

Chapter 36

E-Learning Environment: A New Quality of the Resource Base

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ABSTRACT

This chapter discusses the problems of electronic educational resources quality in terms of modern professional competencies shaping in E-Learning Environment. The importance of these problems due to the fact that modern society requires specialists who are not only professionally trained, but also use the “long life learning” strategy in professional self-development. Therefore, electronic resources should provide not only learning conditions for required knowledge and skills, but also have potential for customized information learning strategies generation, for planning personal achievements, self-development and self-realization. There are different evaluation procedures for digital educational resources quality inclusive two main aspects: technical specifications and instructional design. It is proposed to take into account in the evaluation system additional aspect (scorecard), which characterizes the personalization of student’s educational activities, organized on the basis of electronic resources interaction. This set includes indicators of electronic educational resources quality, reflecting their ability to promote personal significant results, measured from the perspective of motivation, implementation of personal cognitive (education) requirements, disclosure of creativity and self-actualization. Conventionally, this group can be called “personalization indicators”. Adaptation of such indicators group improves the quality of electronic educational resources by increasing the multiplicity and flexibility of their use in different educational contexts, taking into account the results of student’s productive information activity and the diverse of their educational and informational needs and preferences.

INTRODUCTION

The strategic goals and objectives of education at the present time are coherent to updating of educational contents and educational interaction forms that is due to the need of prospective professional’s training.

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The important quality of future professionals is a willingness to act in changing information and professional conditions. Significant expanding of e-learning educational environment capabilities contributes to achieving the new level of training. Quality requirements of modern education are associated with the priority of personal orientation, availability, continuity, practical orientation, perspective competencies of professionals requested by emerging information society. Changing meaning of “learning outcomes” concept includes motivational, cognitive and operational aspects that determine person’s ability to solve cognitive, practical, professional tasks in a rapidly transforming information and professional space.

Educational environment, utilizing e-learning technology, is open, providing divergent opportunities associated with the use of multi-format digital educational resources and flexible educational interaction. Digital resources can be focused on different modes of student’s information activities: individualized content study and analysis, participating in online training sessions, collaborative, productive, creative activities, etc.

The quality of education is not only seen as a set of results, but also as a set of conditions, properties and characteristics of the educational process, ensuring the needs of the person, employers and society. In educational environment improving process, including e-learning environment, the quality and functions of its main components are changing. This section focuses on the modern requirements for the basic component of e-learning environment – the new role of digital educational resources. Purpose of chapter is show possible ways of effective digital resource base evaluation in terms of modern educational process, taking into account aspects of educational activities personalization.

BACKGROUND

Under the influence of number of social and cultural factors (intensification of information processes, changes in society demanded educational outcomes, the expansion of information services market) traditional linear text educational materials can’t no longer be the sole source of information in the learning process. They are used in combination with a variety of digital resources utilizing new forms of knowledge representation, realizing multiform technology possibilities of interaction with information.

E-learning environment as entire complex of information conditions should be designed to provide the educational process with the priorities of student’s personal development focusing on innovative processes in society, education and professional space. In the process of modern competencies shaping the variety of flexible educational activities, based on perspective ways to interact with educational resources should be applied (Noskova & Pavlova, 2012).

Remote collaboration without direct teacher’s influence in the classroom increases independence and responsibility of the student. The leading role is playing by his motives, cognitive needs, psychological characteristics and preferences. In other words, the space of educational opportunities should take into account a wide range of educational needs. Also educational environment should reflect the trends of changing profession space. Thus special requirements to the most important component of e-learning environment - digital educational resources are shaping. The transition from the classical schemes, involving the development of well-established knowledge, to the algorithms that are consistent with the goals of personalized formation of professionally significant competences coupled with the number of problems. These problems are directly related to the discipline content, representation knowledge forms and educational resources interaction modes. In this context, digital educational resources are considered to be not only knowledge basis, but the means for the active practice. To achieve professional and so-

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