skills for own future desires
Academic	Extrinsic	:	want to pass exams, get good grades
	Intrinsic	:	pursuing own intellectual interests
Personal	Extrinsic	:	prove one's capability to others
	Intrinsic	:	desire for self improvement
Social	Extrinsic	:	extracurricular sports, club activities
	Intrinsic	:	integrative, affiliative online

The Structure of Design for e-Learning

Step 1 Decide your Course Objective
- what you want your students to achieve

Step 2 Find out who your students are
- ask them what they want and
also measure somehow their needs

Step 3 Divide your Objective into Sub-goals

> Decide Course Objective

This is top and central

Then add sub-goals …

| sub-goal A | sub-goal B |

next
draw a base line

----

and find out about your students

> Needs Analysis

- this is called 'Needs Analysis'
Remember the purpose of education is to cause changes in your students,
so Needs Analysis must be done continuously throughout the course
for you to respond and adapt to their changing minds

Competence to Design e-Learning

sub-goal A   sub-goal B

Needs Analysis   mapping   resources

Competence to Design e-Learning

understand e-learning   choose media   design lessons   assessment

Then let's add some other key study points in the middle

Needs Analysis   mapping   resources

Competence to Design e-Learning

understand e-learning

choose media

design lessons

assessment

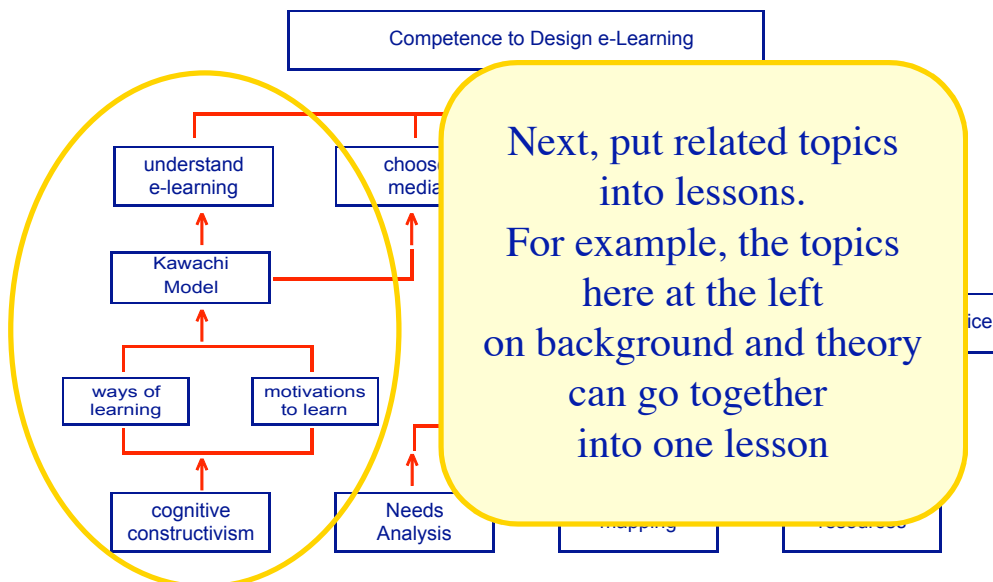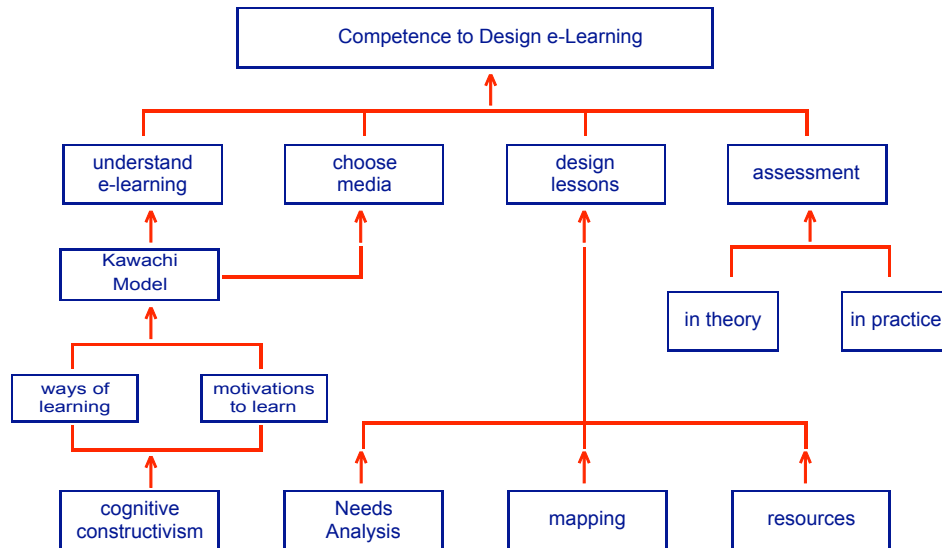Kawachi Model
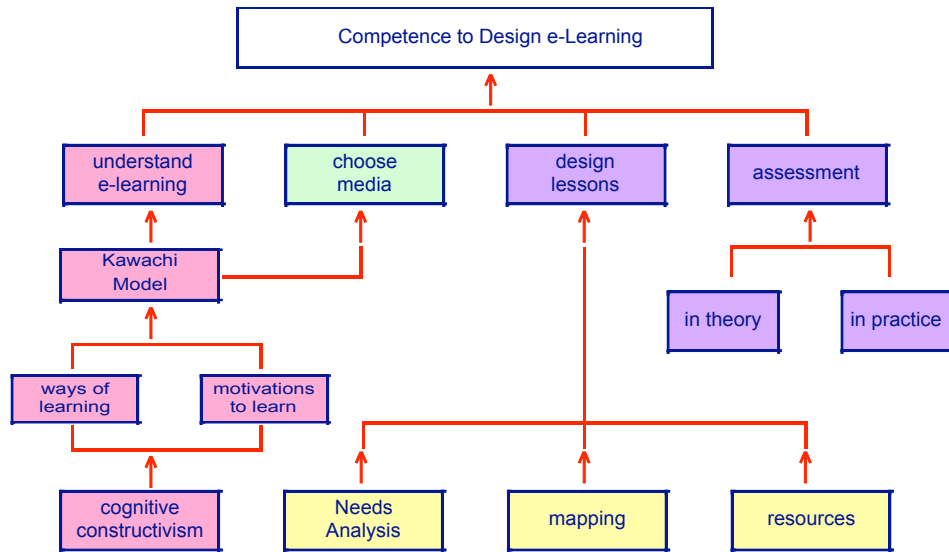
in theory

