

IETC 2014

Activating devices and their use in e-Learning – focussed on handicapped students

Jiří Dostál*

Palacký University, Žižkovo náměstí 5, 77140 Olomouc

Abstract

The article deals with the questions related to the activation of students using the electronic technologies for their studying emphasizing the handicapped students. It focuses on the problem of the transformation of the passive students into “the immediate participants in studying” in context of obstacles placed in front of those students which, due to their handicap, are limited in the process of studying.

The article states e.g. that the activation plays an important role in the effectiveness of the studying and it is desirable to look at it bipolar. It means that the reflection has to be found during the instruction as well as during studying - on the side of a pupil as well as on the teacher’s side. Thanks to inclusive trends that manifest themselves in education in Europe, it is possible to meet the handicapped students in common education more often and therefore it is desirable to pay attention to this issue.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Sakarya University.

Keywords: e-learning, activation of a student, handicap.

1. Activating devices and their use in e-Learning

Education is connected to the humanity from the whole beginning, it goes through the continuous development and it goes under the gradual innovative processes as well. E-Learning became a phenomenon in the middle of the 20th and 21st century and it includes a number of sub-elements that are in many cases connected in the coherent system that enables individual’s effective development not only intellectually. This development should be

* Corresponding author. Tel.: +420739249125

E-mail address: j.dostal@upol.cz

done through active studying when the student is developing intensive study activity that is ideally motivated by his own interest and that is conducted without distinct pressure and the aid of other person. However, the activity should be specifically aimed, led, controlled and evaluated. It is needed to create a proper situation using the activating devices for the students' active studying.

The modern educational technologies are able to ensure the abovementioned facts. From the technological point of view, we can speak about the extensive systems meant for the studies of fully distance character that use the sophisticated devices to provide cooperative studying. On the other hand, it can be meant only as a support of the full-time studying conducted in the traditional conception.

If the e-Learning should be a full alternative or a component of the traditional education, then it has to be based on the deep and complex pedagogical analysis of the educational process and its elements, processes and links.

The modern educational technologies provide a number of opportunities for conducting a more effective studying only in case of the *effective activation of students*[†] which is valid to the "face-to-face" instruction as well as to the distance instruction that has a lot of specifics. Due to them, every person can become a student in case of the distance education, healthy or with a handicap, but he/she has to be able to study individually and to have his/her own responsibilities for the educational procedure and an aim that he/she wants to reach. This is conclusively related to the desirable application of the equal opportunities in the educational fields.

T. Svatoš (Svatoš, 2009) states that the new educational technologies represent a progress in the development of the didactical devices that support the educational purposes. Their common signs are:

- Integrality (link of the partial devices to the "higher" unit),
- Multimediality (presentation based on different information from one source),
- Interactivity (the user is actively taking part in the process of instruction – studying),
- The increased importance between so-called hardware and software,
- The independence of the educational roles (greater independence especially for the "educated one")
- Opening of the relatively new forms of education (distance education, e-learning, blended-learning, individualized instruction) that are based on the management of the individual's studying activity which supports his/her self-education.

E-Learning is closely related to the use of the informative and communicative technologies in the fields of education. In accordance to the general perception it is understood as a kind of studying during where the gaining and using of knowledge is distributed and simplified by electronic devices (Průcha, Walterová, Mareš, 2009). Due to high educational potential became the e-Learning a perspective emerging area of the pedagogical theory and practice which is continuously, systematically and intensively being dealt with on the national and international level – those authors should be mentioned: S. B. Eom and J. B. Arbaugh (Eom, Arbaugh, 2011), R. C. Clark and R. E. Mayer (Clark, Mayer, 2011), Y. J. Joo, K. Y. Lim and E. K. Kim (Joo, Lim, Kim, 2011), A. Mauthe and P. Thomas (Mauthe, Thomas, 2004), J. Anderson and R. McCormick (Anderson, McCormick, 2005), S. Bennett, K. Maton and L. Kervin (Bennett, Maton, Kervin, 2008), S. Kluge and L. Riley (Kluge, Riley, 2008), R. Möhlenbrock (Möhlenbrock, 1982), M. F. Paulsen, (Paulsen, 2003), D. S. Smith and J. B. Caruso (Smith, Caruso, 2010), D. Tapscott, (Tapscott, 1998), A. Bates and G. Poole (Bates, Poole, 2003), R. Ramanau, A. Hosein and Ch. Jones (Ramanau, Hosein, Jones, 2010).

The possibilities of the students' (i.e. studying individuals') activation are different and it is not possible to think only about the study supports that are already holding concrete educational content. The means of the students' activation vary, e.g. the communication between the teacher and the student, the educational activities and environment etc. The primary aim of the activation process is the transformation of the passive students into the "the immediate participants in studying" (Kotrba, Lacina, 2007), however, the activation process is linked to the tutor as well. The activity of the students is understood as an increased and intensive activity which is based either on the inner slope, spontaneous interests, emotional motives and vital needs, or on the conscious effort (Maňák, 1998). It can manifest itself in many ways, e.g. as an exploring activity, physical activity, technical activity, artistic activity,

[†] In this chapter the term "*student*" is used; however, in the given context it can be changed to different terms such as "pupil", "educant", "the educated one", "the studying individual", etc.

Download English Version:

<https://daneshyari.com/en/article/1110850>

Download Persian Version:

<https://daneshyari.com/article/1110850>

[Daneshyari.com](https://daneshyari.com)