

Chapter XVII

Case Study in E-Learning

The future of e-learning is wide open in terms of innovations in software, hardware, instructional content, and teaching practices. Recent innovations in software have been instrumental in the development of rapid e-learning that allows the creation of podcasts and vodcasts (video podcasts) in 2 to 3 weeks versus 4 to 5 months (Weekes, 2007). Hardware such as PDAs, mobile phones, and pocket PCs provide new avenues in mobile e-learning. Businesses view e-learning as a way to train employees locally and worldwide. Student enrollment in distance education courses in U.S. colleges and universities increased from 2.3 million in 2004 to 3.2 million in 2006 (Allen & Seaman, 2006). It appears that the delivery of instructional content through e-learning will continue to be another growth area in the new millennium.

<i>Project goal:</i>	Re-engineer
<i>Design goal:</i>	Re-engineer an existing e-learning course
<i>Target Audience:</i>	Adult learners, ages 22-55, in Egypt, Italy, and India (generic)
<i>Production Stage:</i>	Pre-production

Re-engineering is suitable for a product or on-line environment where part or most of the design can be revamped. This means that re-engineering requires making major changes related to coding, restructuring, and rebuilding. Re-engineering assists in modifying and reconceptualizing the e-learning system. The task of re-engineering involves examining, recording, and analyzing the pre-existing system or product. This may begin with observing learners, documenting the behavior of learners, and evaluating learners before and after using the e-learning system. As an example, a tracking system may be implemented to evaluate an existing e-learning system. The tracking system can analyze when learners are moving forward with tasks, need to review tasks, or continue to error out on tasks (Iksal, Barré, Choquet, & Corbière, 2004).

With re-engineering, there should be technical and culture-based considerations. These considerations may focus on isolating the software coding for the technical context and culture-based context. The goal is to allow future re-engineering to be added to the e-learning system on the basis of technical-only or design-only specifications (Hoft, 1995; Taylor, 1992).

In applying CBM to an e-learning system, the following steps can be taken.

Step 1: *Determine the areas of the ID-TABLET that will be used for the project. Begin by reviewing the guiding questions in Chapter III (under Add-on). In any area where the answer is yes, that area of CBM should be considered. The process might proceed as follows:*

Inquiry: Does the project need monitoring for design and development issues? In determining the answer to this question, work with the Inquiry area by reviewing the questions related to Genre, such as the following: I1a. *What ICTs are being used and why?* and I1b. *Which ICTs are more effective given the content?* These questions may be relevant in an e-learning environment where learners receive content in on-line and printed form. Review the following questions: I1c. *Is the project affordable to the target audience, given the ICTs used?* and I1d. *How have ICTs influenced the design of the product?* Both of these questions are relevant to re-engineering and an e-learning environment. Framing questions ask the following: I2a. *Who is the target audience?* and I2b. *How is the content presented to the target audience?* These questions are needed to keep the project focused. Omission questions ask the following: I3a. *What has been intentionally omitted and why?* This line of questions is important in providing a balanced design. Backgrounding questions ask the following: I4a. *What has been backgrounded?* This is a relevant question because whatever is hidden in the design is important in determining whether bias existed or still exists. Foregrounding questions ask the following:

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