in practice

ways of learning

motivations to learn

cognitive constructivism

Needs Analysis

mapping

resources

Competence to Design e-Learning

understand e-learning

choose media

Kawachi Model

ways of learning

motivations to learn

cognitive constructivism

Needs Analysis

mapping

resources

Next, put related topics
into lessons.
For example, the topics
here at the left
on background and theory
can go together
into one lesson

Competence to Design e-Learning

understand e-learning

choose media

design lessons

assessment

Kawachi Model

in theory

in practice

ways of learning

motivations to learn

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Needs Analysis

mapping

resources

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use a personal conversational style for email with students ~

Dear Yumi,

Thank you for your interesting response.
I think Alistair's paper may be helpful
to you … you can find it here
http://www.open-ed.net/e-library/papers.html
Happy reading !
Best Wishes
Paul

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Assessment ~

Assessment and Quality Assurance
must be built into the course

This means assessing the teaching,
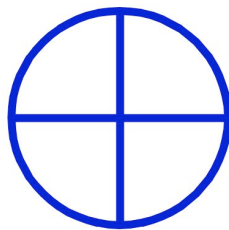the materials, and the learning
- all continuously

Summary of this Course

In this course,

and tested these out
to see how they
might be
adopted

We have
then considered
some new ideas,

we have listened
to your prior
knowledge

and
you presented
your own reasoning

Feedback about this Course

Please write feedback to me about which points you think were too difficult, too easy, too fast, interesting, not interesting, and so on.

Please suggest new points to be added.

Check out the web-site
which has further resources for your
continued interest and personal development

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Thank you ~

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