

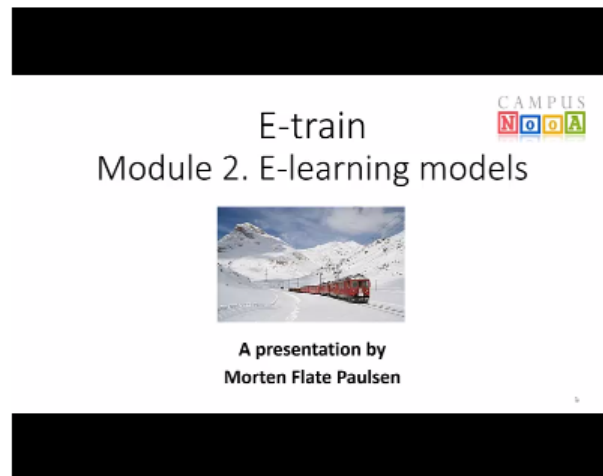
E-learning models

1 Introduction

In this module, we discuss some online education models which are of strategic importance for online learning:

1. Pure or blended online education?
2. Teacher driven or automatized activities?
3. Individual, collaborative or individual learning?
4. Synchronous or asynchronous communication?
5. Paced or unpaced progression?
6. Fixed or flexible start-up?

The questions are introduced in this Camtasia Studio recording of a PowerPoint presentation. The recording was made just once, with now editing. The laptop's built-in microphone should probably have been substituted with a better microphone.



Example of teaching material



Main assignment: SWOT-analysis

You have now had the opportunity to work with different aspects of the challenges related to the implementation of e-learning in your school. It is time to sum up all these fragments and piece together a full picture of where you stand and in which direction you could move forward. A simple, but efficient tool to do so is conducting a SWOT analysis. SWOT is an acronym for Strengths, Weaknesses, Opportunities and Threats. A SWOT diagram is a simple two by two matrix, where you fill in the relevant factors as simple text. By listing the internal (Strengths, Weaknesses) and external (Opportunities, Threats) factors that are most likely to influence your possibility to succeed, you will get a realistic assessment of this possibility as well as an indication of the factors demanding the most attention from your side. SWOT is mainly a tool allowing organizing and visualizing the things you know. It does not offer standard solutions for analyzing these data – that piece of brain work you will have to do yourself.

Wikipedia has a good introduction to the SWOT tool, including a description of more extensive and complicated derivative tools:

http://en.wikipedia.org/wiki/SWOT_analysis

You might also find this video introduction to SWOT helpful:



When you fill in the matrix, please observe the following:

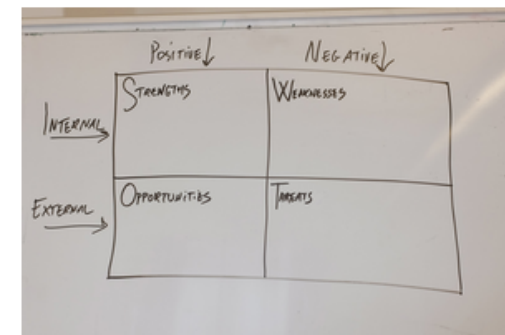
- Don't be too extensive in the description of each factor
- Write down the factors in the relevant field of the matrix in the order they come to your mind. When you are finished with that process, sort the entries in each field according to their significance
- If you are more than one person from the same institution participating in this process, first fill in your matrices individually, then compare them, and discuss the possible conclusions

When you hand in the assignment do the following:

- Draw the SWOT-analysis matrix on a whiteboard or piece of paper
- Fill it in with keywords from you and your group
- Photograph the board
- Attach the photograph to your assignment - create a new assignment by choosing **Skriv i dette forumet** below here

If you want you can also download a Word-template for the matrix here - but doing it on a whiteboard is often a better solution.

[Download the matrix here](#)



Example of assignment

1 Basic understanding of e-learning didactics



The cornerstone of eLearning is the materials that are provided for the students. That is a very big difference between elearning courses and other types of education where the materials does not have to be quite as substantial as in elearning.

