Chapter 9

For an Intelligent E–Learning:
A Managerial Model Suggestion
for Artificial Intelligence Supported
E–Learning Content Flow

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ABSTRACT

During a typical e-learning process, there are many different factors that should be taken into consideration to keep the stability of the process or improve the process to get more effective results. Nowadays, employing Artificial Intelligence-based approaches is one of the most popular ways to improve the process and obtain the desired objectives rapidly. In this sense, there are many different kinds of scientific works in order to improve the related literature. However, ensuring control among the performed Artificial Intelligence-based e-learning process is a critical point because there is sometimes a misunderstanding about employing intelligent e-learning process that running intelligent educational tools or materials does not always mean the related e-learning process will improve greatly. In order to ensure that there should be some managerial procedures focused on some aspects of the process, this chapter aims to introduce a managerial model that can be used for especially Artificial Intelligence-supported e-learning content flow in order to improve the educational process. The suggested model is usable for the educational institutions, which focus on especially Artificial Intelligence-oriented e-learning solutions, research works, and educational activities.

INTRODUCTION

In the context of educational developments; e-learning has an active role to improve both teaching and learning process, by combining basics of distance education approach with advanced information and communication technologies. Especially information and communication technologies give a rise to the e-learning technique as an effective and comprehensive learning way (Zhang, & Nunamaker, 2003). In time, appearance of innovative information and communication technologies has enabled researchers to design better e-learning models, which allow both teachers and learners to improve their abilities on taking active and effective roles within educational processes. Because of unstoppable improvements along the related scientific literatures, the e-learning
For an Intelligent E-Learning technique has been a key element for reaching
to desired educational objectives in a fast and
effective manner. Thus, there has always been
a rapid growth in e-learning based educational
environments – systems, or additional tools to
support teaching and learning activities (Conole,
& Dyke, 2004). It is also notable that the related
growth has been proportional with the one that
is seen in demand for such e-learning systems, or
tools (Krishnamurthy, & O’Connor, 2013).

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genence based e-learning process is a critical point
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als does not always mean the related e-learning
process will improve greatly. In order to ensure
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focused on some aspects of the process.

Like any other educational techniques, or ap-
proaches; the e-learning technique also includes
some factors, which determine its stability, qual-
ity, or effectiveness along a teaching – learning
process (Alexander, 2001; Capece, & Campisi,
2013; Lim et al., 2007; Ong et al., 2004; Selim,
2007; Sun et al., 2008). These factors are vital
ones among e-learning processes; even Artificial
Intelligence oriented solutions are employed.
Because of this, ensuring a desired intelligent
e-learning process is depended on controlling
the related factors carefully. Taking these factors
into consideration enables us not only to keep the
stability of the process but also improve it to get
more effective results at the end. At this point,
some people, who are especially Artificial Intel-
ligence experts, or computer programmers have
an important role to ensure effective educational
processes in the light of intelligent approaches.
According to this perspective, organization of e-
learning course contents or any task that is included
in this concept can be evaluated as a vital point
directly affecting the intelligent e-learning pro-
cess. If intelligent e-learning course contents are
directly produced by the educational institution,
it is also an important issue to control the whole
mechanism including some tasks like planning the
Artificial Intelligence related approach with the
support of a wide scope of experts, producing the
contents, providing the contents to the learners,
and evaluating data obtained from learners. It is
clear that such control approach will give a rise to
a careful, and more accurate Artificial Intelligence
supported e-learning content flow causing a better
intelligent e-learning process.

In the sense of the explanations above, this
chapter aims to introduce a managerial model that
can be used for especially Artificial Intelligence
supported e-learning content flow, in order to
improve the educational process. The suggested
model is usable for the educational institutions,
which focus on especially Artificial Intelligence
oriented e-learning solutions, research works, and
educational activities. With its theoretical aspects,
the model can be defined as a detailed approach,
which is directly based on tasks associated with
only intelligent e-learning course contents. Be-
cause of this, it can also be integrated into a higher
management strategy or model, which is used in
an educational institution.

According to the research subject, the remain-
ing content of this chapter is organized as follows:
The next section briefly explains a general perspec-
tive, in which the introduced Artificial Intelligence
supported e-learning content flow model is taken
place. By considering the general perspective, it
is aimed to give more ideas for readers to enable
them to understand the role of the model better.
Following to that, the third section is devoted
to the details of the introduced model. In this
section, groups included in the model and tasks
of these groups are expressed briefly in order to
unveil the definition of the concept: “managerial
model for Artificial Intelligence supported e-
learning content flow”, which is associated with
Related Content

Data Mining and Case-Based Reasoning for Distance Learning
Ruimin Shen, Peng Han, Fan Yang, Qiang Yang and Joshua Z. Huang (2003). *International Journal of Distance Education Technologies* (pp. 46-58).
[www.irma-international.org/article/data-mining-case-based-reasoning/1614](www.irma-international.org/article/data-mining-case-based-reasoning/1614)

Assessing the Effectiveness of the Augmented Reality Courseware for Starry Sky Exploration
Jun Xiao, Mengying Cao, Xuejiao Li and Preben Hansen (2020). *International Journal of Distance Education Technologies* (pp. 19-35).

Effectiveness of Student’s Note-Taking Activities and Characteristics of Their Learning Performance in Two Types of Online Learning
Minoru Nakayama, Kouichi Mutsuura and Hiroh Yamamoto (2017). *International Journal of Distance Education Technologies* (pp. 47-64).

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