

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

**Learning element 2.2**

## **E-Learning For Today's Societies**

*Why are challenges to E-Learning  
relevant to educators and society?*



*Bill Cope, Mary Kalantzis and Adam Saulwick*



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[www.C-2-CCourse.com](http://www.C-2-CCourse.com)

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This Learning Element is published at RMIT University

First Published in Australia in 2003  
by the Faculty of Education, Language  
and Community Services  
PO Box 71  
RMIT University  
Bundoora VIC 3083

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[Cataloguing-in-Publication and ISBN data]

Cover image: <event.jpg> <http://www.e-learningzone.co.uk/newsnews.html>

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## Instructional Design, E-Learning And Educational Publishing

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

## Aims

### Knowledge scope

In *E-Learning For Today's Societies* you will investigate the relevance of E-Learning for, and impact on, society. You will tease apart the differences between various contemporary theories of 'E-Learning' and the relation between E-Learning and society. We will investigate different and competing models of E-Learning, inquire about domain-oriented design environments and why theories of E-Learning should be addressing the impact of these on learners. We will also ask what is the relevance of interactivity to E-Learning? In this element you need to come to terms with these questions and theories and the impact they have for ongoing developments in the field.

### Knowledge and capability goals

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

- ⊗ identify key challenges facing education and society resulting from the use of Information Communication Technologies (ICT);
- ⊗ engage in debate and assess the value of competing arguments regarding E-Learning and ICT by referring to existing primary sources, secondary analyses and your own experiences;
- ⊗ interpret how the theory of E-Learning impacts on ICT;
- ⊗ assess the differences between E-Learning and more traditional modes of learning;
- ⊗ locate, analyse and employ relevant theoretical material;
- ⊗ make high level contributions on issues relevant to the subject matter with industry players;
- ⊗ develop a proposal for a substantive work on a theme related to the course; 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 Activities: Online/Tutorial Issues**

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

- 1) **What are some of the key challenges that commentators believe educators and societies are facing in terms of Information Communication Technologies?**
- 2) **How does the theory of E-Learning impact in a practical way on the use of E-Learning technologies?**
- 3) **Is there any fundamental difference between traditional modes of teaching and E-Learning? If so, what are they?**
- 4) **What changes does E-Learning have for stakeholders in education, such as Instructional Designs and Curriculum Designers, Trainers/Teachers and students?**
- 5) **What are domain-oriented design environments and why should theories of E-Learning be addressing the impact of these on learners?**
- 6) **What is the relevance of interactivity to E-Learning?**

### **Recommended reading:**

Focus your initial reading efforts on (Chambers, 1999; Conole and Oliver, 2002; Ferguson, 2001; Palloff and Pratt, 2001; Kook, 2001; Reding, 2002; Parkin, 2001). 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.

<b>Title:</b>	<a href="#">The efficacy and ethics of using digital multimedia for educational purposes</a>
<b>Author(s):</b>	Chambers, Mark
<b>Year:</b>	1999
<b>Book Title:</b>	The Convergence of Distance and Conventional Education
<b>Editor:</b>	Tait, Alan; Mills, Roger
<b>City:</b>	London/New York
<b>Publisher:</b>	Routledge
<b>Pages:</b>	5-16
<b>Perspective:</b>	Technology, Culture
<b>Keywords:</b>	Education, Pedagogical Directions, E-Learning
<b>Abstract:</b>	Chambers discusses the importance of digital multimedia for educational purposes and some of the ethical issues concerning the adoption of this media.

<b>Title:</b>	<a href="#">Embedding Theory into Learning Technology Practice with Toolkits</a>
<b>Author(s):</b>	Conole, Grainne; Oliver, Martin
<b>Journal:</b>	Journal of Interactive Media in Education
<b>Volume:</b>	2002
<b>Issue:</b>	8
<b>Perspective:</b>	Culture, Technology
<b>Keywords:</b>	Frameworks, Toolkits, Learning Technology, Practitioners, Theory And Practice
<b>Abstract:</b>	Expert and theoretical knowledge about the use of learning technology is not always available to practitioners. This paper illustrates one way in which practitioners can be supported in the process of engaging with theory in order to underpin practical applications in the use of learning technologies. This approach involves the design of decision-making resources, defined here as 'toolkits'. This concept is then illustrated with three practical examples. The ways in which this approach embeds specific theoretical assumptions is discussed, and a model for toolkit specification, design and evaluation is described. Source: Conole & Oliver (2002)

