

## A Review on E-Learning Technology

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### ABSTRACT

Nowadays E-Learning plays very important role in 21<sup>st</sup> Century and also educational growth of any nation. Internet is the growing information technology with the sincerity of closeness and stronghold, thus, it brings globalization in every aspects of communication. It has many opportunities for rising nations to improve their learning development. It preserves also play a significant task in preparing a new age collection of teachers, as well as improvement the skills of the obtainable teaching. The E-learning initiatives have connected the whole world and have detached the barrier of age, location, time and socio-economic nature. The best parts of lecturers surveyed used e-learning in their teaching pursue the majority generally to research, right of entry and generate teaching resources and get ready lesson strategy. E-learning was used fewer regularly to communicate with learners, track learner's progress and make available one-to one concentration. E-learning had increased retention or achievement and present was limited information of a straight relationship among e-learning use (whether by learners or lecturers) and the end-point outcomes in the institutions as a complete. The E-learning resolve still most likely be utilized to situation out-of classroom and in-classroom learning experiences by means of technology.

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**Key words:** Computer, E-Learning, Internet, Methodology, Technology

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### Introduction

Internet is the rising information technology with the credibility of nearness and fastness, thus, it brings globalization in every aspects of communication. E-learning can most excellent be understood as any category of learning delivered electronically. Defined broadly, this can encompass learning products delivered by computer, intranet, internet, satellite, or other remote technologies. Mostly e-learning researcher defines e-learning as "training delivered automatically wholly by a web browser, through the Internet or an intranet, or through CD-ROM or DVD multimedia platforms." Progressively, the frequent accepting of e-learning relates exclusively to web-based training or knowledge products delivered via a web browser over a network. Internet and encourages investors to think the "e". E-learning to represent

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“effective”. E-learning is occasionally classified as synchronous or asynchronous. Both terms refer to "the extent to which a course is bound by place and/or time. Synchronous simply means that two or more events occur at the same time, while Asynchronous means that two or more events occur "not at the same time." When you attend live training –like a class or workshop--then the event is synchronous, because the event and the learning occur simultaneously, or at the same time. Asynchronous learning occurs when you take an online course in which you complete events at different times, and when communication occurs via time-delayed email or in conversation register postings.

### **Literature Survey**

The beginning of e-Learning as at present skillful in higher learning stem from the sight full work of Suppes (1964) and Bitzer (1962). While others such as Porter (1959) and Uttal (1962) were also active early in this field (Fletcher, 2002), only Suppes and Bitzer obviously positioned the use of technology within a broader educational schedule (Suppes, 1964, 1966, 1986). In the 1960s, there were few educational applications of computers in universities. It was thought that the high price of technology would avoid its everywhere up take as an educational tool.(Suppes, 1964; 1966) he argued that the single most influential dispute for the use of computers in education is individualized instruction and the dialogue that it supports. This was not an idle assumption, but was based on Bloom’s (1984) research that established that one-on-one teaching improved student success by two standard deviations over group instruction. Individual tutorials, Suppes work (1964; 1966; 1986) and teaching was confined to structured fields and views of knowledge, with “tool and practice” approaches. It allowed educators and students to use high resolution explicit terminals and an educational programming language, TUTOR, to create and interact with educational course ware and to communicate with other users by means of electronic notes the for runner of today’s conferencing systems(Bitzer, Lichten berger & Braunfeld, 1962).Woolley (1994) argues that as well as PLATO’s advances in Computer Assisted Instruction, its communication features were equally innovative and were the foundations of today’s conference and messaging systems: Two decades before the World Wide Web camion the view, the PLATO system pioneer online forum and message boards, email, chat rooms, instant messaging, remote screen allocation, and multiplayer games, leading to the appearance of what was perhaps the world’s first online community.(Woolley, 1994) Comparing e-learning practice over time is difficult and filled with a host of practical concerns (Charp, 1997; Herrington, Reeves & Oliver, 2005; Mortera-Gutiérrez, 2006;Nicholson & McDougall, 2005; Pilla, Nakayama,Nicholson, P., 2006; Thomson, 2005).

