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EDUCATIONAL OBJECTIVES IN TEACHING, LEARNING AND EVALUATION

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ABSTRACT

In present research paper, the researcher has focused on the aspects of definition of e-learning, learning objectives and types of educational objectives of learning such as cognitive, affective and psychological. The prime focus is given on the improving the effectiveness of education through the use of e-learning in present education system. The researcher wants to show E-learning as the pedagogical and didactic method which can train large amount of students.

Key Words: *Definition of e-learning, objectives, types of e-learning objectives, the effectiveness of education, pedagogical and didactic method, easy accessibility to education etc.*

INTRODUCTION

In present globalized era, e-learning is embraced by the masses due to rapid progress in technology and the advancement in learning systems. We cannot deny the importance and effectiveness of technology-based learning. E-Learning is the use of technology to enable people to learn anytime and anywhere. It can include training, the delivery of just-in-time information and guidance from experts. The use of computers and internet source is the key gradient in e-learning process. Now a day's smart phones, tablets etc. have an important place in the classrooms for learning. Therefore usage of e-learning is preferred by the learner and teacher in the class. The fact is that the books are gradually getting replaced by electronic educational materials like optical discs or pen drives. Knowledge is shared via the Internet which is accessible all the time.

What is E-Learning?

A learning system based on formalized teaching with the help of electronic resources is known as E-learning. It can be termed as a network enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. It offers high scalability of services. They are easily to be expanded and upgraded because training of new students does not require more place, neither buying new and expensive electronic devices – the students simply have to use their own devices. Through e-learning, providers could deliver more cheaply educational content to their customers because they don't need to travel long distance to schools' or universities' buildings. E-learning permits delivering content in the form of Massive Open Online Courses that expresses the learning objective everyone to be educated. E-learning gives the possibility for easy accessibility to education, even to free quality education.

E-learning has proved to be the best means in the educational sector where students and teachers can interact with one another in effective manner. It is believed that the human brain can easily remember and relate to what is seen and heard via moving pictures or videos. It has also been found that visuals, apart from holding the attention of the student, are also retained by the brain for longer periods. Various sectors, including agriculture, medicine, education, services, business, and government setups are adapting to the concept of E-learning which helps in the progress of a nation. (https://economictimes.indiatimes.com/definition/e-learning) E-learning theory describes the cognitive science principles of effective multimedia learning using electronic educational technology. Cognitive research and theory suggest that the selection of appropriate concurrent multimedia modalities may enhance learning and application of several other principles. E-learning identifies ecology of concepts with the use of computers in learning contexts, e.g. Computer Assisted Instruction (CAI), Computer Assisted Learning (CAL), Computer Based Education (CBE), e-learning, learning management systems (LMS) and massive open online courses (MOOC). All these concepts have two aspects in common: learning and computers. Nowadays, e-learning can also mean massive distribution of content and global classes for all the Internet users. E-learning studies can be focused on three principal dimensions: users, technology, and services. According to Aparicio, Bacao & Oliveira,

> *"The e-learning systems' theoretical framework contains the three main components of information systems. These components are people, technologies, and services. People interact with e-learning systems. E-learning technologies enable the direct or indirect interaction of the different groups of users. Technologies provide support to integrate content, enable communication, and provide collaboration tools. E-learning services integrate*

all the activities corresponding to pedagogical models and to instructional strategies. The complex interaction combination is the direct or indirect action with e-learning systems. At the same time, systems provide services according to the specified strategies for activities."

What are Learning Objectives?

Mayer (2014) comments,

"A learning objective is an intended change in the learner's knowledge."

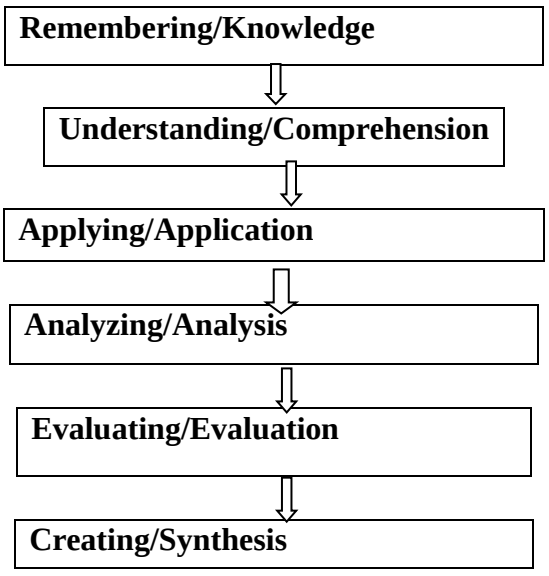
The teacher should identify the desired changes in the student knowledge during the needs analysis phase of the project. The educational objectives are always correlated with the assessment activities planned, in most cases after the end of the learning unit.

Types of Educational Objectives:

1. Cognitive educational objectives of e-learning:

According to Bloom, (1956, pp. 201-207),

"Cognitive educational e-learning includes: Remembering (Knowledge) – Understanding (Comprehension) – Application - Analysis – Synthesis – Evaluation."



