

Chapter 18

Formal, Non-Formal, and Informal E-Learning Experiences with Emerging Technologies: A Case Study of a Graduate Educational Technology Program

Betül Czerkowski

University of Arizona South, USA

Jessica Nadine Hernández

FDA, USA

EXECUTIVE SUMMARY

In this case study, a group of graduate students in an Educational Technology Program were surveyed in their use of emerging technologies. The purpose of this survey was to examine the extent of emerging technology use and investigate how they aligned with students' formal, non-formal, and informal e-learning experiences. Suggestions for new technologies and tips for implementation are also provided.

DOI: 10.4018/978-1-4666-1930-2.ch018

BACKGROUND

As more and more higher education institutions embrace e-learning, it is critical to better understand how emerging technologies can support instruction. With new technologies emerging almost daily, online instructors can get overwhelmed with the choices available. The students demand that increased multimedia and visual components are added to the courses, and administrators require inexpensive course development given the current budget retrenchments.

In an attempt to produce policies for lifelong learning, the European Centre for the Development of Vocational Training (2007) proposes three types of learning: formal, informal and an intermediate category, non-formal learning. “With increased public and private investment in adult education, there is a growing interest in developing a more comprehensive understanding of how adult education works (Rubenson, 2011, pp. 8-9). At the same time, a comparison between the types of learning would result in better assessments that inform society. In the context of e-learning, all three learning activities provide invaluable experiences for the e-learning students.

This chapter provides an in depth examination of the effects of formal, non-formal and informal learning experiences using a case study of graduate educational technology students. It also proposes suggestions for faculty members who strive to enhance student experiences with the use of emerging technologies.

ORGANIZATION

The study described in this chapter surveys graduate students enrolled in an online Educational Technology Masters’ Program in a Southwestern University. Located on the southern border, the University has a high non-traditional student population as well as students from minority groups. The College where the Educational Technology degree is offered is a branch campus of a large land-grant research University that was founded for outreach border communities in various locations and campuses. Most students in this College have access to Internet and computer technologies. However, taking online courses and pursuing an online graduate degree is a new experience to most of the students. The majority of the students are first-generation college graduates in their families. Since the College is serving students in multiple locations on the Southern border, online formats and Interactive TV (ITV) systems are regularly used by most faculty members and programs. Emerging technologies are not commonly utilized throughout the college programs, with the exception of a few faculty members and the aforementioned Educational Technology program.

The Educational Technology Program is offered fully online using an open source course management system, Moodle. In addition to Moodle, all instructors

17 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/formal-non-formal-informal-learning/68245

Related Content

Data Transformation for Normalization

Amitava Mitra (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 566-571).

www.irma-international.org/chapter/data-transformation-normalization/10877

Preservice Teachers Collaborating and Co-Constructing in a Digital Space: Using Participatory Literacy Practices to Teach Content and Pedagogy

Chrystine Mitchell and Carin Appleget (2020). *Participatory Literacy Practices for P-12 Classrooms in the Digital Age* (pp. 215-232).

www.irma-international.org/chapter/preservice-teachers-collaborating-and-co-constructing-in-a-digital-space/237423

Soft Subspace Clustering for High-Dimensional Data

Liping Jing, Michael K. Ng and Joshua Zhexue Huang (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1810-1814).

www.irma-international.org/chapter/soft-subspace-clustering-high-dimensional/11064

Scientific Web Intelligence

Mike Thelwall (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1714-1719).

www.irma-international.org/chapter/scientific-web-intelligence/11049

Evolutionary Data Mining for Genomics

Laetitia Jourdan (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 823-828).

www.irma-international.org/chapter/evolutionary-data-mining-genomics/10915