The role of the materials in eLearning

When we look at the anatomy of a eLearning-course it is clear to see that the materials take center stage. The materials has to fill the role that we normally find the teacher in. The materials are the main interaction between the teacher and his or hers students.

When we are building elearning courses this has to be considered. Everything that is said in class, written on the blackboard and taught in other ways has to be present in the materials presented to the students. This mean that the materials has to be a lot more substantial - and it also means that there is more work in planning the course. Work that is partly regained when teaching the course.

Types of materials

We have to consider that different people have different ways of learning - different learning styles. Some people learn best when reading. Other likes to watch video, or maybe listen to audio with the teacher

Example of video based content

Marketing of e-learning based or blended courses



1 Knowing the market and what to offer

(press play above here to listen to audio lesson)

Every marketing effort must begin with a clear understanding of two factors:

- What people want - and who wants it
- What you can offer them

It is very hard to sell a product that people already have decided that they do not want. But when it comes to selling elearning-based courses that is usually not the case. Because a lot of the people that are in the potential target audience do not know anything about the product - and they have not decided if it is a product that they want or not.

So unlike many other marketing efforts we have to focus on explaining the differences, and the upsides, to using elearning instead of traditional learning. We have to make the potential students understand why this is a better option.

The market

Lets start with the market - and try to look at this in two different ways. Because at first you have to decide who your potential customers are.

If your school is already up and running you probably already have students attending courses. If your desire is to shift them from using the traditional courses and instead using elearning then things get a little bit easier. Because you already know what kind of courses they want (they are probably attending them), and you have the opportunity to ask them in what way they would like to be taught through digital media (if at all).

But you might have a different desire. You might want to expand your target audience and attract students that, for different reasons, are not using the offerings made by your school. They might be in another place geographically (remember that your area for elearning-based courses are much broader than for traditional courses), or they might just not associate your school with something they are interested in. And they might not know what elearning can do for them - how it can make it easier for them to learn.

So your marketing effort has to focus on telling the key story about elearning - as well as explaining the topic of the course. More about this in the next chapter.

Your brand

Be aware of your current brand. You might already be well known for doing a specific kind of courses - and that can either work to your advantage or disadvantage. It all depends on what courses you want to offer now.

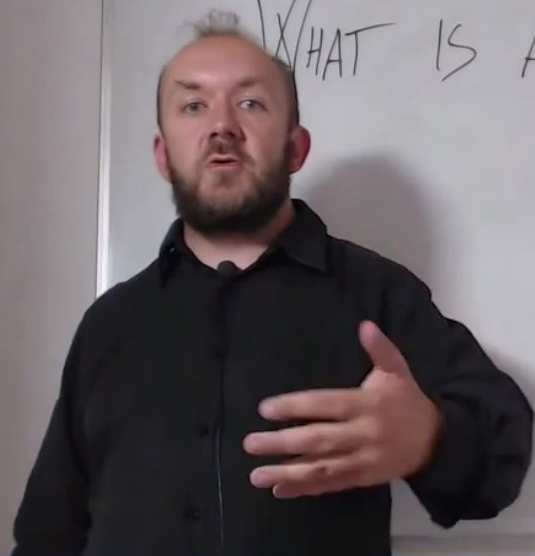
If your elearning-based offering are along the lines of your current brand, you can leverage that brand to your advantage. Your message can be: **"We are known for our high quality courses about X - now we offer the same high quality in the comfort of your own home"**. That is a great message and one that people can relate to.

But if you have a strong brand that is associated with something completely different than the courses you want to offer as e-learning - they you might run into problems. If your school is associated with teaching senior citizens, then you might be at a disadvantage if your new courses are catering to a younger crowd. Or if you are only associated with language courses, then it might be hard to offer an elearning based course in photography. In those cases you might want to have a different brand for your elearning-based courses.

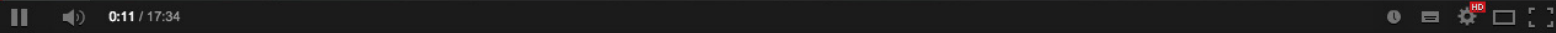


Example of audio based content

WHAT IS A LMS



Adam Bindslev
DOF Lillebælt



STEAM: What is a LMS?

Example of live streaming lecture