Remembering / Knowledge: T

he term 'knowledge' means learning of specific facts, terms, practices, trends, categories, criteria, principles, theories, etc. It may be factual (terms and elements), conceptual (categories, principles, theories, models, structures, etc.), procedural (methods, techniques, algorithms, etc.) and meta-cognitive knowledge (self-knowledge, knowledge about contexts and conditions)

The basic aim of e-learning is giving and receiving knowledge, remembering things. This goal is realized mainly by reading texts, e-books, watching educational videos and multimedia presentations, listening sound files, doing interactive exercises using Internet connection and other modern equipment and applications such as personal computers, smartphones, tablets, and other devices. Krathwogl (2002, p.215) comments,

"Remembering, recognizing, and recalling include retrieving relevant knowledge from memory."

E-learning permits practicing both recalling (retrieval of information by means of responses formulated by the learners) and recognition (choosing the correct answer among several options). Online testing stimulates self-assessment, self-education and self-knowledge, because of the given feedback.

Understanding / Comprehension:

It includes interpretation of explanations and summaries, translation in communication, as well as extrapolation, i.e. finding the consequences of some trends. It is based on interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining. It is achieved by means of honing skills based on the received knowledge, trying to find connections between theory and practice in different situations and contexts.

Application:

It contains the use of ideas, theories, procedures, methods and equipment in concrete situations. Applying is based on following, executing, implementing a procedure in a given situation. Applying knowledge and skills in online education is facilitated by means of mobile applications, webapplications and technical developments.

Analysis:

It requires separation of a whole into several parts: elements, relationshipsand organizational principles.In analyzing, differentiation of parts, organizing their structure and relationships and attributing some properties to each part are performed.It is performed in data collection of information from the participants in online education, data storage, data processing, and data distribution of the products and results from e-learning.

Evaluation :

It includes estimation of values, methods materials, based on internal criteria such as accuracy, consistency, and external criteria, such as recognized standards.It aims at defining quality and fitness by means of such instruments as tests in most caseshas changed the places of synthesis and evaluation. Putting the parts together to compose a whole entity by means of planning, inventing and producing transforms synthesis into creation preceded by checking for elements and criticizing that both constitute evaluation.

Fink (2003), utters another cognitive and affective learning objectives,

> *"It consists of acquiring fundamental knowledge by means of remembering and understanding information and ideas; its application by means of practical thinking and skills; integration of ideas, areas of life, relations; human dimension related to learning about oneself and the other people; caring by means of feelings, interests and values; and finally learning how to learn.Learning how to learn is related to self-education."*

Synthesis:

It includes unifying the parts of a whole by means of planning and innovation, informing about findings and scientific achievements.

E-learning encourages learning how to learn, because online learning permits the learner to decide which content to be focused on in a given period, as well as about the timeline of learning process, the number of repetitions of exercises necessary for mastering knowledge and applying skills, how to express one's attitude towards learning, other students and teachers.

2. Affective educational objectives of e-learning:

Learners' emotions are the significant part of the learning process. Rubin (2013) comments,

> *"Affective learning objectives include interests, attitudes, and values, or receiving, responding, valuing, organizing, and characterization."*

Visual multimedia demonstrations may contribute to increase in the learner's interest and motivation. E-learning is performed with willingness to be received information, and readiness to be performed the tasks. This form of learning permits choosing the topic, the preferred time and place for the learners that supposes their positive attitudes to e-learning. The satisfaction from the implemented tasks and received feedback in e-learning contributes to further organization of time and efforts put by the learner, and to characterization using such attributes that correspond to one's values. Rokeach (1973) proclaims,

> *"Learners' behaviour corresponds to their values such as moral integrity, responsiveness, politeness towards the other participant in the educational process, self-control, and other values."*

Moral integrity means that learner has created the materials that are assessed, and has properly quoted all the used sources. Self-control and responsiveness are related to timely performing of required tasks. E-learning delivers to users possibilities about self-passed educational courses, thus ensuring opportunity to manage their time and to pass educational courses in comfortable place and with comfortable speed. The learners can repeat the exercises and simulations over and over again till mastering of new knowledge and skills, without additional financial expenses. Practice is an important part of the learning process, because it contributes to durability of knowledge, skills and habits.

2. Psychological objectives of e-learning:

Draper (2016) substantiates,

> *"The psychological learning objectives include observation, perceptual abilities and precision; disposition to act, organization for action; reflexes, imitation and guided response; fundamental movements, manipulation, habitual responses, simulation; manifested physical abilities and activities, complex responses, synchronization of multiple activities conforming to the requirements; skilled moves, production, and adaptation; communication, mastery, originality and creative art."*

Doing online exercises supposes perceptual activity, imitation of some models, manipulation of external devices, and skilled movements related to expression of one's capabilities and

communicative intentions in texting, chatting and networking in order to adapt to the environment and the requirements. The learners communicate and consult the teachers and the other learners by means of email, chat, wikis, etc. The learners receive individual feedback for their results by their teachers and peers. E-learning permits individual approach not only in personal feedback, but because the learners could put their efforts and take time off to study the chosen topic, depending on their individual interests and needs. Multimedia and multisensory materials used in e-learning facilitate the learners to use their preferred learning style – auditory, visual or kinesthetic.

CONCLUSION:

Thus we can look towards E-learning as a new paradigm and a new philosophy in educational system. It serves as a development platform for present day society based on knowledge. E-Learning, in a real sense, has the potential to revolutionize the teaching and learning ways.

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