

Chapter 10


The Collaborative Digital Content Library Fostering Faculty Members' Collaboratively Building Learning Sources

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ABSTRACT

The daily life conditions, which are affected by the COVID-19 pandemic process, have caused restrictions in many important areas of life, such as education, and these restrictions have been eliminated through technology. In teaching and learning processes, the instructors who do not have digital literacy encountered problems in creating digital content by using online education tools. This study aims to design and develop an online digital content library, content distribution screen, and forum system based on the community of practice theory to the readers. The system is expected to increase the knowledge and skills of the instructors in a teacher community, who may be unfamiliar with technology in the content preparation processes and contribute to the development of quality content and higher education.

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INTRODUCTION

Today's mandatory conditions imposed by the Covid-19 pandemic has directed decision makers to use online education as a solution to restrictions to face to face education and so, online education gets popularity and lives its gold age as a research area. Before the pandemic, even some of instructors who were not very interested in computer technologies has had an intense effort to adapt to this process and to catch their colleagues who are innovators with regards to technology integration. On the other hand, students, who are another milestone of educational system, had to adapt to online education faster, even though they have the lack of hardware and technology literacy in this process.

Online education is carried out by sharing course materials with students owing to using synchronous and asynchronous teaching tools on the web. "It can be synchronous, in which case there is live communication between the learner and the teacher or asynchronous, which involves the posting of materials online for the learner to work within his/ her own time and at a pace that suits him/her." (Doukakis & Alexopoulos, 2020). Unlike traditional education processes, it is a fact that preparing educational content in online education requires an intensive work-load, technical knowledge, and experience also. The course preparation process in online education can be complicated and challenging, especially for some instructors with low digital literacy competencies. As a result, digital course presentation materials created by some instructors, sometimes turn into an ineffective course presentation with rich content and far from being interesting for students. However, what students expect from online education is to learn by following course materials reinforced with multimedia tools such as video, animation or 3D simulations, rather than presenting an inactive presentation material in virtual classroom environments. Because one of limitation of online education processes similar to the traditional education is the lack of student-content interaction. In an online course, an instructor's transferring the lecture topics in a virtual classroom environment by simply reading or explaining them aloud may be inadequate for students to understand and internalize the subject. Moore (1997) states that successful distance learning depends on the institution and the instructor providing the appropriate training. Properly structured learning materials are required as well as opportunities for dialogue between the instructor and the student (Moore, 1997).

Content sharing platforms are needed to increase instructor, content and student interactions in online education. With the digital content library to be developed in this study, it is aimed to increase the dialogue of the instructors in an interactive environment with other colleagues. This section shows how to increase instructor-student, student-content, and instructor-content interaction by developing a digital content library that enables dialogue between faculty members. The concept of Community of Practise (CoP) will be discussed to ensure dialogue between instructors in digital content library. In this section, first of all, the concept of community of practice for the academic background of the Collaborative Digital Content Library (CDCL) to be developed is explained. Afterwards, the design and development stages of the CDCL are mentioned with the system life cycle approach. The interfaces created in the developed system and their functions are mentioned. Finally, the chapter was concluded by presenting a recommendation for future studies.

BACKGROUND

Designing "The Collaborative Digital Content Library (the CDCL)" in this study requires not only thinking of technical requirements in the environment but also pedagogical parts of it. A community of

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