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DEVELOPMENT OF E-LEARNING MODULE THROUGH ADDIE MODEL

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The 21st Century has clearly shown that information provides unforeseen opportunities that enable multifaceted growth and development. Nobody can deny that the deployment of Information technologies have profoundly altered not only the way we live and work but also our reading fundamentally altering and redefining our outlook about information and its modes of dissemination. It is pertinent to underscore that learning is not merely information transmission. E-Learning refers to the use of information and communications technology (ICT) to enhance and/or support learning in tertiary education. But this covers a wide range of systems, from students using e-mail and accessing course work on line while following a course on campus to programmes offered entirely online.

E-Learning

E-Learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning. A number of other terms are also used to describe this mode of teaching and learning. They include online learning, virtual learning, distributed learning, network and web based learning. Fundamentally, they all refer to educational processes that utilize information and communications technology to mediate asynchronous as well as synchronous learning and teaching activities. On closer scrutiny, however, it will be clear that these labels refer to slightly different educational processes and as such they cannot be used synonymously with the term e-Learning. The term e-Learning comprises a lot more than online learning, virtual learning, distributed learning, networked or web-based learning. As the letter “e” in e-Learning stands for the word “electronic”, e-Learning would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices.

E-Learning and Traditional Learning

It is not expected that e-learning will replace traditional forms. According to E.Masie in 'The real truth about e-learning's future," in a few years "there will not be a division between e-learning and traditional learning, as learning will naturally evolve to utilise technological progress to improve learning efficiency". Most academic institutions and organizations are incorporating blended learning and not just e-learning.

This is the use of more than one strategy or delivery system for learning. As learners, we naturally learn through a variety of methods; we talk to colleagues outside of the classroom, read a book, discuss with peers, take an online class etc. E-learning has the

power to enormously enrich the learning experience through the use of interactivity and multiple media, both of which are shown by education theory to greatly enhance learning effectiveness.

Development of E-Learning Module (E-Content Package)

E-Content package can be used as teacher in the classroom situation. While we are developing in e-content package, we must know and link it with ADDIE model. There are more that 100 different instructional design models, but almost all are based on the generic "ADDIE model". The ADDIE model is a systematic instructional design model, which was redefined by Dick and Carey and others in 1996. The five phases of ADDIE model has five steps. The following steps are to be involved in developing an e-Content package on the basis of ADDIE model.

Analysis Phase

In the analysis phase the following steps are to be followed:

1. Choice of stage: We can select any one of the disciplines to develop an e-Content programme with the help of faculties in different discipline.

2. Choice of target group: We have to select a target group: the school, college, university learners. General information of the learners can be collected.

3. Choice of the unit: The development of e-Content can be applied to all the subjects. Selection of the unit will be decided after thorough discussion with the subject experts and faculties/teachers of the concerned subjects on some basis.

4. Choice on duration of the programme: After consulting with the subject experts and faculties teachers of the concerned subjects, duration of the e-Content programme will be finalized. Allotment of duration/sessions will be fixed on the basis of the curricula of the subjects.

5. Developing the instructional objectives of the programme: The instructional objectives can be decided on the basis of the behaviours changes to be expected from the learners after going through the e-Content programme developed.

6. Classification of Students: A pre-requisite test consisting of basic units of the subject, can be conducted for classifying three categories of learners, viz., Brilliant, Average and slow learners.

Design Phase

1. Discussion with the subject experts and faculties/teachers: Script for e-Content can be planned in consultation with the subject experts and faculties / teachers of the concerned subjects.

2. Discussion with media experts and software programmers: e-Script for e-Content is planned in consultation with the media experts and software programmers to

decide where graphics and animation to be added in the instruction and how audio and video clippings are to be added in the e-script.

Development Phase

1. Preparation of the script: Contents of the script for the programme are prepared on the basis of discussion with the subject experts and faculties/teachers of the concerned subjects.

2. Preparation of e-script: After preparation of the content script, it is to be converted into e-script on the basis of consultation with software programmers and media experts

3. Editing the e-Script: After the first draft, the e-script is to be edited at the following three levels: (1) Technical accuracy editing is to be done for ensuring technical accuracy of the subject in consultation with subject experts. (2) Programme technique editing is to be done for aptness of the illustration used in the script. (3) Composition editing is to be done for correcting grammatical errors, checking spelling, punctuations and sequence of information etc.

4. Details of the e-Content package: After editing the e-script, a manual for the e-Content package is to be prepared to help the students understand the procedures for using e-Content packages.

Implementation Phase

Delivery of e-Content treatment: The students are to be well versed in the manual for e-Content package. Treatment of the e-Content package is to be started. The e-Content package programme is to be provided through LAN or a created website.

Evaluation Phase

1. Formative Evaluation: Formative evaluation is present in each stage of the process. In the e-content package, Frequently Asked Question (FAQ), Quiz and Glossary options are to be provided for formative evaluation, which are helpful to the students for their self assessment.

2. Summative Evaluation: Summative evaluation consists of tests designed for Criterion-referenced items. It is to appear prior to entrance into a given instructional sequence which is called pre-test and also to appear after completion of the instructional sequence which is called post-test. It provides opportunities for feedback from the students about the e-Content package.

Importance of E-Content in Teaching

- E-Content promotes the problem-solving and critical thinking that are integral to students' success in the global economy.

- The e-content resources also help students acquire necessary ICT skills for personal and professional fulfillment as adults.
- Efficiently access and retrieve reference material
- Reduce learning time and increase knowledge retention rates
- Effectively integrate information access into routine education processes
- Protect investment in collected reference material
- Reduce resource requirements necessary to maintain reference material

Conclusion

Today a technology of education is being developed with the aim not only of making education more widely available, but also of improving the quality of the teaching of mathematics which is already available. This study develops maximum cognitive, affective and psychomotor aspects of the students. The abbreviation for E-module is electronic module. E-module as products. This is electronically recorded eg. Websites, CD\DVD, ROMS. To maintain the equality in education one should make use of e-module in teaching- learning process.

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