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Contribution of Effective Learning in Educational System

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Abstract: *Nowadays Learning Management Systems (LMS) are not restricted to distant uses. Nevertheless, the pedagogical expressiveness of designed courses is strongly dependent on the teacher's knowledge and expertise about the targeted platform. The funded Graphic project aims to help teachers in focusing on the specification of pedagogically sound and technically executable learning designs. To this end, we propose to support teachers by providing an LMS-specific Visual Instructional Design Language (VIDL). This paper proposes a specific LMS- centered approach for raising the pedagogical expressiveness of its implicit learning design semantics. We discussed, in accordance to the activity theory, how the LMS low-level parameterizations could be abstracted in order to build higher- level building blocks. Based on the Moodle application, we present and illustrate our approach by formalizing the abstract syntax of a Moodle-dedicated VIDL.*

Keywords: Instructional, Design Visual, Instructional Design, Language, Learning, Management, System, Modeling, Meta-modeling

I. INTRODUCTION

Virtual Learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It helps the learner to learn at their own pace, according to their own convenience. Virtual Education requires a great deal of resources and careful planning. In this, teachers act as facilitators rather than transmitters of content knowledge, and ICT are regarded as resource that enhances the learning experience of students. Learners learn through e-learning tools which are available to all. E-Learning has brought back the joy in learning through its innovative and interactive content delivery and has proved to be more appealing among students.

II. TYPES OF VIRTUAL LEARNING COURSES

Robin Mason (1998) of the United Kingdom Open University has suggested that most virtual- Learning courses sit on a continuum of a "partially virtual" or a "fully virtual Learning course".

Partially Virtual Course: A "partially virtual" course is one that integrates existing resource materials that are available either in print or non-print form such as textbooks etc. with some elements of virtual learning. This might include the use of a learning management system or simply a mailing list for some asynchronous discussion (Naidu & Oliver, 1999)

Fully virtual Course: A "fully virtual" course, on the other hand, is one that will have most of its learning and teaching activities carried out virtual.

III. MODELS OF VERTUAL LEARNING COURSES

3.1 Wrap Around Model

This model of virtual-learning relies on study materials, which may comprise virtual study guides, activities and discussion "wrapped" around existing previously published resources such as textbooks or CD-ROMs etc. This model represents a resource-based approach to learning, as it seeks to use existing material that is relatively unchanging and is already available virtual or offline. Such courses, once they are developed, can be taught or tutored by persons other than the course developers. Collaborative learning activities in the form of group work, discussion among peers and virtual assessment are the requirements of the course.

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3.2 The Integrated Model

This model is closest to a full virtual- learning course. Such courses are often offered via comprehensive learning management system. They comprise availability of much of the subject matter in electronic format like opportunities for computer conferencing, small group-based collaborative virtual learning activities and virtual assessment of learning outcomes. For the moment though, some of the subject matter content may be best assessed offline in already published textbooks and other sources. The learning and teaching in these courses takes place in computer conferences, in which the prescribed readings and the assigned tasks are discussed. Much of this learning and teaching activity is fairly fluid and dynamic as it is largely determined by individual and group activities in the course. To some extent, this integrated model dissolves the distinctions between "teaching and learning" in favor of facilitation of learning (Biel achy & Collins, 1999)

IV. ADVANTAGES OF VERTUAL LEARNING

Instructional Technology is highly beneficial for students, especially students pursuing a professional course (Mehta & Mittal, 2007). Virtual learning is considered a boon due to the reasons given below:

4.1 Accessibility

Virtual learning provides accessibility due to which a student can learn from any- where in the world. This is an especially important consideration for students who wish to study in a different country. It doesn't matter where a student lives and what he wants to study- he can always find a suitable course or even a Degree Program that can be followed from home. Students learning options are not con- strained by their geographic location.

4.2 Personalized Learning

Virtual Learning system enables a student to determine and process his/her learning style, content, aim, current knowledge and individual skills. Therefore, per- son -specific education could be provided through creating individual learning styles. E-Learning enables the individual to plan and direct his/her own learning. It has the potential to motivate, develop confidence and self-esteem, and overcome many barriers that learners encounter, personalize the learning experience, widen access and improve the learning experience, while also helping people to develop their ICT skills.

4.3 Develops Cognitive Abilities

In a study, it was found that E-Learning may be effective in developing cognitive abilities of pupil teachers (Singh & Mishra, 2009). It was found that students of e- learning program had higher achievement levels than their counterparts. A student can find unlimited information which he can access just by the click of a but- ton. Many Virtual programs are offered by some of the most prestigious universities from all around the world. The student can take such a course virtual which can be helpful for the development of his cognitive abilities

4.4 Cost-Effectiveness

Virtual Learning is cost effective because less money is spent in travelling and in buying books or spending money in college context. Since it can be carried out at any geographic location and there are no travel expenses, this type of learning is less costly than learning at a traditional institute. Students who want to study through this mode need to have access to the necessary computer hardware as well as paying often substantial fees for access to an internet service provider (Kellie & Ferguson, 1998)

4.5 Promotes Research

Students are excited to publish their work when they produce something of extremely high quality. With the permission of their teachers, they post the work on the web as examples for current and future students. Publishing students work helps form a classroom legacy and archive of successful products.

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4.6 Basic Computer Skills

Both on and off campus students who choose to study virtual learning have an opportunity to gain technical skills in using Information Communication Technology (ICT). These skills are likely to be useful to them in their professional life and all future endeavors which may be in them marketable features of their education.

4.7 Equal Opportunity to All

All students are equal; they are not treated differently based upon caste, creed, race, sex, religion, and disability, etc. Rather Virtual Learning is a boon for learners who are disabled and face problems in commuting and for those sections of the society who live at far off places where the schools/colleges are at a distant place.

