

E-Learning Environment

“E-Learning”

Mathetics (=science of learning, subjective didactic) vs. *Didactics* (=science of teaching, objective didactic)
(Eichelberger; Laner et al., 2010, p. 63)

Definition of E-Learning

= Merge of educational processes with digital technologies

- Blended Learning: mix of face to face and digital remote learning
- Online Learning: digital Learning

(Kergel, Heidkam-Kergel, 2020, p. 2)

Advantages & Disadvantages of E-Learning

- Advantages:
 - The participants do not depend on time and space, more autonomy (time management)
 - online seminars parallel to daily life → immediate application in daily working processes
 - diverse learning offers → focus on one topic or individual topics
 - collaboration with others → new insights, contacts, enrichment
- Disadvantages:
 - Need of good self- & time-management (often a hindrance)
 - lack of Presence → no interaction with the others, easier to step behind, to avoid visibility
 - a knowledge shared is a knowledge doubled → only if cooperation (based on previous experience)
 - need of courage to say something, harder in virtual space
 - responsibilities for learning process are not clear
 - motivation doesn't last until the end
 - technology is a hindrance, if participant is not familiar with

Learning competency

Definition of Learning competency (Born 2014, p. 12f.)

- knowledge, capacities, skills, abilities and attitudes that are necessary for individual and cooperative learning processes - can be developed and optimized through learning.
 - includes: 1) technical skills; 2) methodological skills; 3) social skills and 3) self-competence
 - Self-competence especially important: possibilities for motivation, organisation & controlling cannot be copied from face-to-face teaching □ need of individual responsibility, self-organisation
1. Access/motivation:
 1. Help pages, contact via e-mail/phone open to public
 2. Frustrating, in case of problems/difficulties
 2. Online Socialisation
 1. Present - perceive - orientation (on the platform)
 2. Useful: attractive entrance into the topic, arousing interest; efficient & fast support
 3. Where appropriate, face-to-face seminar for introduction
 3. Exchange of information
 1. Perception of possibilities for information & communication
 2. Indication for support, FAQ & content related suggestions
 4. Joint knowledge construction
 1. Forming of working groups - learning with and from one another
 5. Development & transfer, Self-organisation
 1. Role of instructor changes to role of supporter and learning colleague

The Participant:

(Born, 2014, p. 7f.)



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- Ideal Characteristics: Discipline, Endurance, Motivation, Power, Cooperativeness, self-confidence, self-esteem, knowledge, ideas, brain
- Participant as Co-producer of the learning success: quality and learning success are based on active role of participants
- Participant is dealing with two worlds: personal life & virtual learning space

→ Participants in the focus → Task of teacher: support them in order to guarantee their learning success

Team members of online-seminars:

- Seminar manager
 - Responsibility for all action in the three phases: Preparation – Implementation – Evaluation
 - Organisational frame of the seminar: content related and didactical conceptualization, course material
 - Coordination of the team's internal cooperation
- Moderator or teletutor
 - Co-responsibility for the communication and cooperation in the seminar groups
 - Co-participation in achieving and verify the learning goals
 - Reflection of the learning and working process together with seminar manager
 - Definition and implementation of measures for intervention
- Expert
 - Bring in expert knowledge for the seminar's content
 - Joint development of course (teaching/Learning) material
 - Ready in the background for questions and more information
- Supporter
 - Responsible for the technical frame, technical implementation of the wishes pronounced by seminar manager and experts
 - Support for the handling and utilization of the learning platform

Literature / References

Eichelberger, H., Laner, C., Angerer, H., Bronkhorst, J., Günther, H., Hungs, E., ... & Sary, C. (2010). *Unterrichtsentwicklung via eLearning*. Oldenbourg Verlag.

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