Chapter 1

A Guide to E-Learning:
When the Entire World Was Caught in the Center of a Storm, Technology Played a Critical Role

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ABSTRACT

The authors pinpoint the fact that e-learning had been successfully implemented in the classroom before the pandemic. This implantation was mainly found in the tutorials. These tutorials were helpful to students through online recorded classes and other learning systems. Together, the present chapter presents a historical development of e-learning from 2000 to the present time. Another promising aim of this chapter is to offer newly employed teachers a proper understanding of types of e-learning; thus, they can employ e-learning effectively in their classes. Planned comparisons were revealed regarding the benefits and drawbacks of e-learning. The chapter concludes that the educational field received a massive change by giving the opportunity for education to carry on during the school shut. E-learning gives both students and teachers a variety of multimedia options to meet the curriculum outcomes without a physical appearance in the classroom.

DEVELOPMENT OF E-LEARNING FROM 2000 TO THE PRESENT TIME

Research on e-learning has a long tradition. The definition of e-learning received interesting attention among authors worldwide. In the 2000s, an early study completed by Dublin (2003) revealed that the definition of e-learning differs from one author to another based on their interests in the field. The Dublin claim was not clear enough to satisfy the proper understanding of e-learning. The authors brought to the table of discussion a variety of definitions to offer a proper understanding of this concept. To define e-learning effectively, there are a number of questions that should be answered to build a proper understanding. Some of which are these

- Is e-learning meant to be an online material for learners who live far away from the educational institution?
- Is e-learning as same as virtual learning to enhance physical learning?
- Is e-learning similar to blended learning?
- Is e-learning a network method to activate communicational learning?

Later, Oblinger and Hawkins (2005) agreed with Dublin's and Ireland's concerns on the idea that it is perplexing to accept only one definition of e-learning. That is because they are many concepts that should be involved. One year later, Holmes and Gardner (2006) responded to these contradictions. They suggested that e-learning could be defined in many ways. These ways are well documented. Based on these claims, Rossi (2009) suggested a general definition in which e-learning can include a wide option of applications, learning approaches, and techniques.

However, other authors tried to simplify this term by suggesting simple definitions for the public. Oblinger and Hawkins (2005) believed that e-learning is not only teaching through online mode but also goes beyond. This definition was built based on another early article by the European Commission (2001). The European Commission found that e-learning is part of multimedia modern technology that aims at enhancing learning outcomes through offering access to the learning platform. Giving learners the chance to learn from the internet through technological devices is called e-learning. The authors refined this definition wisely to understand the undergoing meaning. They proclaimed that any activity that uses the internet or the web to learn can be called e-learning (LaRose et al., 1998; Keller & Cernerud, 2002). E-learning can be used in many educational situations such as distance and hybrid learning (Maltz et al., 2005). Seminal contributions have been made by OECD (2005). E-learning is used to foster the learning process in schools, colleges, and higher institutions. Previous studies have shown e-learning as the implantation of information from an online platform for students through electronic devices.

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