

## E- learning content

محتوى التعليم الالكتروني

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### **Abstract :**

In this paper we present the major teaching challenges of higher education is helping students to bridge knowledge with real life practice. This is especially important in applied fields including medicine, social science, education and engineering. Traditionally, practicum and internship programs are the only means for students to step outside of classroom learning and to connect with the outside world, and a chance to apply what they learn to real life problems. In this paper we present the increasingly, information and communication technology (ICT) is being used to create yet another dimension for authentic learning beyond the boundaries of the classrooms, and in addition afford collaborative and flexible learning mode. An eLearning platform was created as a result of the joint effort for the training of student teachers in developing their professional knowledge in teaching and learning and gaining understanding of the work of a teacher. Through the platform, student teachers gain understanding about the teaching profession from different people of the education sector; and they can reflect and share their teaching practicum experiences with each other using the online communication tools.

In this paper we present some e learning programs for teacher and student like TP and web 2.. The contents of these programs are easy to go through because they are presented in attractive multimedia methods like movies, videos, animated and still pictures and sounds beside the good navigation tools.

### **المخلص :**

في هذا البحث تم مناقشة التحديات الرئيسية في التعليم العالي وهي مساعدة الطلاب في ربط المعرفة بالتدريب الواقعي وهذا مهم جدا في المجالات التطبيقية مثل الطب والهندسة

والعلوم الاجتماعية والتعليم. عادة التدريب والبرامج العملية هما الطريقتين الوحيدتين للطالب للخروج من اسلوب التعليم الصفّي والتواصل مع العالم الخارجي وفرصة لتطبيق ما تعلمه الطالب في الصف على مشاكل الحياة الواقعية.

وفي هذا البحث تم توضيح التزايد في استخدام تكنولوجيا المعلومات والاتصالات ICT لخلق بعد جديد للتعليم المشروع خارج نطاق الصف الدراسي بالاضافة الى توفر الجو الدراسي المرن والمتبادل. بدأت مرحلة التعليم الالكتروني كنتيجة للجهود الموحدة لتدريب الطالب والمدرسين لتطوير معرفتهم الاحترافية في التعليم والتعلم وكسب الفهم الكامل لعمل المدرس. من خلال هذا المرحلة كل من الطالب والمدرس قد كسبا الفهم الكامل لمهنة التدريس من قبل اشخاص مختلفين في حقل التدريس وبأماكنهم تبادل ومشاركة خبراتهم التعليمية من خلال أدوات الاتصالات الفورية.

في هذا البحث تم مناقشة بعض البرامج التعليمية المتوفرة للطالب والمدرس مثل TP و Web2 وهذه البرامج ذات محتوى سهل التنقل خلاله لانها معروضة باستخدام الوسائط المتعددة مثل الافلام والصورة المتحركة والثابتة والاصوات بالاضافة الى الادوات الجيدة للتنقل بين الاختيارات.

### **Introduction:**

Like any "new" complex phenomenon, e-Learning has been attracting, over the past decades, a lot of interest from different stakeholders in a totally horizontal manner with respect to education and training sectors. Many labels have been assigned to the act of using some kind of ICT in learning processes, from e-Learning to technology enhanced learning, to ubiquitous learning; many generations of e-Learning have been announced; many predictions have been made on the future of e-Learning, ranging from the most optimistic views to the most skeptical views. In parallel, the growing relevance of the use of ICT in mainstream E&T and the increasing acceptance of the potential of new technologies to affect learning systems have brought attention to the scarcity of reliable quantitative and qualitative information on the e-Learning phenomenon. This is hardly surprising, given the nature of the two components of the "e-Learning mix": ICT, as one of the fastest changing components of our society, and education, a recognized slower adopter of change. In fact, even if a number of organizations are professionally collecting, analyzing and producing information on e-Learning, they tend to do

so by using different methodologies and providing different outputs in terms of timing, geographical coverage and target users.

### **1- The New Learning Generation**

Children and adolescents in modern societies are growing up in a world where digital technologies are ubiquitous. The widespread use of Information and Communication Technologies (ICT) and online services by youngsters in their everyday life for leisure, entertainment and social interaction is impacting their learning needs, requirements and expectations. They need to learn skills and competences for self-development, participation in society and for future jobs. They are also increasingly using ICT for any learning purpose, often outside the classroom. This gives rise to a "new learning generation" and to new ways of learning, including informal modes, which are strongly enabled albeit not determined by the possibilities offered by ICT.

This special issue on the "new learning generation" and on "new ways of learning" seeks to bring together evidence, practice and/or theories on this emerging new learning landscape. It is shaped by a new series of ICT tools, social computing applications (web 2.0 & Learning 2.0), mobile and game-based learning opportunities that are fundamentally different from earlier ICT tools and web 2.0 applications. The "social technologies" that have emerged since 2003 and that have been taken-up massively by users afford new ways of doing things against the earlier generation of ICT tools, which have been implemented to automate and digitize analogue ways of doing things. The latter refers to an instructionist learning paradigm – paramount in industrial societies – that is vertical, hierarchical and exclusive and conceives learners as passive receivers, while current and future learning in a digital knowledge-based society is more horizontal, heterarchical and open and conceives learners as active contributors.

