

**M. B. A. E-LEARNING****DR. R. PERUMAL**

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ABSTRACT

Every teacher in academia today has heard that the need to use technology tools in the classroom is imperious now. If we are going to involve our students in the class room discussions and the lectures, we need to be doing this arrangement with the education technologies they are familiar with. Education technology has increased the power and density of knowledgeable environments. The twenty-first century emphasize that an educated person should possess a wide range of technological abilities and competencies. This literacy is ranging from reading online ne swappers to participating in virtual classrooms. Academia must thank the National Council of Teachers of English (NCTE) for including technology in the definition of literacy. This is an initial stage that we need in order to further the literacy of our following Gene ration. We seriously about 21st Century skills for graduates but we are not Serious about 21st Century virtual classroom settings. Classrooms continue to be the doorkeepers for students' entrance to educational opportunities a afforded by Institutions. So they cannot and should not be ignored. Practice around the globe in developing and technologically advanced countries has shown that virtual classroom in the use and application of technology is the major decisive factor for better -quality Student performance.

Introduction

Instructive technology is not, and never will be, transition on its own a and it requires teachers who can choose and integrate no logy tech tools into the E-learning is an electronic form of teaching and learning that includes instructions through all electronic media including the internet, intranets, extranets, satellite broadcastings, video/audio media, interactive television, and compact disk formats. E-learning can be mentioned as “electronic learning”, “electronically mediated education” or digital learning delivery. It is a method of educe action using modern information facilities and communication technologies. The concept of e-learning, therefore, includes educational software tools such as computer-aided instruction and multimedia graphics and animation, as well as the use of the world-wide we b and internet in administer ring and managing education processes. It is used both informal degree programs at all levels and in vocational training settings. The value of e-learning, in the context of e-education, does not depend in its ability to educate just anyone, anytime, anywhere, but in educating the right candidate to gain the appropriate skills or knowledge, at

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the appropriate time. Of all the e-learning delivery media, the websites are the most popular medium for delivering course materials for education and instruction. Educational instruction can be defined as a way of collecting, organizing and sequencing resource information in order to enhance the transmission of information from the teacher to student. Educational design is the procedural planning and development of instructional design. It involves a set of outcome based procedures by means of which the most efficient instructional policies and strategies are developed or chosen, given the outcomes students are to attain and the circumstances under which they are to achieve them. The design of any educational instruction always involves the use of learning theories, course design models and strategies, to help students develop knowledge and skills.

Any teaching session in any form, whether in classroom, at a distance education or delivered through online websites, should provide opportunities for students to interact, control the information the education processes, and give and receive feedback about the knowledge being constructed. E-learning is an instructional methodology that uses information and communication technology (ICT) facilities to support learning processes. Since the worldwide web has developed tremendously as the main distributing medium in e-learning, it is significant that prime principles of interface design are given serious consideration when developing web- based learning environments as well as systems.

If the web platform, as an influential and innovative technology, is simply used to make procedures visually appealing and more efficient than in traditional classroom teaching, then it does not make any difference to education. Instructors must not deliver educational material online without strong pedagogical principles that is usual existence found in several online teaching software products, but should instead use the websites to enable students to access information in ways that inform formal inquiry or activity. This chapter describes the background context to the study and the state of E-learning development, and implementation in Indian Education system. This thesis begins by describing the origin and growth of Virtual Learning Environments. Then the role of E-learning systems in higher education, and the Indian context are examined to provide a background context to the study. Finally, the issues and purpose of the study, the problem statement, objectives of the study, and the structure of the thesis are explained.

E-Learning is a form of teaching and learning that includes instruction delivered via all electronic media including the Internet/intranets/extranets, satellite broadcasts, video/audio tape, interactive TV, and CD-ROM. E-Learning can be viewed as “electronic learning”, “electronically mediated learning” or digitally delivered learning. It is a way of learning using modern information and communication technology. The concept of E-Learning, therefore, includes educational software such as computer-aided instruction and multimedia CD-ROMs, as well as the use of the Web and Internet in supporting and managing learning. It is used both in formal education at all levels and in vocational training. The value of E-

Learning, in the context of e-training, does not lie in its ability to train just anyone, anytime, anywhere, but in training the right people to gain the right skills or knowledge, at the right time. Of all the E-Learning delivery media, the Web is the most common medium for delivering material for learning and instruction. Instruction can be defined as a way of organizing and sequencing information in order to maximize the transfer of information from educator to learner.

Instructional design is the systematic planning and development of instruction. It involves a set of decision-making procedures by means of which the most effective instructional strategies are developed or chosen, given the outcomes learners are to achieve and the conditions under which they are to achieve them. The design of any instruction usually involves the use of instructional theories, design Models and strategies, to help learners develop knowledge and skills.