<b>Title:</b>	<a href="#">Technology in a Constructivist Classroom</a>
<b>Author(s):</b>	Ferguson, Donna
<b>Year:</b>	2001
<b>Journal:</b>	Information Technology in Childhood Education Annual
<b>Pages:</b>	45-55
<b>Perspective:</b>	Culture, Technology
<b>Keywords:</b>	Education, Technological change, E-Learning
<b>Abstract:</b>	Today's children have been altered tremendously by the technological revolution, but the same technology has yet to make a significant impact on our educational system. Educators have begun to question how to best educate students who have grown up in a world of instant information. It has been proposed that constructivism could be a guiding philosophy that may be able to transform curriculum in which technology is integrated seamlessly. Source: Ferguson (2001)

<b>Title:</b>	<a href="#">Learning Technologies in Support of Self-Directed Learning</a>
<b>Author(s):</b>	Fischer, Gerhard; Scharff, Eric
<b>Year:</b>	1998
<b>Journal:</b>	Journal of Interactive Media in Education
<b>Volume:</b>	98
<b>Issue:</b>	4
<b>Perspective:</b>	Culture, Technology
<b>Keywords:</b>	Self-Directed Learning; Lifelong Learning; Domain-Oriented Design Environments; Economy Of Educational Knowledge; Reuse; Seeding, Evolutionary Growth, Reseeding
<b>Abstract:</b>	<p>Self-directed learning is a continuous engagement in acquiring, applying and creating knowledge and skills in the context of an individual learner's unique problems. Effectively supporting self-directed learning is one of the critical challenges in supporting lifelong learning. Self-directed learning creates new challenging requirements for learning technologies. Domain-oriented design environments address these challenges by allowing learners to engage in their own problems, by providing contextualized support, and by exploiting breakdowns as opportunities for learning.</p> <p>Economies of educational knowledge constitute an emerging concept in which communities contribute toward the creation of information repositories, which can be reused and evolved by all members of the community for the creation of new environments. We argue and demonstrate that domain-oriented design environments can serve as models for these economies, that a software reuse perspective provides us with insights into the challenges these developments face, and that the creation and evolution of these economies are best understood as problems in self-directed learning. Source: Fischer &amp; Scharff (1998)</p>

<b>Title:</b>	<a href="#">The Internet and peer-to-peer computer networking: The principal attributes of peer-to-peer learning.</a>
<b>Author(s):</b>	Kook, Joongkak
<b>Year:</b>	2001
<b>Journal:</b>	WebNet
<b>Volume:</b>	3
<b>Issue:</b>	4
<b>Pages:</b>	39-44
<b>Perspective:</b>	Technology, Culture
<b>Keywords:</b>	Peer-To-Peer Computer Networking, Peer-To-Peer Learning, Pedagogical Directions
<b>Abstract:</b>	The author argues that educators involved in new media must constantly seek new ways to improve learning effectiveness. Rapidly developing computer technologies and communications offer a means of creating new learning activities. One of means often cited is the peer-to-peer (p2p) model.

<b>Title:</b>	<a href="#">Building learning communities in cyberspace: effective strategies for the online classroom</a>
<b>Author(s):</b>	Palloff, Rena M.; Pratt, Keith
<b>Year:</b>	1999
<b>City:</b>	San Francisco
<b>Publisher:</b>	Jossey-Bass Publishers
<b>Perspective:</b>	Culture, Business
<b>Keywords:</b>	Distance Education United States, College Teaching United States Data Processing, Computer-Assisted Instruction United States.
<b>Abstract:</b>	Written for faculty, instructors, and trainers in any distance learning environment, <i>Building Learning Communities in Cyberspace</i> shows how to create a virtual classroom environment that helps students excel academically, while fostering a sense of community. This practical, hands-on guide is filled with illustrative case studies, vignettes, and examples from a wide variety of successful online courses.

<b>Title:</b>	<a href="#">Lessons from the cyberspace classroom: the realities of online teaching</a>
<b>Author(s):</b>	Palloff, Rena M.; Pratt, Keith
<b>Year:</b>	2001
<b>City:</b>	San Francisco
<b>Publisher:</b>	Jossey-Bass
<b>Perspective:</b>	Culture, Technology
<b>Keywords:</b>	Teaching Computer Network Resources, Computer-Assisted Instruction, Distance Education
<b>Abstract:</b>	Palloff and Pratt discuss the changing nature of community in the light of distance and online education in which they build on the framework for distance learning to highlight the multifaceted nature of this type of education.

