Sadhana Education Society's
L.S. Raheja College of Arts & Commerce

Inhouse Departmental Publication

INSIGHT

Department Of B.Sc.(I.T)

Designed By : Sushant Thakur
[TY.B.Sc.(I.T)]

SADHANA EDUCATION SOCIETY'S

L.S.RAHEJA COLLEGE OF ARTS & COMMERCE

INHOUSE DEPARTMENTAL PUBLICATION

NAME: INSIGHT

DEPARTMENT: B.Sc.(IT)

ISSUE NO: 1 / FEBRUARY 2017

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E-Learning 2.0-Transformation of the Classroom

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ABSTRACT

Several years ago, technologists published the original definition of the idea of Web 2.0. In the wake of this hype the similar changes in E-Learning have been summarized in the term "E-Learning 2.0". This paper aims to give a consolidated review on the factual existence, importance, the way of working, use and future advancements of E-Learning 2.0

KEYWORDS

Collaborative Learning, Web 2.0, E-Learning 2.0, Web Based Training and Education, Online Education.

FINDINGS

E-Learning 2.0 has brought significant changes to education precisely, web-based training has brought a revolutionary change. Initially implemented in the business sector, web-based training programs moved to universities soon after. This web-based training model gradually evolved into E-Learning 2.0.

INTRODUCTION

The Growing technological advancements have changed the dimensions of traditional learning into a remarkable innovation where a classroom need not be a place, classmates may not be students, and the blackboard need not exist at all. This miracle of providing knowledge distantly and interactively through means of network and gadgets is termed as E-Learning. It is not a course delivered via a DVD or CD-ROM, video tape or over a television channel. It is interactive in that you can also communicate with the teachers, professors or other students in the class. Sometimes it is delivered live, where you can "electronically" raise your hand and interact in real time and for example it is a lecture that has been pre-recorded.

'E-Learning 2.0' is greater leap in learning than the move from 'E-Learning'. E-Learning 2.0 is based on tools that combine ease of content creation, web delivery, and integrated collaboration. Creation of content can occur by anyone as part of their day-to-day work. In essence, the expectation of E-Learning 2.0 is that sharing and learning becomes an organic action that is directed and driven by the worker. Learning is a combination of access to content, which often derives from the work of peers, as well as access to peers through social computing models.

Principles of E-Learning 2.0

The traditional approach to e-learning is too often driven by the needs of the institution rather than the individual (O'Hear, 2006). E-learning platforms should focus on building student-centred learning environments. Lea, et al (2003) summarize the principles of student-centred learning:

- The reliance on active rather than passive learning,
- An emphasis on deep learning and understanding,
- Increased responsibility and accountability on the part of the student,
- An increased sense of autonomy to the learner,
- An interdependence between teacher and learner,
- Mutual respect within the learner teacher relationship,
- A reflexive approach to the teaching and learning process on the part of both teacher and learner.

Benefits of E-Learning 2.0

As far as the educational benefit of E-Learning 2.0 is concerned a number of possible uses can be identified, these are:

- promote critical and analytical thinking
- promote creative, intuitive and associational thinking
- promote analogical thinking
- provide potential for increased access
- exposure to quality information, and to have combination of solitary and social interaction.

Social Aspects

While E-Learning initially was very focused on the content the social interaction, assisting informal learning, has gained an important role. Instead of a limitation of social interaction on topics for a given course, interaction with students worldwide has become usual.

Technological Aspects

Web 2.0 enables users to connect, communicate and collaborate with each other, forming online communities. Web 2.0 encourages participation through open applications and services. Everyone has the right to create content, use it, and reuse it. The Web 2.0 is the collaboration of social and technological revolution.

