E-Learning: An Effective Way of Learning for Young Children

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Abstract - E-Learning is method of learning through computer and use information and communication technology in education system. Today, education system has totally changed. E-Learning is a better way to learn quickly and easily. Students do not need to go to coaching classes for learning everything. For example, students join coaching to speak English fluently and also for vocabulary but now these studies are provided in less time by eLearning. It also makes students independent and quick learners. The classroom can be substituted by eLearning and more-so with the interface of Voice and videos, the language teaching and pronunciation also becomes clear. With the bandwidth of internet increasing day by day and the possibility of remote access, children can have information anytime and anywhere. This is ‘Knowledge on Demand’ and ‘Knowledge at Conveniences’. Children’s eLearning will be an incredibly effective internet-based training solution and is perfect for training in your home. With Tabs and smartphones becoming more economical and with the various apps that support the hardware, eLearning can be effectively used for schools and colleges. A school of thought is that if a learner does not require a teacher, why than should he attend school. This concept can be supported by eLearning system for children incorporating animations and videos to make learning more efficient. This paper focuses on the use of eLearning for language learning in Asia.

Keywords - E-Learning, Children, Knowledge on Demand, Knowledge at Conveniences

1. INTRODUCTION

Education is regarded as one of the most important factors for poverty reduction and economic growth in developing countries. The use of Information and Communication Technologies (ICT) for dissemination of education is considered to have great potential for the government that is seeking to satisfy a growing demand for education while facing a deficiency of teachers [1]. Today, the development of the Internet into a worldwide, high-speed, multimedia communication platform has enabled the development of eLearning as an effective teaching and learning mechanism [2]. E-Learning started to have an important role in creating and promoting learning communities due to the new communication tools that provides more accessibility and efficiency in the learning process, for both teachers and learners.

E-Learning includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and web-based learning. Information and communication systems, whether free-standing or based on either local networks or the Internet in networked learning, underlay many eLearning processes.
E-Learning can occur in or out of the classroom. It can be self-paced, asynchronous learning or may be instructor-led, synchronous learning. E-Learning is suited to distance learning and flexible learning, but it can also be used in conjunction with face-to-face teaching, in which case the term blended learning is commonly used.

There are different types of teaching and learning styles. There are three main types of learning styles: auditory, visual, and kinesthetic. Most people learn best through a combination of the three types of learning styles, but everybody is different.

A. Auditory Reinforced Learners
Here the Auditory learners would rather listen to things being explained than read about them. Reciting information out loud and having music in the background may be a common study method. Other noises may become a distraction resulting in a need for a relatively quiet place.

B. Visual Reinforced Learners
The Visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it's easy to look at charts and graphs, but they may have difficulty focusing while listening to an explanation.

C. Kinesthetic Reinforced Learners
The kinesthetic learners process information best through a "hands-on" experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand [1]. When a young child goes to Google for a search, it takes time to search wasting valuable time. Google search offers thousands of search results which varied content, nomenclature, notations, figures and diagrams which makes the youngsters confused.

2. LITERATURE SURVEY
E-Learning is construed in a variety of contexts, such as distance learning, online learning and networked learning [4]. The future delivery of education is envisaged through eLearning technology providing lecturers with superior teaching tools. It seems that the teaching tools associated with eLearning may have the potential to equip lecturers in higher education with flexible channels and a model for the delivery of courses. Web based learning allows lecturers to disseminate up to date course content in relatively no time at all and students can complete courses just-in-time, giving them the opportunity to apply knowledge in contemporary situations.

E-Learning courses can be structured and aligned with the requirements of today's workforce. Also, teaching methods such as virtual lectures, sustain group interaction whilst broadening the flexibility of communication between students, indicating that eLearning teaching methods enhance student interaction and offer a flexible alternative to traditional time and place constraints. However, many authors debate eLearning programmes regarding the reliability of technology versus the apparent advantages of learning delivery methods.

Perhaps the reported technological failures are simply teething problems in the early life of the eLearning revolution and whilst there will always be fundamental problems integrating computers with humans in education. The teaching techniques in eLearning offer lecturers enhanced teaching tools that are capable of moving higher education into the information age.

The above suggests that students enrolled on eLearning courses perform better than those on more traditional schemes. It is important to clarify that in the context of this paper student performance considers the level and quality of learning outcomes as well as the student’s grades in assessments. Lieberman (2002) explains that in higher education student participation is a primary feature of enhanced performance and in distance learning courses students are more likely to participate in class discussions and group work than in traditional lectures, as they are given more time to
prepare questions and responses. There is an evidence to suggest that eLearning university students outperform those on traditional courses.

One of the most valuable attributes of eLearning techniques and delivery are that they potentially give students greater access to education, in comparison to more traditional less flexible educational methods. Writers such as Hemsley (2002), express the view that full time and part time students can now partake in their chosen degree courses from any location, giving people who travel or who are relocated, a transferable and easily accessible learning resource and experience.

