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Evolution and evaluation of e-Learning

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Abstract

Approximately in the era, where the implementation eLearning courses was at its height at the universities in the Czech Republic, Kathleen M. Frankle, a professor of Maryland university, published her article Blended learning with its subtitle The key to successful web-based training and education. The paper illustrates a rather different way in the implementation of those courses at the American universities. I have selected and shortly paraphrased important points out of her paper. She states an increasing liking for eLearning and suggest that the extreme interest took place, when the university had offered its courses also in the format of blended learning.

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1. Introduction

Approximately in the era, where the implementation eLearning courses was at its height at the universities in the Czech Republic, Kathleen M. Frankle, a professor of Maryland university, published her article Blended learning with its subtitle The key to successful web-based training and education. The paper illustrates a rather different way in the implementation of those courses at the American universities. I have selected and shortly paraphrased important points out of her paper. She states an increasing liking for eLearning and suggest that the extreme interest took place, when the university had offered its courses also in the format of blended learning. She gives the characteristics of classic eLearning courses and arrives to the conclusion: Many students lack the presence of a teacher and of the other students by their study activities. The flexibility of the proceeding which doesn't prescribe

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any compulsory terms results in the low percentage of the tasks fulfilled in the time given. In the effort to eliminate both students' taunts and teachers' complaints, the blended learning format was introduced. After the passing of both an eLearning and blended learning course students should comment on the different points of each course. The final item of the questionnaire read as follows: The pace of progress in web courses is individual, no obligatory terms are prescribed for you, interaction with your teacher is possible by an e-mail only. Another course contains linkages between traditional eLearning and all features of a teacher-guided course. If both types of courses were at disposal, which one would be your choice? The answer is given without any comment. But we learn that 11% of students would prefer eLearning, 89% would opt for blended learning. (Frankle, 2012).

2. Evolution and evaluation of eLearning

Also J. L. Cahill, a participant in doctor studies of eLearning and education technology at the University of the American Middle West, would prefer a course of blended learning format. Her reasons, however, seem to be very person-centred, so I do not quote them. (Cahill 2011) at approximately the same time, in England Kochan and Britz and Seymour announce a panel discussion on the theme of blended learning. The reasons for their decision was the fact that those forms of teaching become more and more popular in higher educational institutions and therefore it is necessary to pay attention to their advantages and disadvantages of their contents and development in the future. The same year M.B. Ligorio and S.Cucchiara from the University in Bari published their paper A model for teaching in higher education (Ligorio, Cucchiara 2011). They suggest a model of university teaching. Firstly, its theoretical reasons are given as follows: an encouragement of student-teacher contacts, unfolding interpersonal relations, collaborative approach to learning. The model integrates an eLearning program and exactly destined courses in traditional contact teaching. Given are four types of such devices. The structure of it and students' activities and roles in it are described, but it can not be denoted quite positive which subject is dealt with. Only the fact is given that the model had run through a six years experiment before its publishing.

Comprehensive instruction in the basis of blended learning is given in the paper Blended learning (Hancock, Wong 2011). It proceeds from earlier literature, its characteristic features of blended learning reads as follows: a fine integration of carefully chosen and mutually supplementing contact and electronic approaches. Its sources of electronic teaching is constructivism and cognitivism. Monitoring its extending the paper says that the practice of linking electronic learning and contact learning had started as early as in 1990. Its extending, however, has proceeded very rapidly. The paper predicts that – in accordance with the research – by 2014 at least 40% of learning electronic programs in the USA will have the format of blended learning. This guess is being considered as an indication – also in accordance with specialists' view – that blended learning is not only a trend. Other details may stand out in connection with the resource book Teaching formal written English published by Frydrychova Klimova in the Czech Republic. She bases on the opinions of authors noted above in this paper and it is an evidence of the fact that the North American trend quoted here has been caught also in the Czech Republic. The book is meant as a broadly based introduction to the contemporary foreign language teaching. In some of its parts it is a guide to author's eLearning Course of academic writing. Another part is devoted to blended learning. In this connection you can read a very interesting suggestion of a similar frame for future preparation of both electronic and traditional (textbook) materials. (Frydrychova Klimova, 2012). In accordance with the quotation of the researches already noted is said: During the last decade the blended courses have become the overriding type of published courses. The language skills – with reference to the literature – based on aural reception should be the object of classic contact teaching and any textbook (reading and writing) should proceed in electronic form.

In this way the perspective of electronic teaching form may be shown, I don't think that the period of the classic eLearning used in language teaching is ending. I see its feature in the fulfilling of some assumptions and I take the following of them as most important:

1. The return of eLearning to its original division as to the supporting learning or teaching device.
2. New views of a language system will be considered, the connection found will be employed and entrusted to eLearning to make logically close sets of information's.
3. The motivation factors and elements of a feedback will most likely be incorporated more distinctly into new programs.
4. The more distinct view will be employed of groups or individuals for whom the program is designed.

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