Comparison between the E-learning 2.0 and previous generations

Evolutionary picture of the overall trends in e-learning technology is summarized in the table below:

	E-Learning 1.0	E-Learning 1.3	E-Learning 2.0
Main Components	• Courseware • LMSs • Authoring tools	• Reference hybrids • LCMSs • Rapid authoring tools	• Wikis • Social networking and bookmarking tools • Blogs • Add-ins • Mash-ups
Ownership	Top-down, one-way	Top-down, collaborative	Bottom-up, learner-driven, peer learning
Development Time	Long	Rapid	None
Content Size	60 minutes	15 minutes	1 minute
Access Time	Prior to work	In between work	During work
Virtual Meetings	Class	Intro, Office hours	Peers, Experts
Delivery	At one time	In many pieces	When you need it
Content Access	LMS	Email, Intranet	Search, RSS feed
Driver	ID	Learner	Worker
Content creator	ID	SME	User

System Architecture

The E-Learning 2.0 system is structured as a distributed software architecture as shown in the figure. It is composed of a Web based front-end, accessible through a browser. Professors and students are enabled to:

- Upload their files through a HTTP service
- Collaboratively edit the available contents through the wiki-like interface
- Enjoy contents through a Web-based broking service that follows and guides the user during the content retrieving process, so as to provide him/her with a suitably adapted presentation.

Wiki-based editing facilities for the collaborative production of complex SMIL-based video lectures have been developed on top of DokuWiki, i.e., a well-known open Web platform for the collaborative editing of documents. In particular, DokuWiki modules have been utilized to build the editing interface and a suitable extension in order to simplify the management of metadata about accessibility.
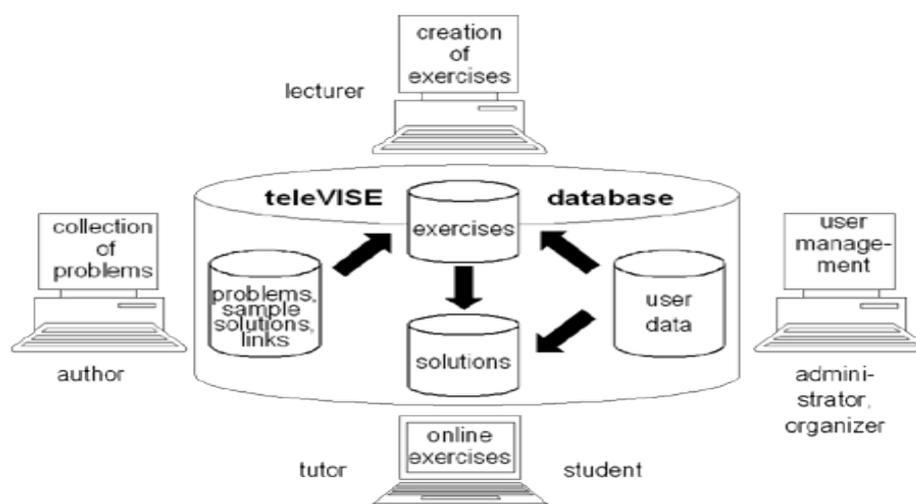
An Example of E-Learning 2.0:

The Example is a tool called Virtual Project-Management Room that supports so-called project-based pedagogical approach where learners work on real-life project. Typically, projects are complex tasks, based on challenging questions or problems, that involve learners in design, problem-solving, decision making, investigative activities, and culminate in realistic products or presentations. Other defining features found of project-based learning paradigm include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, cooperative and collaborative learning, and reflection.

The developed tool integrated the following components into a single tool to meet such sophisticated pedagogical requirements:

• Description the course and project motivation, problems that need to be solved, goals, etc.
• Discussion folder providing a sample project with the definition of project plan, e.g. number of project steps and the time table for these steps.
• A number of project discussion folders, which provide project alternatives for learners to choose from. These folders hold also all learner contributions.
• A number of collaboration and communication tools, such as online presence lists, chat rooms, annotation tools, discussion forums, etc.
• Evaluation tool for teachers evaluating learners work.

In principles, learners are supposed to get acquainted with the sample project in order to learn about the project plan and the steps they need to accomplish. After that the learners work in small groups by following the project plan. Typically, each project step requires that learners create content in collaboration, share that content with the group members and/or with other learner groups.

CONCLUSION

On one hand modern E-Learning systems implement several of these aspects already and on the other hand, surveys showed that several aspects of Web 2.0 are still only used by a minority of students. The impact of numerous Web 2.0 applications is available to the students with the recent technologies which will lead to concrete establishment of E-Learning 2.0. Thus to conclude, E-Learning 2.0 is the awakening of digitization of our country. A guided and constructed growth of it will lead to masterpieces among all students of traditional learning.

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