

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

Learning element 2.1

Electronic Learning

What is E-Learning?



Bill Cope, Mary Kalantzis and Adam Saulwick

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www.C-2-CCourse.com

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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>
<p>Theme 1: Instructional Design</p>	<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>
<p>Theme 2: E-Learning</p>	<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>
<p>Theme 3: Educational Publishing</p>	<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

Electronic Learning challenges you to develop a critical appreciation of what is understood under the label of ‘E-Learning’.

In this Learning Element you will address some of the essential questions regarding E-Learning. For example, what is E-Learning and what impact does it have on Instructional Design and Educational Publishing? Moreover, is E-Learning different to other types of learning? Finally, is there a difference between business and educational notions of E-Learning? You will also ask what are some of the problems that have been identified with regard to the use of digital technologies for E-Learning. This leads on to identifying who supports the notion of E-Learning compared with who rejects it.

Knowledge and capability goals

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

- ⊗ discriminate between alternate conceptions of E-Learning;
- ⊗ articulate the advantages and disadvantages of these alternate notions;
- ⊗ clarify the relationship between E-Learning and contemporary theories of Instructional Design;
- ⊗ refer to prior experiences of interacting with the world with current conceptions of E-Learning;
- ⊗ locate, analyse, and employ primary and secondary source material;
- ⊗ 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) What are the main principles underpinning the notion of E-Learning?**
- 2) How is the term E-Learning used in the business and education sectors?**
- 3) What attitudes do the Europeans and Americans have toward E-Learning and how is this reflected in their policies? And how is Australia placed in terms of the policies of these two regions?**
- 4) What are some of the problems that have been identified with regard to the use of digital technologies for E-Learning?**
- 5) Who supports and who rejects the notion of E-Learning? Why?**
- 6) Are there any significant differences between E-Learning and distance education? If so, what are they?**

Recommended reading:

Focus your initial reading efforts on (Commission of the European Communities, 2000a; Commission of the European Communities, 2000b; Commission of the European Communities, 2002; e-learning, 2001; Karg, 2002; Riley, 2000; Taylor, 2002). They will help you scope out your initial responses to the above questions and direct further exploration of the 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.

Title:	Teachers want more money to deal with e-mail from students
Reporter(s):	AAP
Year:	2002
Newspaper:	The Age
City:	Melbourne
Perspective:	Culture
Keywords:	E-Learning, Pedagogical Directions, Cultural Change
Abstract:	Teachers argue for additional pay to compensate for increased workloads due to the implicit expectation on answering e-mail from students and parents.

Title:	Cisco E-Learning FAQ
Author(s):	Cisco Systems
Year:	2001
Producer:	Cisco Systems
URL:	http://newsroom.cisco.com/dlls/innovators/e_learning/
Access Date:	8/11/2002
Perspective:	Business, Technology
Keywords:	E-Learning, Business, Technological Change
Abstract:	Provides answers to general questions about E-Learning.

Title:	Projects
Author(s):	Coimbra Group
Year:	2002
Perspective:	Technology, Education
Keywords:	E-Learning, E-Business, Education, Projects
Abstract:	An outline of E-learning projects undertaken by the Coimbra group.

Title:	e-Learning – Designing tomorrow's education
Author(s):	Commission of the European Communities
Year:	2000
City:	Brussels
Perspective:	Business, Culture, Technology
Keywords:	E-Learning, Cultural Change, Education, Social Change
Abstract:	At the Lisbon European Council held on 23 and 24 March 2000, Heads of State and governments acknowledged that "the European Union is confronted with a quantum leap stemming from globalisation and the new knowledge-driven economy" and set the Union a major strategic goal: "to become the most competitive and dynamic knowledge-driven economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion". This document outlines the Commission's approach and goals in response to current changes in Information Communication Technologies.