4.8 Self-Pacing

Due to individual differences, all learners are not able to complete the work/assignments at a given time due to which they have to face difficulties. Virtual learning allows students to work and learn at their own pace without the time restriction. The Learner is free to complete the course work according to his own will and he can take as much time as he requires without being termed as slow by the peers.

4.9 Globalization

New Technologies are narrowing geographical barriers in the way of education. The world has become a small village and the opportunities to have information about other nations are within our own access. Electronic Net world connects people all over the globe, therefore, it is vital to experiment with electronic learning situations wherein students share ideas and resources, access information about current events and historical archives, interact with experts, and use virtual data- bases.

V. DISADVANTAGES OF VERTUAL LEARNING

It is well said that technology is a good slave but bad master. Dr. Radhey Krishnan when talking of technological advancements in the country delineated that technology has taught us to sail on the water, fly in the sky but it failed to inculcate the ability as to how to live on the earth. Excess use of technology, lack of careful planning and implementation of E-learning can actually lead to a number of problems like poor communication, sense of isolation, frustration, stress, in some cases, poor performance in learning and teaching, wasted resources and loss of revenue. There are two sides of the same coin. Virtual learning also shows its other not so good side as follows:

5.1 Poor Communication

In virtual learning, one does not have the opportunity to have face to face interaction with the teacher which is very significant for establishing a bond between the student and the teacher. Research conducted by the International Review of Research in open and Distance Learning suggests that virtual learning can create misunderstandings between student and the teacher which may have detrimental effect on the teaching learning process and student's outcomes due to misinterpretation of tasks.

5.2 Feeling Isolated

Tim S. Roberts and Joanne M. McCann enemy, stress the importance of interacting with fellow learners, citing learners' feelings of isolation as a definite drawback of virtual learning. Due to technological advancement in modern era, Social development of a child has taken a back seat. Students remain in touch with their virtual friends sitting at far off places through whakapapa, Integra & Facebook but fail to meet and greet a person sitting just next door to them. This tendency leads to a feeling of isolation. Studies show that feeling of isolation was a huge stress factoring that prompted students to drop out.

5.2 Lack of Motivation

Virtual learners lack motivation while studying because they easily get distracted towards any other thing. Working at their own pace becomes a disadvantage for students who have difficulty with time management and a tendency of procrastination. These students tend to be more successful with the structure of traditional learning.

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5.3 Lack of Funds

Galosh (1991) points out that technology's downsides include cost, hardware issues, internet problems, production of course materials and worry about avail- ability of funds. Researches reveal that most of the educational institutions typically don't anticipate connectivity costs which may later cause barriers to virtual learning.

5.4 Lack of Quality

Virtual Learning sometimes results in lack of quality in teaching learning process. Galosh (1991) says that non-virtual faculty has problems with respect to the credibility of virtual courses. Too often, virtual instructors don't take their lesson preparations as seriously as they could, and this lack of commitment surely has a profound and negative effect on the quality of virtual learning.

5.5 Poor Accessibility in Remote Areas

Hardware, software and connectivity facilities are pre requisites that enable virtual teaching and learning. In the absence of anyone of these, Virtual learning cannot achieve its objective Some people do not have ready access to a computer and internet connection, and some who do have the required equipment feel ill- equipped to use it.

VI. PSYCHOLOGICAL IMPACT OF VERTUAL LEARNING

6.1 Frustration and Virtual Learning

Frustration is the most pervasive emotion associated with virtual learning. Many learners experienced frustration of one kind or another with one aspect or another of virtual learning. Much of the frustration is associated with the technology. Many time learners cannot log on. Sometimes links can be frustrating because the links do not work. For some the frustration is associated with a lack of clear instructions for locating the required site. The learner is aspired that the information would be available virtual, on the web page, but it is really difficult to find the page. Frustration may be associated with the administrative processes, with instructions that are unclear and obscure. It is also related with the design, structure and relevance of the website content and computer anxiety with the learning processes, especially discussion groups.

6.2 Fear, Anxiety, Apprehension and Virtual Learning

Virtual learning sometimes poses problems related to computer anxiety among the learners if they are not able to manage it properly. Computer anxiety is a fear of interacting with computers that is disproportionate to the actual danger of the situation. Computer anxiety leaves the user in an uncomfortable mental state in which one experiences debilitating physical and emotional symptoms.

6.3 Stress, Depression and Virtual Learning

Greater use of internet is also associated with increase in depression. There have been reports of internet related deaths, such as cardiac arrests resulting from sleep deprivation and lack of personal maintenance or suicide due to net related stress. Virtual Learning is associated with behavior and impulse problems like over-involvement in virtual relationships and compulsive web surfing or data- base searches (information overload).

VII. CONCLUSION

After going through the pros & cons of Operational Learning, it becomes difficult to give judgment whether virtual Learning is a boon or bane. We are well aware about the positive side of virtual learning but the harm it does to a person or the society as a whole need to be debated upon. At present, we would like to conclude by saying that virtual learning is an excellent option in education, particularly when there are hindrances to traditional learning situations. For example, some people wish to continue their formal education but do not live within drivable distance of a college or university and don't find it feasible to commute daily. With E-learning environments, students can maintain the teacher learner relationship from different places at different times. Teachers of E-leaning programs need to be trained in information technologies and internet in order to be associated with their students in virtual classrooms. Additionally, they have to have the ability to administer all applications successfully and to follow the developments in pioneer countries in e-

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learning and distance learning. Models of E-learning that exclude any face to face contact may have limited prospects, but blended learning offers significant potential both on and off campus and should be pursued if the benefits of virtual learning are to be fully realized. So, to minimize the negative impact of virtual learning, blended learning can be provided at all levels of education.

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