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E-LEARNING SYSTEM

P.V.S.SRIRAM,
Lecturer, dept. of Computer Science
K.B.N College, Vijayawada

Abstract: The intricate construction of online educational systems lies within three principal activities: "Post-implementation Design, Implementation and proper Assessment". There is not enough knowledge or experience in those aspects. Efficient execution of these three major activities necessitates the use of design and educational models to achieve the cost and time efficiency, as well as high academic quality. Utilization of online educational systems would benefit from a structured approach to design, implementation, and student's assessment. We propose a general formulation of model as well as a framework for finding such patterns, so that it can improve the online educational systems for both teachers and students allowing for more accurate assessment and more effective evaluation of the learning process.

INTRODUCTION

We live in the era of Information Technology. We have to learn where we are? And equip us suitable to the changing scenarios. There is no end for the learning particularly to the academicians. 'Learning that is supported by information and communication technologies (ICT) is the new technology. Every academician must be aware of this. E-learning is, not limited to 'digital literacy' (the acquisition of IT competence) but may encompass multiple formats and hybrid methodologies, in particular, the use of software, Internet, CD-ROM, online learning or any other electronic or interactive media.' E-Learning is defined as all forms of electronic supported learning and teaching, which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge of the learner. Information and communication systems, whether networked or not, serve as specific media to implement.

INSTITUTIONAL TAKE UP OF E-LEARNING

The results of the survey show – with very few exceptions – that practically all higher education institutions of the sample have started to embrace e-learning. Most of the surveyed institutions are using blended learning (91%), integrating e-learning into conventional teaching, but surprisingly 82% of institutions also indicate that they offer online learning courses. Less frequent, but seemingly also on the rise, are other forms of provision such as joint inter-institutional collaboration and online degree courses. Online examinations are likely to become more widely used for all students in all or most disciplines, also for conventionally taught courses. Besides pedagogical and economic motives, the institutions refer to a growing need for flexibility of time and place, and better use of resources, benefiting both residential students and a wider range of professional and other lifelong learners

E-INFRASTRUCTURE AND SUPPORT TO STUDENTS AND STAFF

In order to ensure successful learning and teaching, institutions would have to provide solid infrastructure and also support to students and staff. Over 80% of the respondent institutions indicate that they use digital courseware, online repositories for educational material, tools and management systems for content development and course management and student portals, either throughout the entire institution or at some faculties. Nearly all institutions provide students with email accounts, access to Wi-Fi, computer rooms and online libraries. Around 80% of the surveyed institutions provide campus licenses for software, repositories for course and study materials and online course catalogues, and rely on social media to communicate. Almost 65% of institutions report the use of online examinations for all or some students, with a further 9% planning to introduce them. Online examinations seem set to become more widespread.

APPROACHES TO E-LEARNING SERVICES

E-learning services have evolved since computers were first used in education. There is a trend to move towards blended learning services, where computer-based activities are integrated with practical or classroom-based situations. Bates and Poole (2003) and the OECD (2005) suggest that different types or forms of e-learning can be considered as a continuum, from no e-learning, i.e. no use of computers and/or the Internet for teaching and learning, through classroom aids, such as making classroom lecture Power point slides available to students through a course web site or learning management system, to laptop programs, where students are required to bring laptops to class and use them as part of a face-to-face

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class, to hybrid learning, where classroom time is reduced but not eliminated, with more time devoted to online learning, through to fully online learning, which is a form of distance education. This classification is somewhat similar to that of the Sloan Commission reports on the status of e-learning, which refer to web enhanced, web supplemented and web dependent to reflect increasing intensity of technology use. In the Bates and Poole continuum, 'blended learning' can cover classroom aids, laptops and hybrid learning, while 'distributed learning' can incorporate either hybrid or fully online learning.It can be seen then that e-learning can describe a wide range of applications, and it is often by no means clear even in peer reviewed research publications which form of e- learning. However, Bates and Poole argue that when instructors say they are using e-learning, this most often refers to the use of technology as classroom aids, although over time, there has been a gradual increase in fully online learning.

