A FRAMEWORK FOR DEVELOPING EFFECTIVE E-LEARNING

David L Dowdle

School of Construction and Property Management, University of Salford, UK

📞 +44 (0)161 295 2182
email: d.l.dowdle@salford.ac.uk
This presentation will cover:

1. The characteristics of effective learners
2. The self directed learner
3. Traditional lectures Vs e-Learning
4. e-Learning
5. A framework for effective e-Learning
1. The Characteristics of effective learners

Learning – a ‘whole life’ continuous journey that we all undertake

The ‘Learning Wheel’
Effective Learners ........

1. Have clear learning goals (outcomes);
2. Have a wide repertoire of learning strategies and know when to use them;
3. Use available resources effectively;
4. Know about their own strengths and weaknesses;
5. Understand the learning process;
6. Deal appropriately with their feelings;
7. Take responsibility for their own learning;
8. Plan, monitor, evaluate and adapt their learning process.
9. Are motivated
10. Receive frequent feedback - from tutors, their peers and themselves
Motivation - A pre-requisite for most human activity

Motivation = Perceived Probability of Success (Expectancy) \times \text{Connection of Success and Reward (Instrumentality)} \times \text{Value of Obtaining Goal (Value)}

Learners must:

- believe they can be successful at a task,
- must see a connection between their activity and success, and
- must value the results of success.

Motivated learners will usually circumvent any learning difficulty that impedes their learning journey.
Feedback – timely, constructive, consistent & specific

The purposes of feedback are to motivate students, to inform them how well they have done and how to improve (other purposes?)

Good feedback should be:

• **Timely** - the sooner the better after the ‘event’

• **Constructive** - using positive language, even when commenting on poor aspects of an assessment > feeds motivation (avoid yes/no)

• **Consistent/specific** - feedback should be in line with clear marking criteria
"I was struck by the irony that I did an enormous amount of reading and thinking about education in order to prepare my lectures, plan effective workshops and select readings and texts for my students, while the students did relatively little. I was the most active learner in my class - because I had total responsibility for what was learned and how it was presented for consumption" (Hogan 1996).
Student-centred learning emphasises student responsibility. Students are encouraged to:

- plan their own learning,
- take the initiative in interacting with teachers and other students,
- be involved in researching material for themselves (or as part of a group),
- rely less on didactic teaching, and
- assess their own learning.

Student-centred learning encourages interactivity and participation.
3. Traditional lectures Vs e-Learning

Traditional ‘face-to-face’ lectures

Benefits:

~ Good tutors provide support, reassurance and motivation (crucial for new students),

~ Good lectures engage and enthuse students, guide their learning and help them develop their own learning styles and strategies

~ Good lectures foster interaction (T>S & S>S) encourage discussion, debate and constructive criticism
4. e-Learning

- What is it?
- Do we need it?
- ‘Bad’ e-Learning
- ‘Good’ e-Learning
e- Learning - What is it?

Many things to many people – for example:

'E-Learning is the currently fashionable term used to describe the diverse use of information and communication technologies to support and enhance learning, teaching and assessment’

(Littlejohn, A. & Higgison, C., 2003)

'The delivery of individualised, comprehensive, dynamic learning content in real time, aiding the development of communities of knowledge, linking learners and practitioners with experts.'

(http://www.linezine.com/elearning.htm)

'If someone is learning in a way that uses information and communication technologies (ICTs), they are e-learning'.

(Dfes 2003)
e-Learning - Do we need it?

‘Over my dead body’, ‘Yes definitely - to the exclusion of all else’ and ‘somewhere in between’
e-Learning - Do we need it?

Problems with traditional delivery

~ Large cohorts - passive students
~ Multiple levels of ability
~ Full-time students are part-time!!!
~ Variety of learning styles
~ 24/7 culture
‘Bad’ e-Learning?

Lecture notes online
Word documents online
Page turners
Linear flow

Good points?
‘Good’ e-Learning is

- available 24/7/365
- motivational - real life, job related
- non-linear
- based on sound instructional design
- interactive – but not detrimentally so
- media rich – audio/animation/video Vs text
- learner empowering - pace, time, location
- of a consistent quality - no Monday morning feeling
- developed with regular assessment and feedback built in
5. A framework for effective e-Learning

1 ~ Needs Analysis
Define the problem, who are your learners? How is the learning delivered now?, Why isn't it working? What resources/barriers are there? ...........

2 ~ Aims & Objectives/Learning Outcomes
From needs analysis develop your learning outcomes, use ‘action’ verbs, consider level objectives via ‘Bloom’ or similar taxonomy .........

3 ~ Determine Resources
investigate existing resources (PC hardware, software, digital eqpt, VLE, technical needs of your learners, ........ ...)
5. A framework for effective e-Learning

4 ~ Investigate existing e-Learning applications
Is there an e-Learning package currently available that meets all (or the majority) of your needs? Use ‘audit tool’ to evaluate its potential, ..........

5 ~ Create Project Team & Secure Commitment
Set up project team including HOS, admin, technicians, etc., initiate staff development, allay fears, adopt ‘rapid prototyping’ strategy, ..........

6 ~ Plan your project
Produce detailed plan & regularly update team members, implement & evaluate rapid prototyping, get learners involved as early as possible, ..........
5. A framework for effective e-Learning

7 ~ Develop the e-learning application content...
   Avoid largely text based content, use multimedia, consider ‘navigation carefully, avoid ‘page-turners’, include communication tools ..........,

8 ~ Design with the learner in mind ...
   Provide opportunities for reflection and self-assessment, consider ‘instructivist’ approach for level 1 leading to constructivist at level 3, provide regular feedback, encourage communication, ......
5. A framework for effective e-Learning

9 ~ Encourage use of the e-learning application
Integrate the application within the existing module structure, ease of access is paramount, consider allowing during some lectures, include formative assessment, .........

10 ~ Evaluate the application and the learners
Application should be regularly evaluated (rapid prototyping), final product evaluation, learner evaluation upon completion and again later (in 6/12 months?)
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