### **Features**

The following are the features of e-learning technology,

1. Multilanguage support Tutorials and resources Repository.(all file types)
2. SCORM player + packages 1.2Roles (User, Teacher, CEO, etc.)
3. Quiz Deluxe and Subscription Deluxe.
4. Course groups (incl. repository, forum, chat)
5. Collaboration whiteboard (via Flash Media Server)
6. Completion certificates.
7. Quiz pool (for each course).
8. Parent / CEO access control.
9. Learning Paths / Homework tracking.
10. Course creation-copy-import-export.
11. Register of Attendance / user tracking.
12. CSV import-export users' (un-)enrolment.
13. LDAP (on demand), Grade Book, Total Backup.

### **Comparative Study**

When comparing education and the same course in a usual structure to a computer mediated learning frame, students have expressed higher fulfillment from the computer mediated learning, and rated the learning as more efficient than in the traditional structure. In other studies, also it was argued that computer mediated or online learning is more efficient and interactive. E-Learning includes many mechanism that are recognizable from usual learning, such as appearance of ideas by the students, group negotiations, influence and many other forms transmission information and accumulating knowledge. The contents of the course's set of courses might be prepared according to subjects and in a serial mode. E-Learning also includes advantages which are not found in conventional learning, such as time for digesting the information and responding, enhanced communication among the learners, both as regards excellence and as regards importance, knowledge being acquired and transferred in the middle of the learners themselves, the skill to manner an open conversation, where each learner gets more of an identical standing than in a face-to-face conversation, access to information and to conversation ability, responses may be made around the watch with no limitations, a higher incentive and participation in the process on the part of the learners.

**Table 1: Comparison between Traditional Learning and E-Learning**

<b>Name</b>	<b>Traditional Learning</b>	<b>E-Learning</b>
<b>Classroom Discussions</b>	The lecturer usually talks more than the students.	The student talks at least as much as or more than the lecturer.
<b>Learning Process</b>	The learning is conducted with the whole class participating; there is almost no collection or person study.	Most of the learning procedure takes place in groups or by the individual student.
<b>Subject Objects</b>	The lecturer conducts the meeting according to the study program and the available prospectus.	The student participates in formative the subject substance; the studying is based on a variety of sources of information, counting web data banks and net-experts situated by the student.
<b>Emphases in the Education Process</b>	The students learn “what” and not “how”; the students and the teachers are busy finishing the necessary subject substance quota; the students are not concerned in inquiry-based education and in solving problems, but rather in tasks place by the educator.	The students learn “how” and less “what”; the learning includes investigate study which combines search for and collecting information in order from web data banks and authorities on the communications network; the learning is better connected to the actual world, the subject matter is richer and includes material in different formats.
<b>Inspiration</b>	The students’ inspiration is little, and the subject matter is” distant” from them.	The students’ inspiration is high due to the contribution in matters that are earlier to them and to the make use of technology.
<b>Teacher’s Task</b>	The teacher is the ability.	The teacher directs the learner to the information.
<b>Place of Learning</b>	The knowledge takes place within the classroom and the school.	The knowledge takes place with no fixed place.
<b>Lesson Formation</b>	The educator dictates the formation of the lecture and the partition of time.	The formation of the session is affected by the set dynamics.

### **Future Scope**

E-Learning exploits interactive technologies and communication systems to get better the knowledge experience. It has the likely to modify the technique we educate and study across the panel. It can enhance values, and enlarge contribution in subsistence learning. It cannot give back teachers and lecturers, but alongside accessible methods it can improve the quality and reach of their education. Strategic development of e-learning should be based on the requirements and demands of learners and the quality of their learning experience.

### **Conclusion**

E-Learning is essentially about learning and not about technology. A learning action can be defined as trade between a beginner and background, most important to a planned result. It is the intended outcome which makes learning a purposeful activity. The center of attention here is on attentive learning activity, moving away from an understanding of e-learning as simply providing comfortable and 'learning technology', to thinking about technology as middle to modern training and education processes, and allowing for e-learning as element of the series of assets available to the particular practitioner. The endeavor of this article has been to give an suggestion of the profit that technology can bring to learning and teaching and to take the first step towards essential useful carry out with e-learning.

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