<b>Title:</b>	<a href="#">How do success factors for e-learning differ from success factors for classroom training?</a>
<b>Author(s):</b>	Parkin, Godfrey
<b>Year:</b>	2001
<b>Producer:</b>	ASTD
<b>URL:</b>	<a href="http://www.learningcircuits.org/2001/nov2001/geek2.html">http://www.learningcircuits.org/2001/nov2001/geek2.html</a>
<b>Access Date:</b>	11/12/2002
<b>Perspective:</b>	Culture
<b>Keywords:</b>	E-Learning, Learning Models, Synchronous Delivery, Learning Environments, Communication
<b>Abstract:</b>	Parkin addresses the difference between traditional learning and E-Learning modes.

<b>Title:</b>	<a href="#">The role of the European Community in creating the knowledge and information society</a>
<b>Author:</b>	Reding, Viviane
<b>Year of Conf.:</b>	2001
<b>Conf. Location:</b>	University of Bonn
<b>Publisher:</b>	Zentrum für Europäischen Integrationsforschung
<b>Perspective:</b>	Business, Technology, Culture
<b>Keywords:</b>	E-Learning, Education, Cultural Change, Business
<b>Abstract:</b>	Reding discusses the changing role of technology in terms of the Knowledge and Information Society. She presents key challenges for the passage towards a European Union, which is in line with developments in Information and Communication Technologies elsewhere around the globe. Reding introduces crucial concepts such as Lifelong Learning.

<b>Title:</b>	<a href="#">Entering the Information Age</a>
<b>Author:</b>	Reding, Viviane
<b>Year of Conf.:</b>	2002
<b>Conf. Name:</b>	Club of three
<b>Conf. Location:</b>	Berlin
<b>Publisher:</b>	Bertelsmann Stiftung
<b>Perspective:</b>	Business, Technology, Culture
<b>Keywords:</b>	Information Communication Technologies, E-Learning, Cultural Change, Technological Change
<b>Abstract:</b>	The knowledge-based society, along with wider economic and social trends such as globalisation, demographic change and the impact of the information society technologies, presents the European Union and its citizens with many potential benefits as well as challenges. Citizens have vast new opportunities in terms of communication, travel and employment. Taking advantage of these opportunities is reliant on the ongoing acquisition of knowledge and competencies. Reding's speech discusses these issues in the context of the European Union and recent developments in Information Communication Technologies.

<b>Title:</b>	<a href="#">The convergence of distance and conventional education: patterns of flexibility for the individual learner</a>
<b>Author(s):</b>	Tait, Alan; Mills, Roger
<b>Year:</b>	1999
<b>City:</b>	London; New York
<b>Publisher:</b>	Routledge
<b>Perspective:</b>	Technology, Business
<b>Keywords:</b>	Distance Education, Open Learning, Continuing Education, Educational Technology.
<b>Abstract:</b>	Chapters: 1. The convergence of distance and conventional education: patterns of flexibility for the individual learner / Alan Tait and Roger Mills -- 2. The efficacy and ethics of using digital multimedia for educational purposes / Mark Chambers -- 3. On access: towards opening the lifeworld within adult higher education systems / Lee Herman and Alan Mandell -- 4. Introducing and supporting change towards more flexible teaching approaches / Sue Johnston -- 5. Becoming flexible: what does it mean? / Denise Kirkpatrick and Viktor Jakupec -- 6. Diversity, convergence and the evolution of student support in higher education in the UK / Roger Mills -- 7. Convergence of student types: issues for distance education / Rick Powell, Sharon McGuire and Gail Crawford -- 8. Canaries in the mine? Women's experience and new learning technologies / Jennifer O'Rourke -- 9. A worthwhile education? / Pat Rickwood and Vicki Goodwin. 10. Notes from the margins: library experiences of postgraduate distance-learning students / Kate Stephens -- 11. The convergence of distance and conventional education: some implications for policy / Alan Tait -- 12. From marginal to mainstream: critical issues in the adoption of information technologies for tertiary teaching and learning / Diane Thompson -- 13. Building tools for flexibility: designing interactive multimedia at the Open University of Hong Kong / Ross Vermeer -- 14. A case study of convergence between conventional and distance education: using constructivism and postmodernism as a framework to unconverge the mind / Gill Young and Di Marks-Maran.

