

LESSON D2_EN. HOW THE LEARNERS (AND THE DEVELOPERS) USE THE VLE - VIRTUAL LEARNING ENVIRONMENT

Project: eEmployment

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Consultations: Mo. – Thu. 09.00 a.m. to 05:00 p.m.

After having learned this lesson you will be more familiar with the following topics:

- Basic eLearning standards and products
- How eLearning works in VET
- Basic aspects of a virtual learning system
- The design of the VLE
- How to work with the VLE

CONTENT OF LESSON

1. eLearning standards and products: Short elements of the SpS
2. eLearning in eVET
3. Basic aspects of the virtual learning system
4. Design of the VLE

LEARNING OBJECTIVES:

- Important eLearning standards and products
- Basics about a Virtual Learning System
- How to use the Virtual Learning System for eLearning.

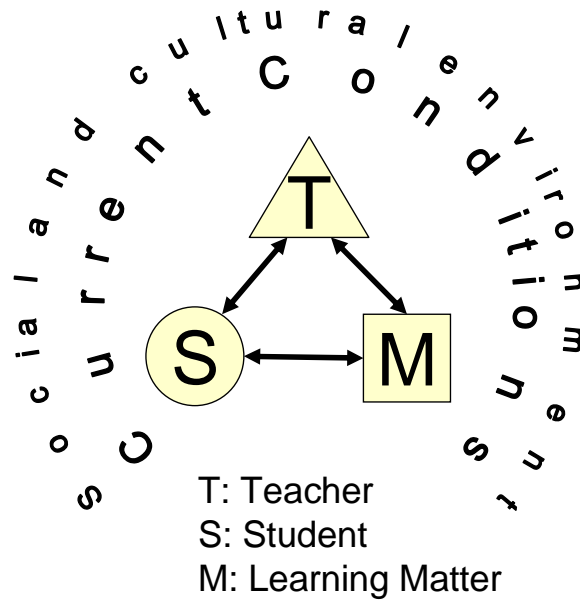
1. eLearning standards and products Short elements of the SpS (Specification Sheets for the eLearning material achievement)

General Aspects

A basic learning scenario contains the following components:

- Teacher
- Student
- Learning matter

This classical learning triangle is embedded in the current conditions and the social and cultural environment.



(Cp.: Glöckel, H.: Vom Unterricht. Klinkhardt: Bad Heilbrunn/Obb., 1990)

Figure 1: The classic triangle of a learning scenario

If we transform this scenario into a computer supported learning scenario, we receive a different view of the model.

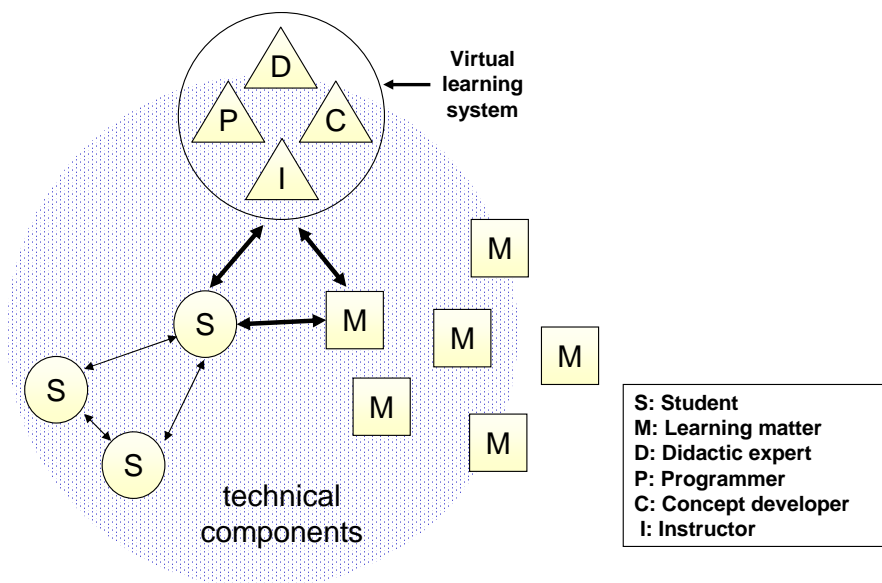


Figure 2: Model of a virtual learning scenario

2. eLearning in eVET

For eLearning in eVET the following components can be used:

- The virtual learning environment (VLE)
- The books with the learning matters
- The WBT's with parts of the content which is presented in the books
- The eIncubation system for practical training

3. Basic aspects of the virtual learning system

Basic requirements of a virtual learning system

Here you can find the basic requirements of a virtual learning system.

