

Chapter 4.28

Virtual Community of Learning Object Repository

Gillean Lee
Lander University, USA

INTRODUCTION

In recent years, there has been an increasing demand for innovative ways of delivering education, which led to a more personalized, flexible, and portable learning (Zhang et al., 2004). The use of the Internet to support the needs for learning is commonly referred to as “*e-learning*.”

The origins of e-learning can be traced back to distance education and computer-based training (CBT). Distance education started in the 1800s as correspondence classes for people needing education who were not able to attend or have access to traditional programs. In the mid 20th century, telecommunication technologies such as radio, and television were added to mails as delivery

methods. As computers became more widespread, computer-based learning (CBT) distributed on digital media, such as CD-ROMs became common (Neal & Miller, 2005). In the 1990s, as computers connected to the Internet became pervasive and innovative Web-based delivery methods were developed, e-learning became a primary method for delivering distance education.

The effectiveness of e-learning has yet to be proved (Downes 2005; Zhang et al., 2004). In previous studies, inadequately organized and equipped e-learning materials and systems can result in frustration, confusion, and reduced learner interest (Hara & Kling, 2000; Maki, Maki, Patterson, & Whittaker, 2000). Simple delivery of learning materials through Web can lack of immediate feedback, social activities, and motivation (Zhang et al., 2004).

DOI: 10.4018/978-1-59904-885-7.ch234

These problems can be addressed by using innovative learning contents and systems. Multimedia contents using audio, video, animation, and interactive simulation can help motivate learners. Synchronous/asynchronous communication tools such as e-mail, Internet chatting can shorten response time increase overall learning (Bjedov, 1995). Discussion boards and collaborative learning environment such as MOOSE Crossing foster online community to provide social activity and peer support for learning (Bruckman, 2002). More recent Web-based communication tools such as blogs and/or wikis are integrated into e-learning platforms (Augar, 2006; Chun, 2004) to provide feedback and let learners share knowledge each other.

Additionally, e-learning has many advantages over traditional classroom learning. Learning process in e-learning is learner-centered and self-paced. Time and location are flexible, so it is easy to reach potential students. Education can be cost-effective for learners and instructors (Tucker, Pigou, & Zaugg, 2002; Zhang et al., 2004). For these reasons, most higher education institutions in the United States provide distance learning programs based on e-learning (Allen & Seaman, 2004). Corporate training and education leverage e-learning to take advantage of its timely delivery, reduced cost, and less travel time (Strother, 2002).

What makes e-learning more flexible and affordable is *learning objects* (LO). As the object in object-oriented paradigm in computer science, an LO is a reusable and self-contained learning content. LOs are flexible and scalable because an LO can be used stand alone, and can be grouped to create an LO of larger granularity (Lee & Su, 2006a). LOs are like LEGO™ blocks that can be assembled together and reused over and over again (Hodgins & Conner, 2000). An LO consists of learning materials with an associated learning objective. The learning material can be content, practice, and/or assessment in the format that can be delivered using the Internet. An LO can include metadata that describes itself. The information in

the metadata of an LO can include subject, title, keyword, description, author, date created, audience, language, type of instruction, media type, cost, review rating, usefulness, and so forth (IEEE LTSC, 2005, Lee & Su, 2006a; MERLOT, 2004).

The Web can be used to provide virtual places where people with similar interests get together. A group of people with common interests or goals can form a community on a virtual place to share ideas, information, and experience through the Internet, which is called a *virtual community*. A *learning object repository* is where LOs and/or their metadata are stored, searched and accessed. A *virtual community of learning object repository* (VCLOR) is a virtual community where the shared goal or purpose of the community members is maintaining a successful learning object repository by creating, providing, evaluating and utilizing learning objects.

In the remaining sections of this chapter, I will first discuss the foundation and architecture of a VCLOR. Current existing VCLORs will be described. Finally, future directions that may change the subject areas, shapes and functions of VCLORs will be addressed. Then a summary will conclude this chapter.

FOUNDATION OF A VIRTUAL COMMUNITY OF LEARNING OBJECT REPOSITORY

A variety of activities takes place within a VCLOR. In order to facilitate these activities several components are required. The foundation that supports a VCLOR is comprised of LOs, people, and a community Web site.

An LO can include text, audio, an image, a movie, Macromedia Flash, a presentation, or even a Web page or Web site that includes some of those elements. It can also be in the form of a package written in a specific format, such as SCORM (shared content object reference model) (ADL, 2005), WebCT, NETg (Thomson, 2006),

7 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/virtual-community-learning-object-repository/48754

Related Content

Four Questions You Should Ask Before Using Virtual Reality for Psychological Research

Max Teaford, Feng Guo, William W. Moore, Madison Murray, Hannah C. Daugherty, Connor Callaway, Madalyn Filetti, Maddox Holtz, Tanner Greene and Shyla S. Khan (2025). *International Journal of Virtual and Augmented Reality* (pp. 1-9).

www.irma-international.org/article/four-questions-you-should-ask-before-using-virtual-reality-for-psychological-research/374030

Information and Communication Technology (ICT) and Its Mixed Reality in the Learning Sphere: A South African Perspective

Ntokozo Mthembu (2018). *International Journal of Virtual and Augmented Reality* (pp. 26-37).

www.irma-international.org/article/information-and-communication-technology-ict-and-its-mixed-reality-in-the-learning-sphere/214987

Communication Shops and Telecenters in Developing Nations

Royal D. Colle (2000). *Community Informatics: Enabling Communities with Information and Communications Technologies* (pp. 415-445).

www.irma-international.org/chapter/communication-shops-telecenters-developing-nations/6721

Scales and Dynamics in Outsourcing

Iva Miranda Pires and Torunn Kvinge (2008). *Encyclopedia of Networked and Virtual Organizations* (pp. 1399-1406).

www.irma-international.org/chapter/scales-dynamics-outsourcing/17770

Framework for Stress Detection Using Thermal Signature

S. Vasavi, P. Neeharica, M. Poojitha and T. Harika (2018). *International Journal of Virtual and Augmented Reality* (pp. 1-25).

www.irma-international.org/article/framework-for-stress-detection-using-thermal-signature/214986