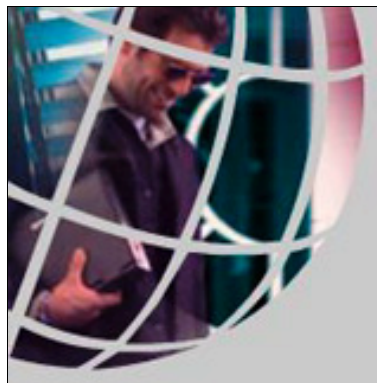


Instructional Design, E-Learning And Educational Publishing: Creator To Consumer In A Digital Age

Learning element 2.3

E-Learning: Case Studies

Who is learning online and how?



Bill Cope, Mary Kalantzis and Adam Saulwick

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www.C-2-CCourse.com

About The Course Developer

Adam Saulwick
Course Developer
Faculty of Education, Language
and Community Services
RMIT University

Adam has worked extensively in the fields of curriculum development, language instruction and instructional design in Australia and Europe in a variety of media. In addition to conducting extensive linguistic and ethnographic research in northern Australia, he has compiled a dictionary of an Australian Aboriginal language. Adam has an Honours degree in Linguistics and is currently working on a doctoral thesis in Linguistics, which describes the grammatical structures of a polysynthetic language of northern Australia.

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Framework map

**Instructional Design, E-Learning
And Educational Publishing**

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
Theme 1: Instructional Design	<p>1.1</p> <p>Instructional Design (ID)</p> <p><i>What is Instructional Design and why is it important?</i></p>	<p>1.2</p> <p>The Importance Of Instructional Design</p> <p><i>What does ID contribute to the educational objective?</i></p>	<p>1.3</p> <p>Designing Curricula And Methodology</p> <p><i>How are current ID models best implemented?</i></p>
Theme 2: E-Learning	<p>2.1</p> <p>Electronic Learning</p> <p><i>What is E-Learning?</i></p>	<p>2.2</p> <p>E-Learning For Today's Societies</p> <p><i>Why are challenges in E-Learning relevant to educators and society?</i></p>	<p>2.3</p> <p>E-Learning: Case Studies</p> <p><i>Who is learning online and how?</i></p>
Theme 3: Educational Publishing	<p>3.1</p> <p>Educational Publishing</p> <p><i>What is changing in Educational Publishing?</i></p>	<p>3.2</p> <p>Theories Of Educational Publishing</p> <p><i>Why do changes in education theory impact on Educational Publishing?</i></p>	<p>3.3</p> <p>Some Practicalities Of Educational Publishing</p> <p><i>What are key industry initiatives in Educational Publishing?</i></p>

Aims

Knowledge scope

E-Learning: Case Studies requires you to relate the theory of E-Learning to practice. You will integrate issues such as the operationalisation of pedagogical theory, the difficulties of disaggregation of learning resources into separate objects, metadata, and access rights. You will also consider pedagogy in the process of design and development. In light of these issues it is important to distinguish between technological ‘add-ons’ and more integrated models of learning.

In this element you will develop a case study of a real work-place learning environment.

Knowledge and capability aims

As a result of working through this Learning Element, you will have the capacity to:

- ⊗ identify how the theory of E-Learning relates to particular models;
- ⊗ articulate ways of implementing models with an action research project;
- ⊗ apply primary and secondary source material;
- ⊗ work through a case study;
- ⊗ assess the progress of program implementation;
- ⊗ synthesise information by reflecting on alternate comparisons of programs;
- ⊗ develop a proposal for a substantive work on a theme related to the course;
- ⊗ improve your ability to research primary evidence and construct critical arguments;
and
- ⊗ research and structure empirical data in such a way as to provide a platform for further critical analysis;

Important terminology

The ‘Learning Framework’ is the overall educational endeavour of ‘*Instructional Design, E-Learning And Educational Publishing*’. This is comprised of three ‘themes’, presented in the left-hand column of the Framework map. Each theme is divided into three learning ‘processes’, presented in the top row of the Framework map. Altogether this constitutes nine ‘elements’. The Learning Framework is also referred to as the ‘course’.

Learning processes

The primary learning process in this element is to discuss with fellow students the questions set out below. In your discussion you are to make reference to the readings listed underneath the questions. You should also seek out other material, starting from the list of weblinks provided.

You will notice that the information included with each source indicates its perspective, whether it tends to be:

Business,
Cultural studies or
Technology oriented.

In your discussions and learning activities you should take account of the different perspectives represented by the readings and acknowledge those in your responses. You may wish to address this theme from a particular perspective, such as technological changes taking place in the industry.

Learning activity: Online/Tutorial issues

Engage in Online/Tutorial discussion in response to the following questions:

- 1) On what principles are models of online/distance education and E-Learning based?**
- 2) How does current technology impact on models of E-Learning?**
- 3) New criteria for design are emerging in online pedagogy. What are some of these and how do they differ from existing criteria?**
- 4) What are perceived to be some of the common pitfalls of using internet technology for E-Learning?**
- 5) In developing E-Learning environments (online/distance/face-to-face/blended) what are some of the important principles and methodologies upon which they should be based?**
- 6) How do different models of learning impact on how different modes of assessment are best implemented?**

Recommended reading:

Focus your initial reading efforts on (Commission of the European Communities, 2001; Commission of the European Communities, 2002; Earle, 2002; Masie, 2002; Young and Marks-Maran, 1999). They will help you scope out your initial responses to the above questions and direct further exploration of the Learning Sources.