Learning environment

- Access to the course material
- Username & password for every learner
- Intuitive User Interface (UI)
- Shortlist of the learning modules

„Privat room" for the learner

- Private Notes in addition to the learning matter
- Bookmarks / Favourites
- Re-opening of learning sessions
- Shortlist of the learning modules

Orientation for the learners

- Glossary
- Index
- Coursemap (like Sitemap)

Communication

Asynchrone

- one-to-one email
- one-to-many email
- Forums

Synchrone

- Chatroom

Module Management

- Editor/-Manager for the Course structure
- Version Manager
- Curriculum Manager (Course Goals)
- Flexible resource pool

4. Design of the VLE

4.1 Design of the VLE in eEmployment (overview)

The VLE is a network of four different project partners' websites.
Each of the integrated partners is responsible for hosting of one language.

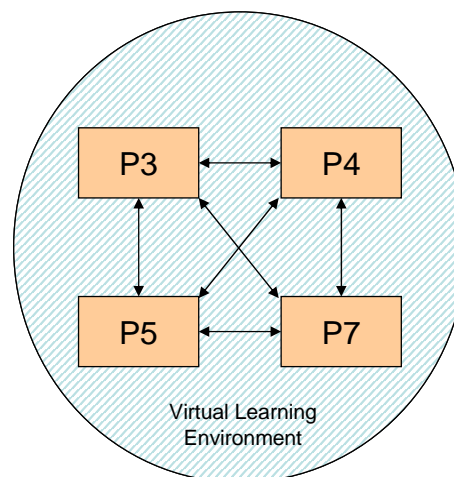


Figure 3: Model of the VLE

The hosting of the learning content is managed by the project partners P3, P4, P5 and P7. Because of the consistent design and the hypertextual links between the different partners' sites the VLE appears like one corporate learning system to the learner.

Furthermore it is very easy to change the language.

4.2. Learner Access to the VLE

There are two possibilities of getting in contact with the learning matter:

- the direct access to the Virtual Learning Environment.
- the indirect access via one of the partner sites.

Direct Access to the VLE

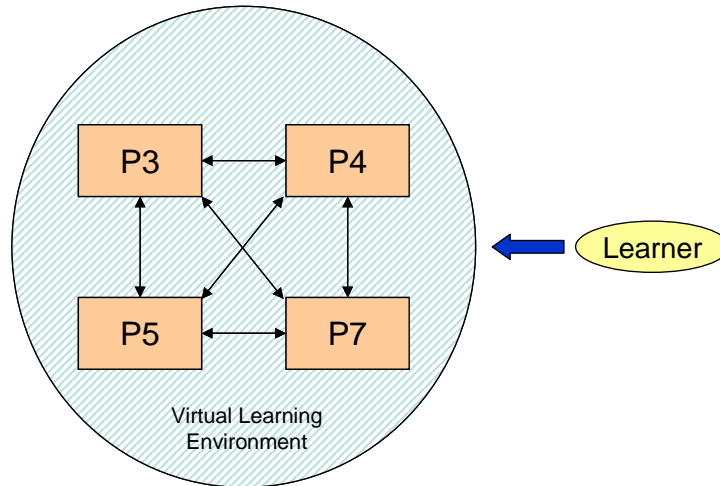


Figure 4: process of direct access to the VLE

Indirect Access to the VLE via one of the interested partners' sites

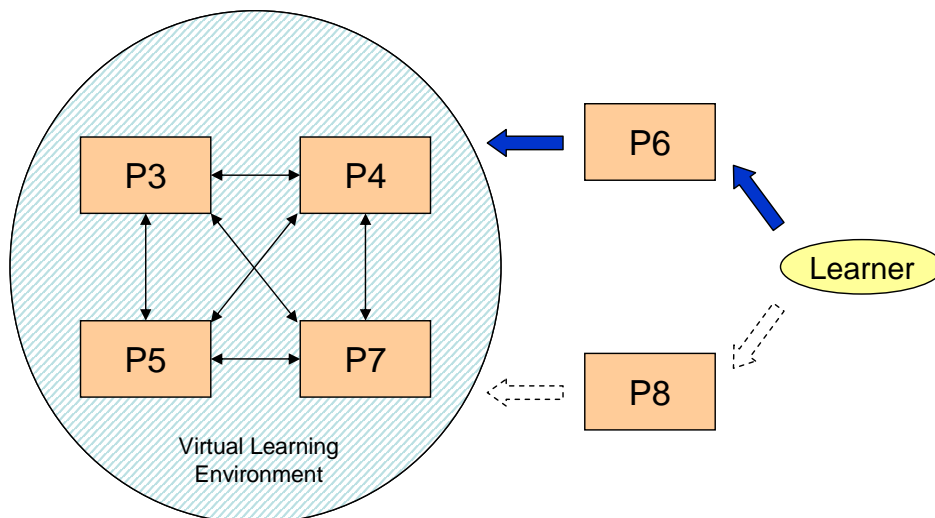


Figure 5: Process of indirect access to the VLE via the web presence of one of the partners

Interested partner inside or outside of the project simply place a hyperlink to the VLE insight of their own internet presence. Those way potential learners reach the VLE easily from count-less other web portals.