Only the first signs – albeit powerful and rich – of this shift towards new ways of learning involving a new generation of learners are becoming visible. The impact on existing learning practices and institutions will become broader, deeper and possibly disruptive in the

next decennia. This will bring new challenges, some of them already emerging today: the importance of transversal skills (e.g. learning to learn, creativity, innovation, collaboration) for future jobs, the crucial but changing role of teachers and/or facilitators, the increasing value of informal learning, and alternative ways of assessing and certifying tacit knowledge and experiential skills, amongst others. There is a sense of urgency for education and training institutions, but also for other organizations and policymakers, to find ways to act in favour of the new learning generation, to enable new ways of learning and to ensure that the skills for future jobs are acquired. It is imperative to make sure that 21st century learning in Europe and the world becomes more efficient, equitable, innovative and meaningful than it ever was in the past. [1]

## **2- E-Learning content**

The landscape of eLearning content is in the midst of interesting changes. While the development of digital media is providing radical new opportunities for both learning content providers and for students, the increasing bandwidth of telecommunications enables the unforeseen use of media rich material (video clips, audio clips, simulations etc.) in eLearning provision. Besides, digital libraries and other resources are liberating providers and students from the use of physical establishments with restricted access. However, as the articles in this number of eLearning Papers show, we must reassess the visual and pedagogical challenges of eLearning content.

The boundaries between eLearning content providers and learners are changing, as learners are entering the nucleus of content production. The fascinating examples of Wikipedia, YouTube and MySpace, among others, show the power and potential of peer production and user-created content in learning. The peer production trend actually emphasizes the need to address the issues of eLearning content quality with a fresh approach.

In the upcoming future, learning content will originate from a much wider variety of actors, with important producers being for

example third sector organizations, museums, news companies, etc. The exchange of these elements will constitute an opportunity for educational parties to gain access to a vast offer of new valuable resources.

### **3- The challenge of quality in peer-produced eLearning content**

Peer production and user-created content is becoming an important element in modern eLearning, supported by the development of the Internet from a one-way information distribution channel to a two-way communication channel. In the peer production of eLearning content, the essential feature is that the learners are also acting as creators of the content and that the separation between an “author” and a “consumer” is blurring. In practice, learners are no longer purely consumers but they actively participate in the learning process and thus influence it. This fundamental feature is also imposing a different view on quality.

Peer production is not only a novel method to produce eLearning content, but it is also an approach to empower a wide variety of professionals to the learning content production. However, the quality management challenge related to this kind of content can undermine the merits of the method.

### **4- Visual and pedagogical design of eLearning content**

Context and resources are important dimensions for eLearning programs. The entire educational endeavour greatly depends on the way in which content is presented, a condition for efficient perceptive-visual learning. Therefore the design of support materials for eLearning is an important element when calibrating the formative value of the educational message.

To assimilate and interpret the (mainly) visual content, learners in technology-based environments develop a series of psychological processes such as visual perception, attention, understanding, motivation, memory, thinking and conscience. In order to provide a significant learning situation, effective design must rely on several

basic principles aiming to support the participants' confidence and comfort, but mostly their learning performance.

Pedagogical design requires decisions on specific procedures and rules in every step of the process, from the choice of the learning objectives to the choice of the assessment strategies.

Other words, those who design eLearning environments need to take into consideration the unique pedagogical challenge that is inextricably linked to the subject knowledge of an academic discipline. In our case, teacher education which concerns largely a teacher's professional knowledge may pose a number of pedagogical concerns and need to be addressed if new eLearning platforms are to be constructed effectively. [1]