COMPUTER-BASED LEARNING

Computer-based learning, sometimes abbreviated to CBL, refers to the use of computers as a key component of the educational environment. While this can refer to the use of computers in a classroom, the term more broadly refers to a structured environment in which computers are used for teaching purposes. The concept is generally seen as being distinct from the use of computers in ways where learning is at least a peripheral element of the experience (e.g. computer games and web browsing).

COMPUTER-BASED TRAINING CBTS)

Computer Based Training (CBTs) is self-paced learning activities accessible via a computer or handheld device. CBTs typically present content in a linear fashion, much like reading an online book or manual. For this reason they are often used to teach static processes, such as using software or completing mathematical equations.

COMPUTER-SUPPORTED COLLABORATIVE LEARNING (CSCL)

Computer-supported-collaborative learning (CSCL) is one of the most promising innovations to improve teaching and learning with the help of modern information and communication technology. Most recent developments in CSCL have been called E-Learning 2.0, but the concept of collaborative or group learning whereby instructional methods are designed to encourage or require students to work together on learning tasks has existed much Longer.

LEARNING MANAGEMENT SYSTEM

It is a software application for the administration, documentation, tracking and reporting of training programmes, class room and on line events, e-learning programmes, and training content. It is designed to teach how e learning can be implemented and made effective using popular LMS Moodle. Moodle is a free and open source e learning software platform that means there is no cost or license fee for deployment. Moodle is designed to help educators create on line courses with a focus on interaction and collaborative construction of content.

OBJECTIVES

E-Learning represents an innovative shift in the field of learning, providing rapid access to specific knowledge and information. It offers online instruction that can be delivered anytime and anywhere through a wide range of electronic learning solutions such as Web-based courseware, online discussion groups, live virtual classes, video and audio streaming, Web chat, online simulations, and virtual mentoring. E-Learning enables organizations to transcend distance and other organizational gaps by providing environment. Companies must educate and train vendors, employees, partners, and clients to stay competitive, and eLearning can provide such just-in-time training in a cost-effective way. Developing and deploying effective eLearning programs may require products and services supplied by a variety of vendors, leaving one to Connect the dots. One way to start is to define the goals of the desired learning solution. Definition of the goals of an eLearning solution is driven by the following factors:

METHODOLOGY

The model used for online education systems are shown in Figure 1. This is partly due to the institutions' need to rationalize the operation to handle the growing number of online students and courses, and partly due to the fact that the users are increasingly expecting more sophisticated services. This model includes Customer Relation Management (CRM) systems and prospective systems to show the need for integration with marketing and sales related systems. It also includes logistics systems to show that it could be necessary to integrate systems that handle shipment of textbooks and other physical material to distance students.

TARGET POPULATION AND SAMPLE SIZE TO BE COVERED

A study conducted in the fall of 500 College students at different areas in Tuticorin district and found that students attending survey come to college with most of them owning computers, having internet access, having studied computers in high school, and considering themselves to be intermediate computer users. These numbers indicated growth from similar studies conducted previously at minority institutions but were still lower than what has been reported in the studies conducted at majority serving institutions. Therefore, the survey can claim to give a more comprehensive view about e-learning in the Tuticorin District and its rate of development than has been available up to now.

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CONCLUSION

E-learning is becoming increasingly prominent in tertiary education. All available evidence points toward growing enrolments and provision albeit from a low starting point. However, after the hype of the new economy, growing disenchantment with e-learning has replaced over-enthusiasm. Failures of e-learning operations have, at least temporarily, overshadowed the prospects of widened and flexible access to tertiary education, pedagogic innovation, and decreased cost that was once embodied by e-learning. So where do we stand after the end of the hype of the new economy? What are the next steps to move e-learning forward in tertiary education and to reap its potential benefits?

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