Language selection in the VLE

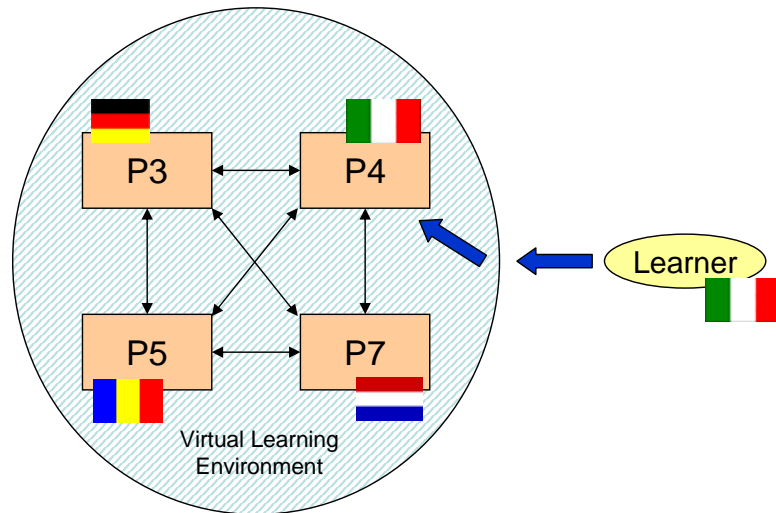


Figure 6: Language selection in the VLE

By accessing the VLE the learner chooses his language. The respective hyperlink directs him to the required project partner.

4.3. The eIncubation System

The eIncubation System can be figured as a test system with “real life character”.

If the learner feels skilled enough or owns enough specific knowledge from the beginning, he or she can use the eIncubator as a prepared possibility for practical training.

The system offers webspace and tools for building an own website or even creating a shop system

Potential errors don't affect anything.

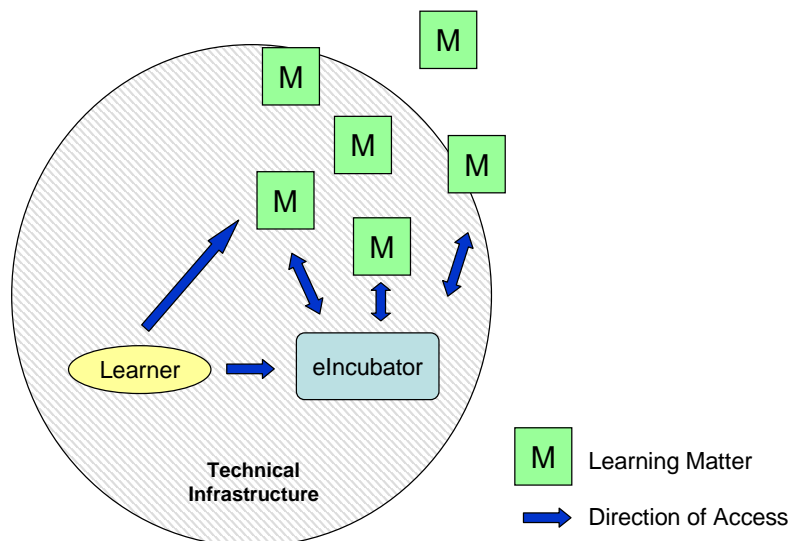


Figure 7: Model of the eIncubator in the context of the learner and the learning matter

The eIncubator in the context of the learner type

Theoretical oriented learner

Theoretical oriented learners or learners without previous knowledge use the the offered training material first and – after a certain time – try out their knowledge insight of the eIncubator.

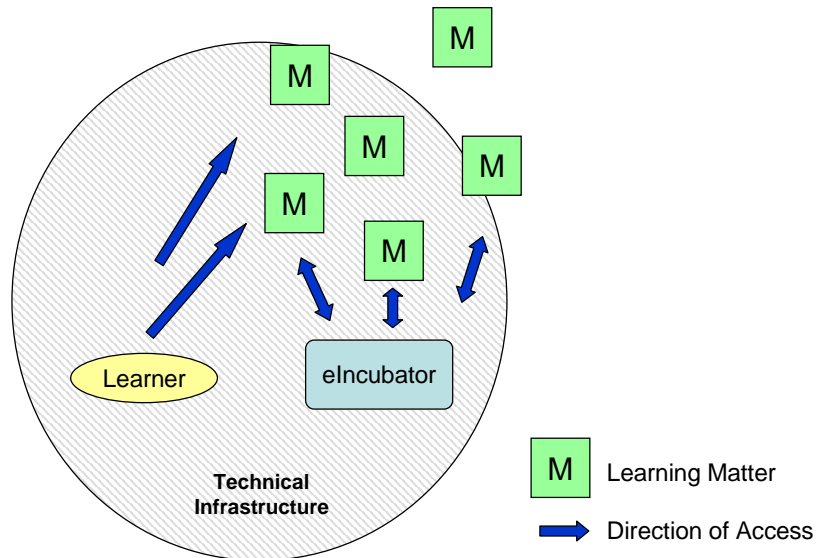


Figure 8: The eIncubation System used by a theoretical oriented learner

Practical oriented learner

Practical oriented learners or learners with previous knowledge begin to practice in the eIncubator and in the next steps – when detailed questions come up – use the learning material to find the solution.

