

eLearning: present and future

Definition

- **E-learning** can be defined as the use of computer and Internet technologies to deliver a broad array of solutions to enable learning and improve performance. (FAO)

1 – Technology in learning?

“The inventor of this system deserves to be ranked among the best contributors to learning and science, if not the greatest benefactors of mankind”

Who said that, and when?

What was he referring to?



Slide da Danny Nicholson

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Josiah F. Bumstead, 1841
- on the invention of the
blackboard

A bit of history

- CAL started in the 1950s and 1960s, mainly in the USA.
- Suppes (Stanford University), Kemeny and Kurtz (BASIC, 1960s) and Bitzer (PLATO, University of Illinois) were among the first to use a computer as part of the learning process.
- The early CAI programs were rudimentary by today's standards, with mainly **text-based** interfaces.

Plato

- Programmed Logic for Automatic Teaching Operations

[https://www.youtube.com/watch?
v=tTmWcGhIXqA](https://www.youtube.com/watch?v=tTmWcGhIXqA)

A bit of history

- CAI – Computer Aided (Assisted) Instruction (1960)
- CAL – Computer Assisted Learning
- CBE – Computer based education
- CBT – Computer based training
- ITS – Intelligent Tutor Systems (AI, 1980s)
- WBL – Web based Learning (also Instruction or Training) (Internet, late 90's)
- e-learning

e-Learning and Distance Learning

- are they the same?

e-Learning and Distance Learning

- 1728 ,the Boston Gazette for "Caleb Philipps, Teacher of the new method of Short Hand," who sought students who wanted to learn through weekly mailed lessons.
- The University of London was the first university to offer distance learning degrees, establishing its External Programme in 1828.
- Sir Isaac Pitman 1840s: a system of shorthand by mailing texts transcribed into shorthand on postcards and receiving transcriptions from his students in return for correction.
- Open University, 1969, Fernuniversität Hagen, 1974
- Athabasca University

Types of Computer Assisted Instruction

1. **Drill-and-practice** provides opportunities for students to repeatedly practice the skills that have previously been presented and that further practice is necessary for mastery.
2. **Tutorials** include both the presentation of information and its extension into different forms of work, including drill and practice, games and simulation.
3. **Games** create a contest to achieve the highest score and either beat others or beat the computer.
4. **Simulation** can provide an approximation of reality that does not require the expense of real life or its risks.
5. **Discovery** provides a large database of information specific to a course or content area and challenges the learner to analyze, compare, infer and evaluate based on their explorations of the data.

Assignment

- Find on the web one example for each of the categories mentioned in the previous slide

2: eLearning: the present

a) general concepts

Why e-learning?

- it can be as **effective** as traditional training at a **lower cost** (but at a **higher initial cost!**)
- it reaches a **wider target audience** by engaging learners who have difficulty attending conventional classroom (**distance learning**)

E-learning approaches

- Self-paced e-learning
- Instructor-led and facilitated e-learning
 - Learners, facilitators and instructors can use communication tools such as e-mails, discussion forums, chats, polls, whiteboards, application sharing and audio and video conferencing to communicate and work together.

e-Learning components

- **e-learning content**
 - simple learning resources
 - interactive e-lessons
 - computer simulations
- **e-tutoring, e-coaching, e-mentoring**
 - Services which provide human and social dimensions
- **collaborative learning**
 - online discussions
 - collaboration
- **virtual classroom**
 - e- learning event where an instructor teaches remotely and in real time to a group of learners

