


Chapter 11

E-Learning: Emerging Themes and Implementation Principles

Matthew James Kolakowski

 <https://orcid.org/0000-0002-3163-3754>
Valdosta State University, USA

Sherif A. Ebrahim

 <https://orcid.org/0000-0003-3559-3726>
Tulane University, USA

ABSTRACT

The e-learning environment has changed at an unprecedented pace since 2014. As corporate and higher education learning environments continue to immerse themselves in e-learning, what themes and implementation principles will follow? E-learning instructional practices that allow learners to be engaged in instantaneous global collaboration have fundamentally changed higher education and leadership development. This chapter will discuss how the Sharable Content Object Reference Model (SCORM) delivers a positive impact on learners and enhances organizational outcomes. Furthermore, this chapter will offer updates on e-learning pedagogy, as well as how these mediums potentially interconnect with future e-learning technologies.

INTRODUCTION

The combination of technology and learner communication drives the design of effective e-learning platforms. For clarity, e-learning is “the utilization of learning, communication, and digital technologies” to deliver technology-facilitated, hybrid,

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and technology-driven courses in higher education and corporate settings (Lim, Ripley, & O'Steen, 2009). Technology-facilitated e-learning uses electronic content delivery only as supplemental material to face-to-face classroom interaction. In contrast, hybrid programs incorporate electronic content delivery in 75% or more of the total course material and teaching time. The e-learning method that is growing the most in both higher education and corporate leadership development is technology-driven mediums. Technology-driven e-learning is where course material is delivered almost exclusively online with little to no face-to-face interaction. As each of these three e-learning models has rapidly spread across corporate leadership development and higher education, consistency in quality, content delivery, and impact on organizational outcomes have varied considerably (Anton et al., 2019).

SCORM's initial development aimed to "provide useful data and content structure to construct efficient, cost-effective, and usable" e-learning platforms. Widely used examples of Learning Management Systems (LMS) that utilize SCORM include edX, Moodle, Blackboard, and Canvas. Currently, SCORM remains the benchmark for developing and implementing e-learning systems in higher education and organizational leadership development settings across the globe. Each LMS mentioned has taken on the issues of quality, content delivery, and learner outcomes in different ways. For example, edX has partnered with 140 academic institutions to offer over 2,500 courses taught with technology-driven e-learning.

Furthermore, edX creates full customizable organizational learning programs for corporations across the globe. As an open-source, not-for-profit learning environment, edX has over 20 million learners enrolled in programs and coursework globally. The innovative research and pedagogy edX employs demonstrates how far SCORM has come since 2010. The flexibility that SCORM offers LMS developers creates an information-rich, technology-based learning environment for higher education and global corporations of all sizes and financial means. From the most prestigious academic and corporate institutions to smaller entities can now employ or source LMS systems that meet their diverse educational needs. This chapter aims to introduce the reader to SCORM's background, recent academic and corporate developments, and provide evidence-based implementation principles.

BACKGROUND

The proliferation of e-learning across prestigious academic and corporate institutions has resulted in an explosion in LMS development. E-learning has transformed from simple combinations of networked servers and educational content to globally available, on-demand networked systems that serve millions of learners simultaneously. This transformation of e-learning allows the learner access to

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