Sources

When viewing this online you can click on a learning source title to go to the reading. Each reading in the list is provided with a label titled ‘**Perspective**’. Use this as a guide in determining its relevance to the three categories: Business, Culture or Technology.

Case studies:

Title:	Designing For Pedagogical Flexibility – Experiences From the CANDLE Project
Author(s):	Earle, Aileen
Year:	2002
Journal:	Journal of Interactive Media in Education
Volume:	2002
Issue:	4
Perspective:	Education, Technology, Culture
Keywords:	Pedagogical Directions, Technological Change, Instructional Design, Case Study, Metadata
Abstract:	This paper examines the experience of a group of designers attempting to implement pedagogical flexibility in the design of the CANDLE system. It sketches out how flexibility is emerging as a new design criterion, but warns that the implementation of such flexibility is fraught with conflicts. After foregrounding the myth of pedagogical neutrality in system design, it examines CANDLE's early decision to build a system around a pan-pedagogical framework and the problems inherent in such an undertaking. In particular it reviews issues such as the operationalisation of pedagogical theory, the difficulties of disaggregation of learning resources into separate objects, the epistemological conflicts in the use of static ontologies for domain representation, metadata, meaning and communities of practice, access rights and granularity. It concludes by calling for educational systems designers to consider pedagogy in all its complexity in the process of design and development.

Title:	A case study of convergence between conventional and distance education: using constructivism and postmodernism as a framework to unconverge the mind
Author(s):	Young, Gill; Marks-Maran, Di
Year:	1999
Book Title:	The Convergence of Distance and Conventional Education
Editor:	Tait, Alan; Mills, Roger
City:	London/New York
Publisher:	Routledge
Pages:	175-187
Perspective:	Business, Culture
Keywords:	Pedagogical Directions, Teaching Theory, Education
Abstract:	Discusses the implications of changes in student requirements and the implementation of different models of distance education.

Title:	Distance Education, On-Campus Learning, and E-Learning Convergences: An Australian Exploration
Author(s):	Richards, Cameron
Year:	2002
Journal:	International Journal on E-Learning
Volume:	1
Issue:	3
Pages:	30-39
Perspective:	Technology, Culture
Keywords:	E-Learning, Education, Information Communication Technologies
Abstract:	This article argues that the concept of E-Learning convergence needs to be understood and explained in terms of a distinction between mere 'add-on' and more integrated models of learning with and through new Information and Communication Technologies (ICTs). In contrast to traditional 'transmission' models of teaching, learning technologies have typically been characterized as student-centered or constructivist in educational implication.

Tips:

Title:	Learning Perspectives: Globalizing and Localizing e-Learning
Author(s):	Masie, Elliott
Year:	2002
Magazine:	e-learning
Perspective:	Technology, Culture
Keywords:	E-Learning, Education, Cultural Change, Localization, Content Development
Abstract:	Masie discusses the benefits of developing course content tailored to suit local audiences and argues that E-Learning makes this possible and cost effective.

Title:	Preventing E-Learning Failure
Author(s):	Weaver, Pete
Year:	2002
Magazine:	American Society for Training & Development
Pages:	45(7)
Perspective:	Business, Technology
Keywords:	E-Learning, Pitfalls, Models
Abstract:	'A growing number of organizations are embracing E-Learning as an advantageous if not altogether superior approach to delivering training. ... But in their rush to implement E-Learning, organizational leaders are making unfortunate mistakes-missteps caused by being unacquainted with the proper uses and requirements of E-Learning or by miscalculating the resources and expertise needed to ensure a program's success.' Source: Weaver (2002). The author presents ten common pitfalls of E-Learning and suggests ways to avoid them.

Action plans:

Title:	The eLearning Action Plan
Author(s):	Commission of the European Communities
Year:	2001
City:	Brussels
Perspective:	Business, Technology, Culture
Keywords:	E-Learning, Cultural Change, Information Communication Technologies
Abstract:	This document describes the Commission of the European Communities' action plan for E-Learning. It outlines programs and instruments related to current trends in Information Communication Technologies.

Title:	eEurope 2005: An information society for all
Author(s):	Commission of the European Communities
Year:	2002
City:	Brussels
Perspective:	Business, Technology, Culture
Keywords:	E-Learning, E-Business, Cultural Change, Information Communication Technologies
Abstract:	This document is an action plan drafted by the Commission of the European Communities to provide a guide to business, education and government bodies interested in Europe's stance to Information Communication Technologies. As stated in the executive summary: 'The objective of this Action Plan is to provide a favourable environment for private investment and for the creation of new jobs, to boost productivity, to modernise public services, and to give everyone the opportunity to participate in the global information society. eEurope 2005 therefore aims to stimulate secure services, applications and content based on a widely available broadband infrastructure.'