Any learning session in any form, whether face-to-face, at a distance or delivered electronically, should provide opportunities for the learner to interact, control the information the learner processes, and give and receive feedback about the knowledge being constructed.

E-Learning is an instructional methodology that uses information and Communication technology (ICT) to support learning. Since the Web has established itself as the main delivery medium in E-Learning, it is important that sound principles of interface design are followed when developing web-based learning environments.

If the Web, as a powerful and innovative technology, is merely used to make instruction aesthetically appealing and more efficient than in traditional contact teaching, then it does not make any difference to learning. Instructors must not place educational material online without sound pedagogical reason, an occurrence which is found in many online teaching packages, but should instead use the Web to enable learners to process information in ways that inform authentic inquiry or activity.

Content is a core component of E-Learning and includes issues such as pedagogy and learning object re-use. Pedagogical elements are an attempt to define structures or units of educational material. For example, this could be a lesson, an assignment, a multiple choice question, a quiz, a discussion group or a case study.

These units were format independent, so although it may be in any of the following methods, pedagogical structures would not include a textbook, a web page, a video conference or Podcast. When beginning to create E-Learning content, the pedagogical approaches need to be evaluated. Simple pedagogical approaches make it easy to create content, but lack flexibility, richness and downstream functionality. On the other hand, complex

pedagogical approaches can be difficult to set up and slow to develop, though they have the potential to provide more engaging learning experiences for students.

Somewhere between these extremes is an ideal pedagogy that allows a particular educator to effectively create educational materials while simultaneously providing the most engaging educational experiences for students. It is possible to use various pedagogical approaches for E-Learning which includes: social constructivist, this pedagogy is particularly well afforded by the use of discussion forums, blogs, wiki and on-line collaborative activities. It is a collaborative approach that opens educational content creation to a wider group including the students themselves. Laurillard's Conversational Model is also particularly relevant to E-Learning, and Gilly Salmon's Five-Stage Model is a pedagogical approach to the use of discussion boards. Cognitive perspective focuses on the cognitive processes involved in learning as well as how the brain works. Emotional perspective focuses on the emotional aspects of learning, like motivation, engagement, fun, etc.

Behavioural perspective focuses on the skills and behavioural outcomes of the learning process. Role-playing is application to the on-the-job settings. Contextual perspective focuses on the environmental and social aspects which can stimulate learning. Interaction with other people, collaborative discovery and the importance of peer support as well as pressure are also one among them. Mode Neutral Convergence or promotion of 'trans modal' learning where online and classroom learners can coexist within one learning environment thus encouraging interconnectivity and the harnessing of collective intelligence. An essential aspect of an E-Learning course or curriculum is the evaluation of E-Learning. There are numerous reasons and benefits for evaluation. First and foremost is that evaluation is part of any instructional design model. For example, the highly popular ADDIE model stands for analysis, design, development, implementation, and evaluation. Without completing this portion of the instructional design model the E-Learning course is incomplete. Evaluation is a key aspect of any instructional design model due to the fact that the course cannot be tailored, redesigned, and improved upon unless this is done. Evaluation consists of numerous attributes, however it basically means assessing the effectiveness and possible improvement of a course/curriculum.

Evaluation is part of an instructional design model. The reasons are numerous and most reasons directly relate to the improvement of course/curriculums. This can include making sure the training is liked by the learners, ensuring that the learners gained information in the process, assure that learners are accountable for the information they obtained in the training, assess learning outcomes, and find and fix quality issues in the training as well as learn how to make training courses and curriculums better in upcoming projects. Each of these reasons can improve the training if fixed. For example, if after the evaluation the training is altered to make sure the training is liked by the

learners it can lead to an increase participation in the training, an increase in learner retention, ensuring that it accommodates different learning styles, etc.

In addition to increasing the quality of training another critical reason for evaluation is to assess the value of the training. This is essential because training is a part of education. If it is not deemed valuable within the institution, then the amount spent on training is often reduced. Reasons for evaluation in this particular area include adding value to the institution, justifying the investment in training, assessing the effect the training has on profitability, the impact the training has on student's study habits, effectiveness and efficiency of the training, assessing the effect of student satisfaction from the training, etc.

The development of effective learning materials requires an understanding of learning principles. Although no universal agreement exists on how learning takes place, 20th century psychologists and educators have generated several different principles and Theories of learning. In the middle of the century, learning theory was dominated by the principles of behavioural psychology, maintaining that learning were viewed as changes in the observable behaviour of the learner as a function of events in the environment. In the 1970s, this principle was expanded by the cognitive psychology theory, a perspective which asserts that a complete explanation of human learning also requires consideration of non-observable cognitive constructs, such as memory, mental processing and motivation. In the 1980s, the constructivist approach to learning emerged.

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