<b>Title:</b>	<a href="#">Stop Aiming for Interactivity!</a>
<b>Author(s):</b>	Thalheimer, Will
<b>Year:</b>	2002
<b>Magazine:</b>	e-learning
<b>Perspective:</b>	Education
<b>Keywords:</b>	E-Learning, Orality, Instructional Design, Pedagogy
<b>Abstract:</b>	Thalheimer critiques the notion of interactivity. Instead Thalheimer argues that the process of information retrieval from a person's memory is more important in the learning process than interactivity.

<b>Title:</b>	<a href="#">Outcomes: what have we learned?</a>
<b>Author(s):</b>	Yates, Chris
<b>Year:</b>	2000
<b>Book Title:</b>	Basic Education at a Distance
<b>Editor:</b>	Yates, Chris; Bradley, Jo
<b>City:</b>	London
<b>Publisher:</b>	Routledge/Falmer
<b>Volume:</b>	2
<b>Pages:</b>	229-248
<b>Perspective:</b>	Business, Technology
<b>Keywords:</b>	Distance Education, Online Education
<b>Abstract:</b>	Yates summarizes some of the evidence on the outcomes of basic education delivered through open and distance education (ODE), particularly as it relates to policy dimensions and challenges. It considers evidence on questions of access and reach, cost efficiency, equity, quality and effectiveness, innovation and sustainability, relevance and redress. Out of this discussion, and from the body of experience presented in earlier chapters, it draws some preliminary conclusions concerning the contribution of ODE to Education for All.

**Other reading:**

<b>Title:</b>	<a href="#">The foundations of distance education</a>
<b>Author(s):</b>	Keegan, Desmond J.
<b>Year:</b>	1986
<b>City:</b>	London ; Dover, N.H
<b>Publisher:</b>	Croom Helm
<b>Perspective:</b>	Culture, Technology
<b>Keywords:</b>	Distance Education
<b>Abstract:</b>	Provides a background to some of the issues and theories underpinning distance education.

<b>Title:</b>	<a href="#">Learning strategies for unstructured hypermedia--a framework for theory, research, and practice</a>
<b>Author(s):</b>	Astleitner, Hermann; Leutner, Detlev
<b>Year:</b>	1995
<b>Journal:</b>	Journal of Educational Computing Research
<b>Volume:</b>	13
<b>Issue:</b>	4
<b>Pages:</b>	387-400
<b>Perspective:</b>	Culture, Technology
<b>Keywords:</b>	Hypermedia, Information Retrieval, Learning, Psychology Of Conceptual Learning, Computers - Educational Use.
<b>Abstract:</b>	Presents a review of three major strategies for learning and information retrieval useful for learners in coping with typical problems in unstructured hypermedia. Strategies for goal attainment, spatial orientation, and knowledge acquisition are discussed, and future research on learning strategies for hypermedia is suggested. (Author/LRW)

## Assessment Task A option

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

A possible task would be to write an analytical paper which addresses relevant theories of E-Learning. For example, you might ask the following questions:

*How does the theory of E-Learning impact in a practical way on the use of E-Learning technologies?*

*Is there any fundamental difference between traditional modes of teaching and E-Learning? If so, what are these? If not, why not, in your view.*

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 For Today's Societies](#) 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 2.2

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 developed a more in-depth understanding of 'E-Learning' and the relevance of this for society.

You may now wish to build on this theoretical knowledge by relating this theory to the practice of curricula development. This information is covered in the *Empirical And Experiential* element called **E-Learning: Case Studies**.

Alternatively, you may wish to further follow the *Conceptual And Critical* direction and continue with theoretical discussions. This is covered in the element called **Theories Of Educational Publishing**.

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

## About this Learning Element

**E-Learning For Today's Societies** challenges you to develop a critical appreciation of the contemporary relevance of Online and electronic learning.

In this element you will address essential questions relevant to E-Learning. For example, you will look at key challenges that some commentators believe educators and societies are facing in terms of Information Communication Technologies. We will ask how the theory of E-Learning impacts in a practical way on the use of E-Learning technologies. There are fundamental differences between traditional modes of teaching and E-Learning and investigating these will lead to inquiring what domain-oriented design environments are and why theories of E-Learning should be addressing the impact of these on learners.

### **Keywords**

E-Business  
Education  
E-Learning  
Lifelong Learning  
Self Directed Learning  
Societal Change  
Technology  
Training