Models:

Title:	Key Principles for E-Learning
Author(s):	Mowry, Cheryl
Year:	2001
URL:	http://hale.pepperdine.edu/~cbmowry/633_proj/HTML-Generic-0/htm/helpcontents1.htm
Perspective:	Technology, Culture
Keywords:	E-Learning, Pedagogical Directions, Technological Change
Abstract:	As technology advances, along with people's utilization of technology, there is an increased demand for improved or expanded services via computers and the Internet. Education is no exception. More and more administrators, students and teachers recognize the influence of technology in higher education and are jumping on the bandwagon. Online computer-mediated education is the outgrowth of the technological transformation that has taken place in the workplace, and a response to increasing home ownership and use of computers by consumers.

Links to case studies on diverse websites:

Getskilled.com:

<http://www.getskilled.com/training/case-study/>

Cisco E-Learning:

<http://www.cisco.com/warp/public/10/wwtraining/elearning/educate/cases.html>

Telecommunication Research Associates:

<http://www.tra.com/index.cfm>

http://www.tra.com/about_tra/elearning_case1.cfm ... case4

My Own Business:

<http://m1.mny.co.za/MBNews.nsf/Current/C2256907002CDA6242256996004D4555?OpenDocument>

E-Learning Centre's resources: Academic Case Studies

<http://www.e-learningcentre.co.uk/eclipse/Resources/acadcasestudies.htm>

Models:

<http://www.aedess.com/Elearning/>

<http://iml.dartmouth.edu/about/cphp.html>

<http://www.eoppiminen.tut.fi/english.html>

Training journal:

<http://www.trainingjournal.co.uk/abstract/2001/040701.htm>

Assessment Task A option

You may wish to draw on the issues raised in this element, [E-Learning: Case Studies](#), for your Assessment Task A (worth 25% of your overall grade).

A possible task would be a case study of an E-Learning environment. For example, you might choose a specific company and ask the following questions:

Who is using E-Learning, and why?

How long has it been running?

How was it established?

What pedagogical and technological models are in place?

Is the program assessed? If so, how? If not, why not?

What advantages/disadvantages are encountered in the program?

(See the framework document for information on undertaking a case study.)

To complete Assessment Task A, you must write a proposal (of approximately, but not exceeding, 1,500 words) for the larger work that will constitute Assessment Task B. In choosing the format of this proposal refer to the range of assessment formats provided in the framework level description of this course. If applicable, you can draw on experience from your own workplace to provide examples of how these issues impact on the education, communication, and/or business sectors.

The aim of Task A is to:

- (i) help you begin to format the structure of Task B; and
- (ii) help you begin to build the content for Task B.

You also need to consider how you will later integrate the final work you produce for Task A into Task B.

Note: You are required to do only one Assessment Task A throughout the course.

Choosing issues from [E-Learning: Case Studies](#) as the springboard for your Assessment Task A does not necessarily lock you into pursuing them for Task B. For example, on completion of this task, you may decide to pursue a different theme for Task B.

Even if you choose not to base your Assessment Task on the issues raised in this element, the knowledge and capabilities you have gained here can be fed into the topic you use as the basis for your Assessment Task A.

Note: Assessment Task A must be submitted by the end of week four.

Learning pathways

Transition from Learning Element 2.3

On completion of the learning process of this element (with or without completing the Assessment Task A option), you must decide which element to undertake next.

Possible transitions from this element are presented below, however it is recommended that you work out your own pathway in consultation with your teacher.

Pathway options

On completion of this element you should have a practical understanding of the application of E-Learning, together with a more in-depth appreciation of the relationship between E-Learning and implementation.

You may wish to now extend this applied knowledge by further exploring educational publishing. This information is covered in the *Applied And Transferred* element called *Some Practicalities Of Educational Publishing*.

Alternatively, you may now wish to follow the *Conceptual And Critical* direction and pursue more theoretical issues of E-Learning. This is covered in the element called *E-Learning For Today's Societies*.

You can choose to proceed to any other element. On completion of the entire course you must have worked through all nine elements. Your navigation path will reflect your past professional experiences and future interests.

Example pathways

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<i>Theme 1: Instructional Design</i>	1.1 Instructional Design	1.2 The Importance Of Id	1.3 Curricula And Methodology
<i>Theme 2: E-Learning</i>	2.1 Electronic Learning	2.2 E-Learning For Today's Societies	← 2.3 E-Learning: Case Studies ↓
<i>Theme 3: Educational Publishing</i>	3.1 Educational Publishing	3.2 Theories Of Edu Publishing	3.3 Practicalities Of Edu Publishing

About this Learning Element

E-Learning: Case Studies requires you to address some of the practical issues involved in running an E-Learning program. In this element you will inquire into the relationships between models of online, distance and blended education and the realisation of an E-Learning program. You will also look at what are perceived to be some of the common pitfalls of using internet technology for E-Learning? In this element you will develop a case study of a real work-place learning environment.

Keywords

Action Plan

Action Research

Blended Delivery

Case Studies

E-Learning

Methodology

Online Learning

Program Realisation