Chapter 12

Emerging E-Learning Technology (ELT) in Open Distance Learning (ODL):
The Contemporary Issues in Higher Education Context

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ABSTRACT

Distance education is the most renowned descriptor used when referencing distance learning. It often describes the effort of providing access to learning for those who are geographically distant. During the last two decades, the relevant literature shows that various authors and researchers use inconsistent definitions of distance education and distance learning. As computers became involved in the delivery of education, a proposed definition identifies the delivery of instructional materials, using both print and electronic media.

INTRODUCTION

The growth and evolution of e-learning, however, ICT has not yet brought remarkable changes to actual school settings. Although a variety of ICT tools have been made available in classrooms, the use of such tools has not stimulated innovative changes in teaching practices; rather, their use remains discrete and limited to augmenting pre-existing instructional approaches. This situation suggests that there is a need

to review smart learning in terms of the general education paradigm for the use of ICT. Smart learning is a new paradigm emerging from the convergence of advanced pedagogies with information and communications technology. With respect to ICT, there have been many conceptual variations of smart learning, such as e-learning, m-learning, and u-learning.

Analyse if open courses, including massive open online courses (MOOCs), can be used as professional development despite their openness since the openness not only brings together individuals from different organizations but also may make the results of collaboration public. The managers and HR-specialists are positive to open courses that deliver professional development. They consider the openness in this kind of course to be of no significant problem. The employee knows what can be shared and what can be kept secret. The conditions are, however, different depending on the kind of company and the kind of inter-company relationship that exists (Olsson, 2016).

STUDENT-CENTERED LEARNING

Education has relied mainly on instructor centered approaches, in which knowledge is delivered one-way from instructors to learners. The face of education, however, is changing. A typical example is the change from instructor-centered learning to student-centered learning.A primary feature of student-centered learning is constructivist learning. In constructivist learning, teachers are encouraged to help their students gain abetter understanding of provided information and workout new ideasor transform old ideas using such information. Therefore, constructivist learning is learner focused and learner-centered, with individual learners being viewed as constructors of knowledge Constructivist learning should involve six different factors:

1. A problem to be solved,
2. A related case,
3. A solution and relevant information,
4. A cognitive tool,
5. A conversation and cooperative system for exchange of information and ideas, and
6. A Social/contextual Support system

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