Title:	Socrates
Author(s):	Commission of the European Communities
Year:	2000
Perspective:	Business, Culture, Technology
Keywords:	Education
Abstract:	European Community action program in the field of education. Socrates is Europe's education programme and involves around 30 European countries. Its main objective is precisely to build up a Europe of knowledge and thus provide a better response to the major challenges of this new century: to promote lifelong learning, encourage access to education for everybody, and help people acquire recognised qualifications and skills. In more specific terms, Socrates seeks to promote language learning, and to encourage mobility and innovation. Source: EC (2000)

Title:	eLearning: Designing Tomorrow's Education
Author(s):	Commission of the European Communities
Year:	2002
City:	Brussels
Perspective:	Business, Culture, Technology
Keywords:	E-Learning, Cultural Change, Information Communication Technologies
Abstract:	Technology supported learning (e-learning) responds to the need for fostering the integration of ICT in education, as a lever for change, and by providing an opportunity for increased quality, convenience, diversity and effectiveness. In launching the initiative “eLearning: Designing Tomorrow's Education”, with its corresponding Action plan for 2001-2004, the Commission has laid the foundations for concrete and sustainable action, through a set of specific measures. Measures, which serve to co-ordinate the various e-learning activities of Europe and propel us towards the knowledge-based economy and the vision set in Lisbon. This interim report outlines the Commission of the European Communities' agenda in terms of ICT.

Title:	Council Resolution
Author(s):	Council of the European Union
Year:	2001
Producer:	Official Journal of the European Communities
Perspective:	Business, Technology
Keywords:	E-Learning, Education, Technological Change
Abstract:	Resolution on e-learning as published by The Council of the European Union and pertaining to the strategic goals of knowledge-based economy and specific targets with regard to Information and Communications Technology and education.

Title:	Collaborative European Virtual University
Author(s):	EuroPACE
Year:	2002
URL:	http://cevu.europace.org/
Perspective:	Technology, Business
Keywords:	E-Learning, Education, Virtual University
Abstract:	This is the web site of the Collaborative European Virtual University funded under the auspices of the European Commission and coordinated by EuroPACE.

Title:	ICWE E-Learning Seminar
Author(s):	ICWE
Year:	2002
Producer:	ICWE GmbH
URL:	http://www.icwe.net/els/postreport_en.pdf
Perspective:	Business, Technology
Keywords:	E-Learning, E-Business, Conferences
Abstract:	Information about the E-learning initiatives in corporate environments conference in Berlin in June 2002

Title:	Glossary
Author(s):	Kaplan-Leiserson, Eva
Year:	2002
Producer:	American Society for Training & Development
Perspective:	Technology
Keywords:	E-Business, E-Learning
Abstract:	A glossary of technical terms and definitions regarding E-Learning and related disciplines.

Title: [E-Learning & Distance Education](#)
Author(s): Karg, Kelly
Year: 2002
Producer: American Society for Training & Development
URL: http://www.astd.org/virtual_community/comm_learnstech/
Access Date: 8/11/2002
Perspective: Culture, Technology
Keywords: E-Learning, Distance Education
Abstract: Kelly Karg asks the question: "What is the difference between e-learning and distance education?" and this initiates a number of interesting and relevant responses from around the globe.

Title: [Turn Off the Cameras—I'll Take a Traditional Classroom](#)
Author(s): Konstan, Joseph A.
Year: 2002
Magazine: eLearn Magazine
Perspective: Culture, Technology
Keywords: E-Learning, Pedagogical Directions, Technological Change
Abstract: Konstan critiques the use of technological devices in the classroom and argues for a return to more low-key teaching methods until some of the basic premises behind the use of technology as teaching aids are more deeply assessed.

Title:	The World's Biggest Classroom
Author(s):	Overby, Stephanie
Year:	2002
Magazine:	CIO Magazine
Perspective:	Culture, Technology
Keywords:	E-Learning, E-Business, Technological Change
Abstract:	Overby outlines Dow's Web-based training system and argues that it is economically successful.