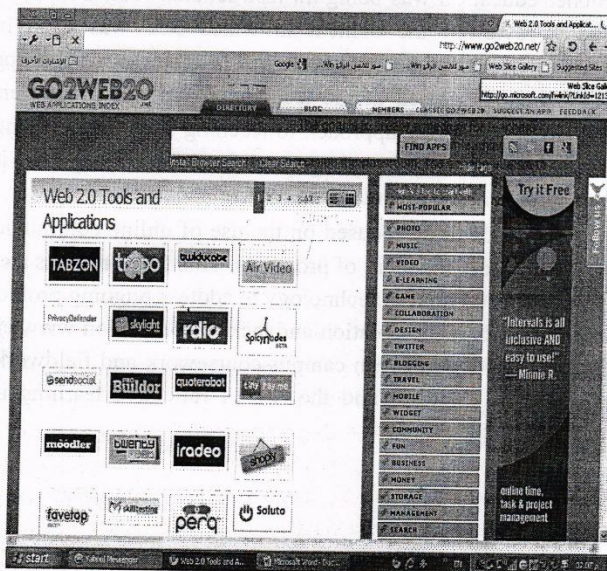
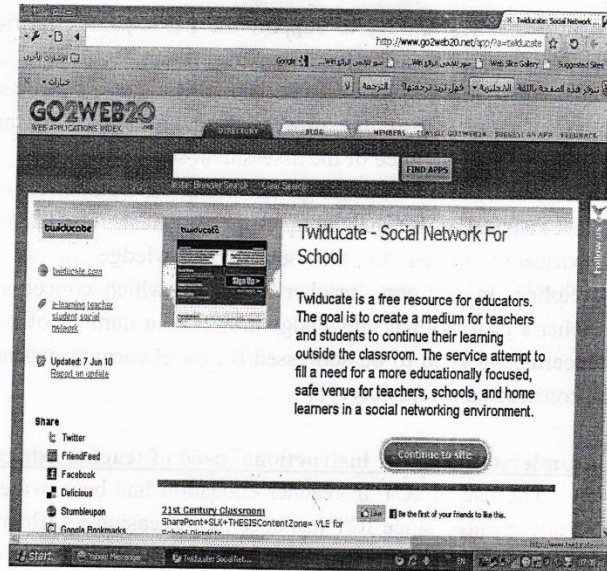
##### **5- Understanding the instructional need of teacher education**

The use of ICT in teacher education has been widely studied and documented since ICT has become increasingly influential in the education field in recent years. One of the major uses of ICT in teacher education was being an instructional tool. One of the survey studies reviewed the context in which ICT was used in student teachers' learning, and suggests that a majority of the applications were in fact targeted at the teaching practicum component. It was pointed out that new approach to teaching such as the rising concept of teacher reflection couple ground for ICT development in teacher education:

Most of these focused on the use of online communications in the fieldwork component of programs. This focus reflects a concern to explore the potential of technology to address ongoing problems in the practicum related to isolation and lack of connection [www.ejel.org](http://www.ejel.org) 33 ISSN 1479-4403 between campus coursework and fieldwork, and the use of Web 2.0 tools and the rise of reflective learning in teacher education. [2]

The concept or definitions of Web 2.0 are often varied, and usually point to not a singular technology, but represent certain design approach or web application strategies (Alexander, 2006). But many agree that a major characteristic of Web 2.0 is the enhanced social connection function of various web applications (Alexander, 2006; Anderson, 2007; O'Reilly, 2007). It is a more dynamic way of both accessing web based contents and connecting web users against the traditionally static and one way information web pages. Many also argue that Web 2.0 applications provides simple to use and easy to maneuver social and networking tools, and therefore are more appropriate for creating community-driven and collaborative user experiences. Some of the popular emergent Web 2.0 platforms on the World Wide Web such as YouTube, Wikipedia and Blogging, etc. are essentially center around the online experience of individuals gathering and participating freely in various virtual groups and online communities. These web users possess diverse identities, interests and cultural backgrounds, nevertheless collaborating and contributing information or knowledge to the much larger World Wide Web space [3]. For example, YouTube allows individuals to upload and share their "home videos" onto a large online database while others can freely search, watch and comment on the video clips and link the video clips to their own blogs; Wikipedia is an ever growing online encyclopedia entirely constructed by individual users contributing, modifying and co-building their knowledge to share with the rest of the world, and Blogging is basically individualized online journal that can be published on the World Wide Web while others can comment and build on issues and topics which interest them.

One of the effective teaching programs is Teaching practice (TP), like many other teacher education programs, the existing teacher education program comprises of a large Teaching Practice (TP) component of which there will be a total of nineteen weeks of student internship at local secondary schools throughout the 2nd, 3rd and 4th year of study. The TP involves direct field experiences where student teachers work often in pairs with school partners, mentors and the community of teacher practitioners. Teaching experience and



knowledge sharing, reflection and mentoring are the pedagogical emphasis within the current TP program. Therefore, there has been an ever growing need and concern to provide the student teachers' with more flexibility in knowledge sharing and collaborative learning experiences. There is also the need to create some kind of network where mutual support and building new knowledge can in fact take place among the student teachers. [1] & [7]

#### **6- Conclusion**

Although the attractive technological opportunities are providing an array of opportunities for eLearning, good eLearning still needs to be well designed, implemented and supported. There are important aspects of thorough pedagogical and instructional design that must continue to be followed. The interactivity of eLearning content does not just happen; it must be carefully planned and executed. Therefore, the access to learning will continue to be a key challenge in the future. We believe that we are coming to realize that we cannot simply reproduce previous forms of learning, the classroom or the university, embodied in software. Instead, we have to look at the new opportunities for learning afforded by emerging technologies. Social software offers the opportunity to narrow the divide between producers and consumers. Consumers themselves become producers, through creating and sharing. One implication is the potential for a new ecology of 'open' content, books, learning materials and multimedia, through learners themselves becoming producers of learning materials.

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