

Pedagogical View of E-Learning Activities

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Abstract: Online learning is becoming more and more like a platform like interactive learning environment where knowledge can be built around common interests and activities.

Keywords: e-learning, blended learning, online learning environments, e-learning activities, Universal Instructional Design.

Modern society has been defined as an information society, “meant as a global media village”. Its focus is on information pluralism, which is very common in the lives of individuals and in society. We need to turn our attention to the real ability of people to access this information in order to productively incorporate it into their education in order to create new knowledge.

We are talking about this in relation to the information society and the knowledge society. The knowledge society is characterized by the need for continuous or continuous learning, regardless of time, space, age, gender, or sociocultural “distances” [1, p. 9]. Online learning is becoming more and more like a platform like interactive learning environment where knowledge can be built around common interests and activities.

The evolution described above has contributed to the transformation of distance learning into online, or e-learning, which is focused on the person who learns in an environment that has been planned and developed in accordance with methodological and educational criteria that meet the needs of the knowledge society.

We have moved from the logic of the Learning Object, that is, a pre-established learning “resource” that is not withstands the real learning process, to the logic of the Learning Environment and, more specifically, to the Virtual Learning Environment (VLE). This means a resource-rich environment where students can work and learn, complementing both individual and collaborative work. Structured digital environments for learning activities are characterized by a range of resources and activities that students can use and recycle according to the needs of the project and the learning community, the so-called computer-assisted collaborative learning environment.

It should be clarified that the term e-learning does not simply mean “e-learning”, that is, a process that can be activated using electronic or telematics tools.

E-learning is defined as “the use of new multimedia technologies and the Internet to improve the quality of learning and facilitate access to resources and services, as well as to exchange and collaborate at a distance”.

This is a situation in which “...the distinction between face-to-face learning and distance learning will become less and less relevant as the use of telecommunications and interactive multimedia support will better complement traditional forms of learning”, as recommended in the Lifelong Learning Memorandum.

This contributes to the need for a distance learning system that covers all users, creating a network of continuous learning through new information and communication technologies. “ICTs offer great potential for reaching dispersed and isolated populations in cost-effective ways - not only for learning itself, but also for the communication that serves to sustain community identity at large distances” [2, p. 120]. E-learning and online learning provide important

opportunities for universities to provide more inclusive, open and democratic access to learning resources, bridging the social divide sometimes associated with face-to-face learning.

The university often chooses "hybrid" formats, in particular with regard to the pace of distance and face-to-face learning. These solutions are described as "blended learning" and combine online research and activities with classroom activities. Siemens has grouped these modes into three main categories:

1. Augmented - using technology to extend the physical class. This can be as simple as incorporating web-quests into a student's work or using an online discussion forum.
2. Mixed technology partially replaces classroom learning. Part of the course is in person and part is online.

Smart media

As a result, the university is meeting the needs of new stakeholders by "virtualizing itself" and, thanks to new technologies, is able to overcome the problems associated with space and time, as well as the dichotomy between inside and outside, between face to face and distance. Levy defined this in a persuasive metaphor as the "Möbius effect."

In this way, the university becomes an extended context for learning, where the proposed co-created and context-created events emphasize the intentional, relational, metacognitive, and collaborative construction of the learning process. In any case, the use of learning modes in e-learning requires careful consideration of aspects and problems of a very different nature.

The actual functioning of all resources and activities involved in an online course determines the success of teaching [3, p. 105]. Therefore, it is important that the institution use its technical staff, which is able to develop a high-quality program and support teachers and students during the course. First of all, the planning will concern the selection of the LMS (Learning Management System) tool, its implementation in accordance with the requests of various stakeholders and its continuous updating. According to a survey conducted by the University of Bari, some Italian universities use business platforms while others use open source solutions. A minority of universities used a dedicated solution or no solution at all. Of the various platforms, Moodle is the most commonly used, followed by Blackboard, IBM LMS, and Oracle LMS. In further research, the same university

In a further study, the same university presented a classification regarding aspects of ownership versus open source code, as well as the features of the platforms currently in use (from content delivery to collaborative learning environments). The findings of the study highlight that some e-learning platforms do not take social media aspects into account and highlight the gap between proprietary and open source platforms. They noted that open source platforms meet the needs of users very quickly and concretely, since they are supported by developer communities [4, p. 35]. The most obvious point from this analysis is the need to always take into account the aspect of active and participatory learning, which must be supported by suitable conditions and tools. It must use a student-to-student approach to remove barriers that could compromise the overall usability of the online system. On the one hand, monitoring highlights the opportunity, found in many courses, to reduce any frustrations that result from working in an online environment, through positive communication between teachers and students and providing forums for solving technical problems [5, p. 248].

In addition, it recorded a significant multimedia implementation of the proposed learning resources. On the other hand, it proves that it is necessary to expand the environment and activities aimed at expanding interaction and joint creation of joint projects. In addition, the environment must be clearly structured, both through the introduction of tools that respond to the problems of different categories of students, and through prior communication with the teacher, which can support and guide the activities of students.

This can reduce the cognitive load in online environments to try and equalize them with on-site

learning environments. The work done is still ongoing, as the main goal is to comprehensively improve these learning conditions. Therefore, it is necessary to return the data to the players involved in the learning process (technicians, teachers, students). This will allow technicians and educators to find significant synergies during the planning phase. Students will be required to provide additional feedback on the improvements achieved in order to implement joint management of critical situations and search for common solutions [6, p. 36].

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