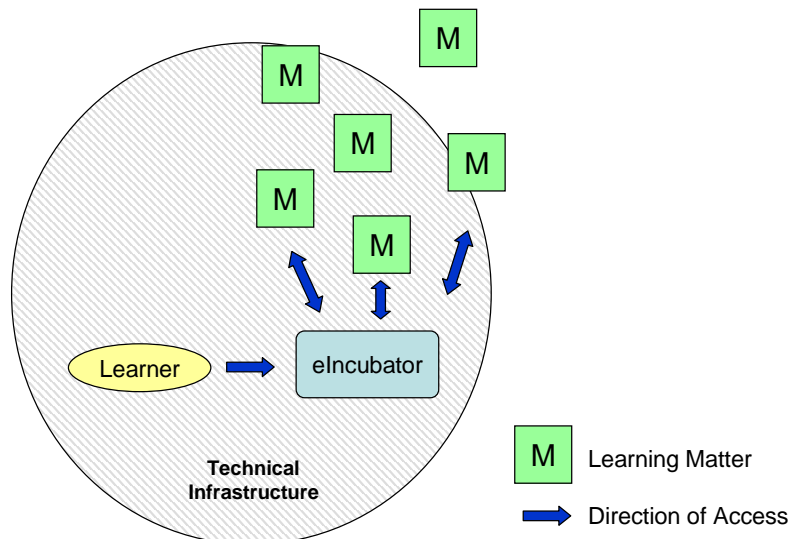


Figure 9: The eIncubation System used by a practical oriented learner with previous knowledge

Links to the Internet

Here you can find more about Virtual Learning Environments

Dillenbourg, P.: Virtual Learning Environments (2000)
<http://tecfa.unige.ch/tecfa/publicat/dil-papers-2/Dil.7.5.18.pdf>

Requirements for a VLE: http://www.jisc.ac.uk/index.cfm?name=mle_related_vle

LIBRARY Course Management Systems (CMS) / Virtual Learning Environments (VLEs)
<http://www.e-learningcentre.co.uk/eclipse/Resources/vles.htm>

VLE Survey: <http://www.ucisa.ac.uk/groups/tlig/vle/index.html>

Key Point Summary Conclusions and Recommendations

1. A basic learning scenario contains the following components:
 - Teacher
 - Student

- Learning matter
- 2. For eLearning in eVET the following components can be used:
 - The virtual learning environment (VLE)
 - The books with the learning matters
 - The WBT's with parts of the content which is presented in the books
 - The eIncubation system for practical training
- 3. The basic requirements for a virtual learning system are:
 - Learning environment
 - „Privat room for the learner
 - Orientation for the learners
 - Communication
 - a.) Asynchrone
 - b.) Synchrone
 - Module Management
- 4. The VLE is a network of four different project partners' websites.
- 5. The eIncubation System can be figured as a test system with “real life character”.

Study Guide

ESSENTIAL QUESTIONS FOR THE VERIFICATION OF THE ACCOMPLISHED KNOWLEDGE

1. Which components does a Virtual Learning Environment contain?
2. How does eLearning work in VET
3. What are the basic aspects of a virtual learning system?
4. How is the VLE designed?

BIBLIOGRAPHY. REFERENCES.

- [1] Dillenbourg, P.: Virtual Learning Environments (2000)
<http://tecfa.unige.ch/tecfa/publicat/dil-papers-2/Dil.7.5.18.pdf>
- [2] Requirements for a VLE:
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SUPPLEMENTARY IMPORTANT BIBLIOGRAPHY. REFERENCES.

- [3] LIBRARY Course Management Systems (CMS) / Virtual Learning Environments (VLEs)
<http://www.e-learningcentre.co.uk/eclipse/Resources/vles.htm>
- [4] VLE Survey: <http://www.ucisa.ac.uk/groups/tlig/vle/index.html>

RESPONSES TO THE QUESTIONS

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4. The VLE is a network of four different project partners' websites.

Each one of the integrated partners is responsible for the hosting of one language.

The hosting of the learning content is managed by the project partners P3, P4, P5 and P7. Because of the consistent design and the hypertextual links between the different partners' sites the VLE appears like one corporate learning system to the learner.

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