Title:	e-Learning: Putting a World-Class Education at the Fingertips of all Children
Author(s):	Riley, Richard W.
Year:	2000
Producer:	U.S. Department of Education
Perspective:	Education, Technology
Keywords:	Education, E-Learning, Technological Change, Pedagogical Directions
Abstract:	<p>The US Secretary of Educations' plan for e-Learning in Education.</p> <p>In response to the educational opportunities made available by dramatic technological innovations in the early and mid-1990s, U.S. Secretary of Education released the nation's first educational technology plan in 1996, <i>Getting America's Students Ready for the 21st Century: Meeting the Technology Literacy Challenge</i>. This plan presented a far-reaching vision for the effective use of technology in elementary and secondary education to help the next generation of school children to be better educated and better prepared for the evolving demands of the new American economy.</p> <p>Building on what has been accomplished, [the secretary has released latest plan entitled] <i>e-Learning: Putting a World-Class Education at the Fingertips of All Children</i>. This plan shows where progress has been made since 1996, where new opportunities exist, and where challenges remain. <i>e-Learning</i> outlines five new national educational technology goals. It proposes national, state, local, and private sector actions to ensure that all of our nation's teachers and students have the opportunity to take advantage of the power of new and emerging technologies for widespread improvements in teaching and learning-today, tomorrow, and far into the future.</p> <p>Source: Executive summary (2000)</p>

Title:	E-Learning: The Second Wave
Author(s):	Taylor, Craig
Year:	2002
Magazine:	Learning Circuits
Perspective:	Technology, Culture,
Keywords:	E-Learning, Education, Content Development
Abstract:	Taylor discusses the notion of a second wave of interest in E-Learning technologies.

Title:	Mimicking the Classroom
Author(s):	Welber, Michael
Year:	2002
Magazine:	E-Learning
Perspective:	Culture
Keywords:	face-to-face learning, E-Learning, Education, Business
Abstract:	Welber discusses the virtues of using networked computers as an educational tool in business and educational environments, but critiques the idea of the technologized classroom in the era of digital education and E-Learning.

Links to relevant material on diverse websites:

The European Commission:

<http://europa.eu.int/comm/education/elearning/index.html>

European Institute for E-Learning:

<http://www.eife-l.org/>

Benchmarking of Virtual Campuses:

<http://www.benvic.odl.org/>

UNESCO's E-learning site:

http://www.unesco.org/education/portal/e_learning/index.shtml

Zines:

<http://www.elearningmag.com/elearning/>

<http://www.education-observatories.net/delos>

EENet:

<http://www.eenet.org/cgi-bin/eenet/index.shtml>

E-learn:

<http://www.e-learn.odl.org/>

ICT course brokerage:

<http://www.cuber.net/>

Learning:

<http://www.work-learning.com/>

On-line education:

<http://waoe.org/>

<http://www.iddl.vt.edu/>

Association for the advancement of computing in education:

<http://www.ace.org/pubs/IJEL/default.htm>

Assessment Task A option

You may wish to draw on the issues raised in this element, **Electronic Learning**, for your Assessment Task A (worth 25% of your overall grade).

A possible task would be to explore the current state of the field and attitudes to E-Learning. For example, you might ask the following questions:

How is the term E-Learning variously used in the business and education sectors?

What attitudes do the Europeans and Americans have toward E-Learning and how is this reflected in their policies?

How is Australia placed in terms of the policies of these two regions?

What are some of the problems that have been identified with regard to the use of digital technologies for E-Learning?

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 **Electronic Learning** 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 2.1

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

By the completion of this element you should have a detailed understanding of E-Learning.

You may wish to now build on this empirical knowledge by further exploring the way in which current theories of E-Learning are developing in the light of changing attitudes in society. This information is covered in the *Conceptual And Critical* element called *E-Learning for today's societies*.

Alternatively, you may wish to follow the *Empirical And Experiential* direction and pursue more practical issues regarding the relationship between the book and the Internet. This is covered in the element called *Educational Publishing*. If you wish to tackle an *Applied And Transferred* element at this point, you need to bear in mind that it will draw on information you may not have yet covered.

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

Electronic Learning challenges you to develop a critical appreciation of what is understood under the label of E-Learning.

In this element you will address some of the essential questions relevant to the notion of E-Learning. For example, what are the main principles underpinning the notion of E-Learning? How is the term E-Learning variously used in the business and education sectors? What attitudes do the Europeans and Americans have toward E-Learning and how is this reflected in their policies? How is Australia placed in terms of the policies of these two regions? What are some of the problems that have been identified with regard to the use of digital technologies for E-Learning? Who supports the notion of E-Learning? Who rejects the notion of E-Learning? Are there any significant differences between E-Learning and distance education? If so, what are they?

Keywords

Distance Education
E-Learning
Lifelong Learning
Online Learning
Pedagogical Direction
Societal Change.
Technologies
Training