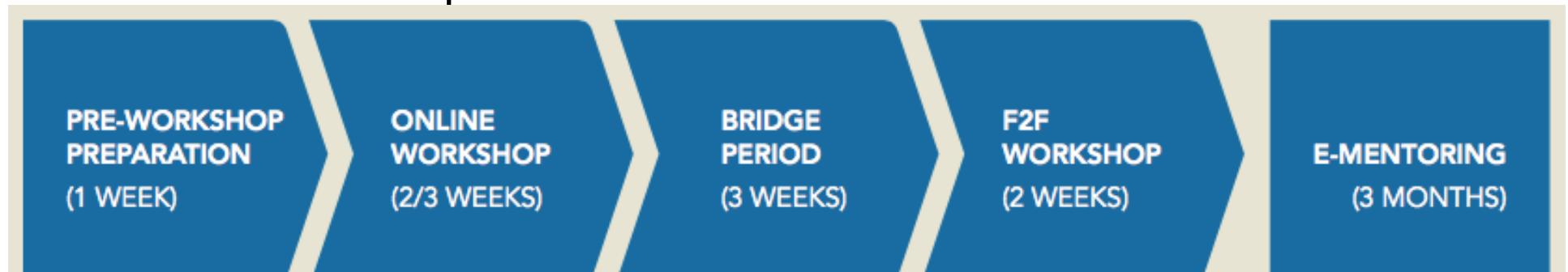
Synchronous vs asynchronous

- Synchronous events take place in real time.
- Asynchronous events are time-independent.

Synchronous	Asynchronous
<ul style="list-style-type: none">> Chat and IM> Video and audio conference> Live webcasting> Application sharing> Whiteboard> Polling	<ul style="list-style-type: none">> E-mail> Discussion forum> Wiki> Blog> Webcasting

Blended learning

- **Blended learning** combines different training media (e.g. technologies, activities and events). Traditional instructor-led training is being supplemented with electronic formats.
- Formats:
 - Online pre-class event => F2F Class
 - F2F class => individual online activity
 - OL pre-assessment => Class => OL post-assessment
 - FAO example:



1b : the present - platforms

c) platforms

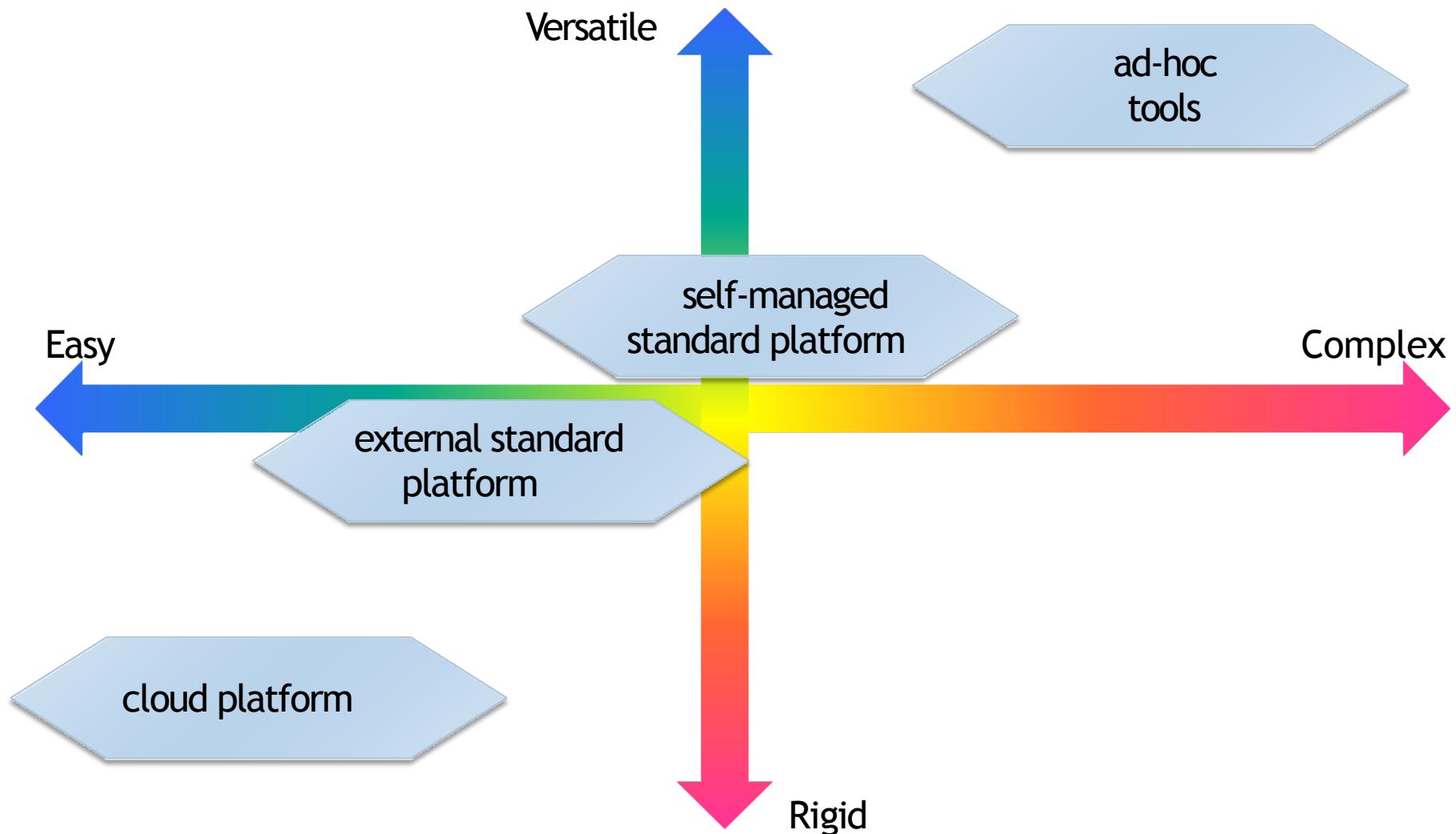
Learning platforms

- Learning platforms are usually referred to as:
 - virtual learning environments (VLEs),
 - learning management systems (LMSs)
 - learning content management systems (LCMSs)
- LMSs are primarily for training while VLEs are primarily for education
- LCMSs – focuses mainly on creating e-learning content. In other words, developers and administrators create content material.

