

## Chapter 1 Excerpts

**What is e-Learning?** Training delivered through computer that is designed to support

1. *Individual Learning*
- OR
2. *Organizational performance goals*



**e-Learning:** can be:

1. *Asynchronous*: designed for individual self-study and self-paced learning
- OR
2. *Synchronous/Virtual*: real-time instructor-led training, designed for group learning.



**Performance Analysis:** is done in e-Learning to determine if

- a) training is needed
- b) e-Learning is the best delivery solution

e-Learning Content

Following the performance analysis the content should be defined to

1. determine *content needed to perform the job*
2. define *topics and subtopics to be included.*

There are five types of content in e-Learning

1. **Fact:** specific and unique data
2. **Concept:** a category that includes multiple examples
3. **Process:** a flow of events or activities
4. **Procedure:** task performance with step by step actions
5. **Strategic Principles:** task performed by adapting guidelines

Following content analysis

1. *methods* : e.g. demonstration, simulation, lecture, practice exercises
  2. *media elements* : e.g. text, graphics, narration, photographs, animation
- that *deliver the content must be selected.*

Goals of e-Learning are to:

1. Inform
2. Perform

1. The purpose of the *Inform Goal* is to **provide information or create awareness**.
2. The purpose of the *Perform Goal* is to **build specific skills**.

*The Perform Goal has two parts:*

1. **Procedural (near transfer)**: skill learned could be directly applied on the job e.g. typing-performed the same way each time, everywhere.
2. **Principle-based (far transfer)**: teaches task strategies which can be adapted to various job situations e.g. how to teach, which varies from one environment to another. It is mainly general principles that the learner learns; and applies it later in a way that fits his/her environment.

### **e-Learning Pitfalls:**

1. *Losing sight of the job*: when learning is designed without job analysis. e-Learning designed without first doing job analysis run the risk of presenting knowledge and techniques out of context.
2. *Media abuse*: Media overuse (technophile) or media underuse (technostic). Media over use could overload learners' processing capabilities; while media underuse ignores media capabilities. To balance between technophile and technostic use research evidence on how to use technology to promote learning.

### **Good e-Course Ware:**

1. Facilitates the training goals
2. Uses instructional methods appropriate to learners' needs
3. Considers the environment (culture, network, software, budget, time )
4. Chooses and uses the right e-Learning architecture: *receptive* (information acquisition), *directive* (response strengthening) or *guided-discovery* (knowledge construction) depending on the need.