Through the use of advanced technology, students who have previously had no access to higher education now have the opportunity to study at the location that best suits their needs. E-Learning offers people with disabilities the opportunity to further their education from home. Although the views expressed propose the positive aspects of home working, there is still evidence to suggest that students who learn from their most convenient location will not engage in a positive learning experience.

If eLearning offers students greater access to higher education, it is necessary to consider not only access to education but also the access to technology, as computer is an indispensable element of effective eLearning courses (Ribiero 2002). Students who have access to networked computers may have the opportunity to experience a more flexible learning process but students and indeed higher educational institutions could fail to benefits from this opportunity due to students not being able to afford or gain access to a computer. Moreover, contemporary learners need to communicate and require the ability to share knowledge and skills from distance, therefore networked initiatives that are technically satisfactory and are highly personal offer students and universities the opportunity to customise the learning environment.

3. METHODOLOGY

The World is going in digital ways and enabling us to use the technology efficiently. There are technologies that benefit us in number of ways. Even youngsters should be aware of the current technology and use it for their benefit. One way to use the technology is for education purpose. Besides traditional way of learning, the school can provide eLearning where the students can find the study material readily available.

Basic research premises used for developing a digital content tool are: Each person has a particular way in which he learns best. Variability exists in the human population in terms of how they learn and how they gain knowledge.

The proposed system provides the school to give a portal for the school to create their websites where they can upload all the study materials such as videos, images, audio, theoretical, eBooks etc. It can include more content than that is prescribed in the curriculum. The system first needs to register for the teachers and students which provides them with randomly generated user name and password. This username and password can be used to login in the system where the students can go to their appropriate classes for the notes. Students can use the videos uploaded to gain the practical knowledge.

The videos can be downloaded for future especially during exam time to have a recap. The forum provided in the website allows the student to post his/her queries and the teacher can answer it. Student can’t do any modification to the updated data; they can only view it and download. Each and every person has different learning style. Students who don’t understand the traditional way of learning or the teacher’s way of teaching can refer to the eLearning website.

The role of the teacher in the system is to upload the content such as videos, notes, audio, etc. The teacher can login with the username and password. They are allowed to modify and
update the content day to day. The forum is used by teachers to give solution to the queries asked by students. Teachers can also provide some extra information by providing quiz, dictation, some current affairs, etc. which can be more enriching. Teachers can also upload some games which can refresh the minds of the students of that age group. The admin who manages the website takes care to avoid upload of unsuitable content as per the law.

Digital content is created using general components such as general settings, tools, libraries, various sources, following certain steps, as follows: setting up the language in which the digital content is developed; setting up the content structure; developing modules from existing templates depending on the destination content (expository modules, interactive modules, test modules); customize the module (which can in turn save templates); graphics (colors, symbols, etc.); functional (a navigation, interaction, etc.); adaptive (select target group); the use of tools that allows insert multimedia objects and HTML text, images, sounds, movies and flash animations; customizing graphics; the possibility to add visual elements; the possibility to choose from a model library virtual assistant and customize it with features compatible with content developed; and Save module created, with the possibility of returning to the content for subsequent changes. The School which is taking up the eLearning is responsible for creating the content for their students on the website.

4. TEST METHODS OF SYSTEM

A. Testing Methods

Human beings are capable of making mistakes. Even using the most meticulous and sophisticated design approaches, erroneous results can never be entirely avoided. Therefore, for safety, the final product should always be checked for compliance to the requirements.

B. Testing Design Scenario

Test solution provides evidence that performs functions or not according to specifications. Tests can be grouped into the following categories oriented functional modules of the system: Test management module functionality, Testing the functionality of user access module, and Testing the functionality of the module development.

5. KEY ADVANTAGES OF E-LEARNING

- Improved open access to education, including access to full degree programs.
- Better integration for non-full-time students, particularly in continuing education.
- Improved interactions between students and instructors.
- Provision of tools to enable students to independently solve problems.
- Acquisition of technological skills through practice with tools and computers.
- Students get the required study material at the finger tips avoid the waste of time on searching.

6. DISADVANTAGES

Key disadvantages of eLearning that have been found to make learning less effective than traditional classroom settings, include:

- Potential distractions that hinder true learning.
- Ease of cheating.
- Bias towards tech-savvy students over non-technical students.
- Teachers' lack of knowledge and experience to manage virtual teacher-student interaction.
- Lack of social interaction between teacher and students.
- Lack of direct and immediate feedback from teachers.
- Asynchronous communication hinders fast exchange of question and
- Danger of procrastination.
7. CONCLUSION

For students, eLearning can provide an educationally-superior alternative to traditional lectures, in which learning can take place outside the lecture hall. eLearning can also provide a model for students on how to become self directed independent learners, which may assist them to become “lifelong learners”. For lecturers, networked learning may cause changes in work patterns and even change their professional role, but in addition, eLearning provides them with the opportunity to test students in real business situations and new methods to evaluate each student’s learning. The role of the lecturer is predominant in the successful delivery of networked learning initiatives, as lecturers have the influence to eliminate student’s technical frustrations, make students feel empowered and encourage students to interact with one another.

REFERENCES