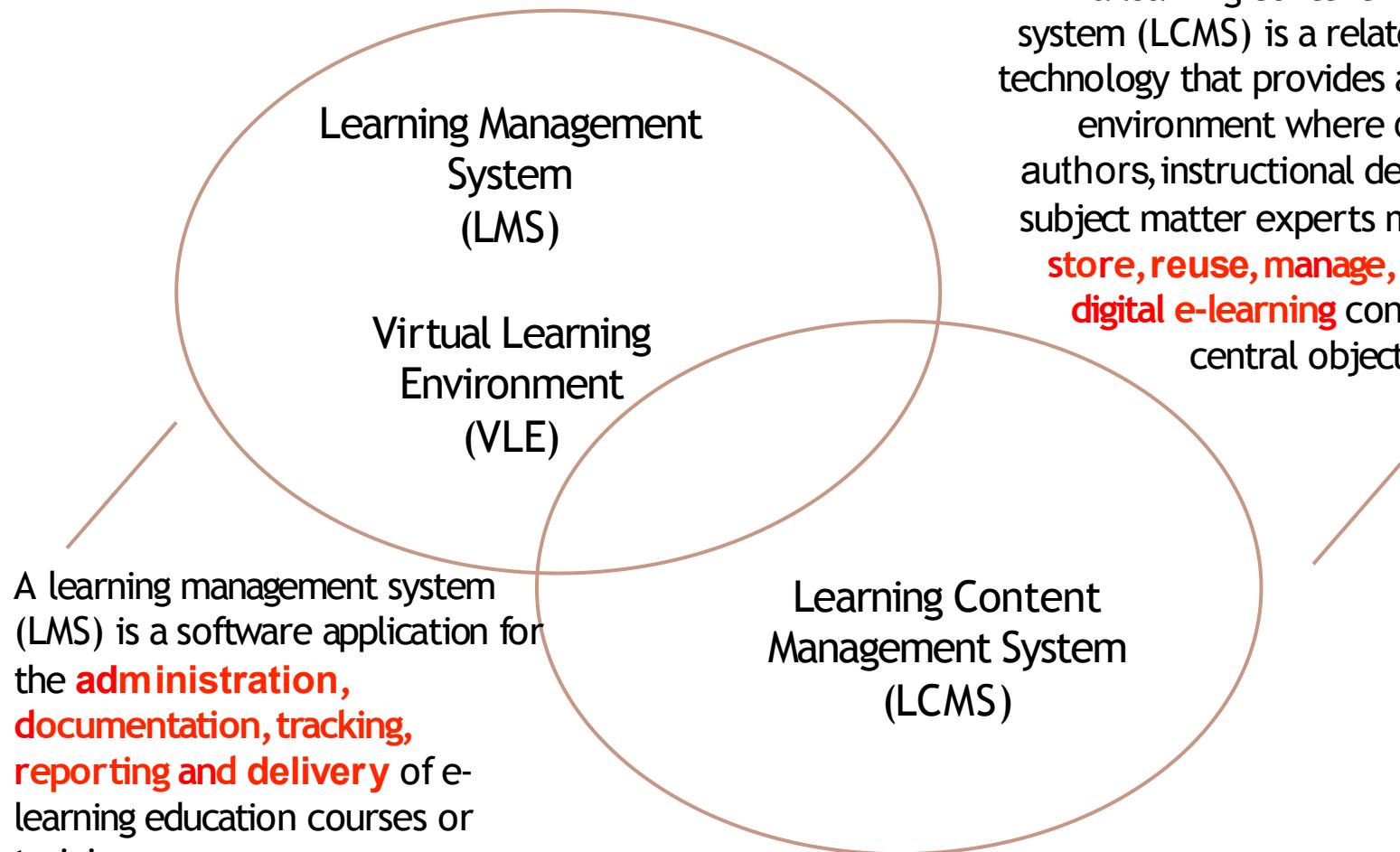
Do we need a platform?

- Learning material repository
- Delivery tools (presentation, assignments...)
- Communication
- Time management (scheduling etc.)
- Semantic glue (notions of "Lecture", "Course", "Class"...)
- Specialized tools (Teacher book, diary...)
- Monitoring tools (logging etc.)
- Uniform interface

A continuum spectrum



VLE – LMS – LCMS



[http://en.wikipedia.org/wiki/
Learning_management_system](http://en.wikipedia.org/wiki/Learning_management_system)

ATTIVITÀ

- Chat
- Compito
- Database
- Forum
- Glossario
- Lezione
- Pacchetto SCORM
- Quiz
- Scelta
- Sondaggio
- Tool esterno
- Wiki
- Workshop

Examples of services



<https://moodle.org/>

RISORSE

- Cartella
- Etichetta
- File
- IMS content package
- Libro
- Pagina
- URL

Assignments Create or grade online and offline assignments	Calendar Maintain deadlines, activities and site related events
Chat Engage in real-time conversations with site participants	Discussion Forum Create moderate and manage discussion topics, groups and private messages
Drop Box Share files privately with site participants	Gradebook Calculate, store and distribute grade information to students.
News Display custom news content from dynamic online sources via rss	Profile 2 Create a profile and content with others using a social networking model

Examples of services



<https://sakaiproject.org>

Resources Post, store and organize material related to the site	Site Roster View a list of site participants and their pictures
Syllabus Post a summary outline of course requirements	Test and Quizzes Create and manage online assessments
Wiki Create and edit web content collaboratively	Lessons Lessons allows an instructor to organize resources, activities, and media on a single page

Assignment (in class)

- Quickly read (skim) Chapter 6 of The Theory and Practice of Online Learning.
- Which things are obsolete?
- Is there anything missing?