E-Learning Trends and Overview for Corporate Training Environments

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The Ten Forces that Flattened the Learning World



- Tools for Searching/Finding Media and Information Resources Availability of Quality Online and Blended Learning Environments
- Free and Open Source Software for Learning Open CourseWare (free content)
- Online Learning Object Repositories and Portals (shared

- content)
 Virtual Collaboration Software (synchronous and asynchronous)
 Online Massive Gaming, Simulations, and Virtual Worlds (e.g., Second Life)
- Learning Mobility and Portability (low-cost mobile devices+wireless communication, podcasts)
 Personalized Learning Tools (Blogs, MySpace, Flickr, and RSS)
- 10. Open Information Communities (Wikipedia, Slashdot, Digg)

Traditional Computer-F2F mediated Mixed Reality Virtual (distribute Space ery short lag time flong lag tim Tîme Mediun Fidelity (text only Humanness No Machine High Mechi (Graham, 2006)

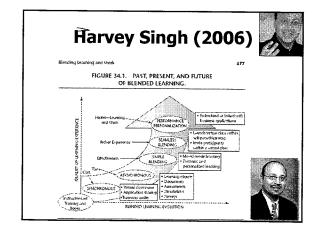
Types of Interactions Possible?

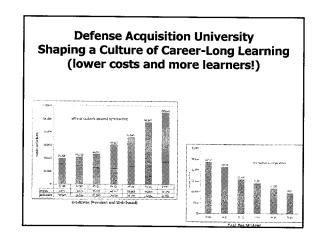
(Moore, M. G. (1989). Editorial: Three types of interaction. American Journal of Distance Education, 3 (2), 1-7.)

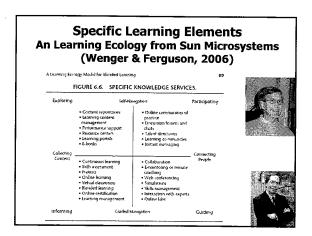
- 1. Learner-Instructor
- 2. Learner-Learner
- 3. Learner-Content

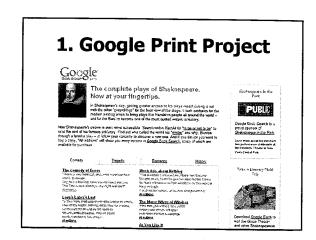
Learner-Self: highlighted the importance of 'self talking', or internal dialogue when engaging with learning materials (Soo & Bonk, 1998)

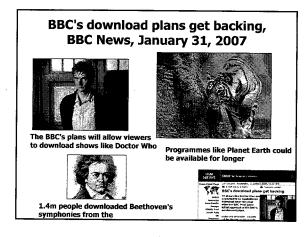
4b. Learner-Interface: The learner's ability to use the communication medium facilitating the online course (Hillman, Willis, & Gunawardena, 1994)

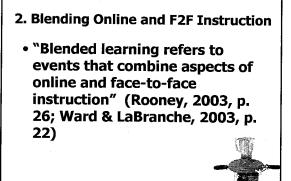


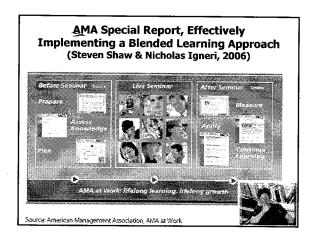


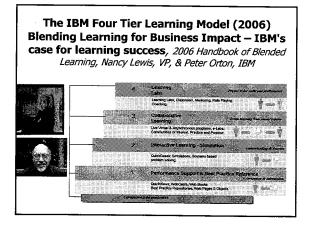


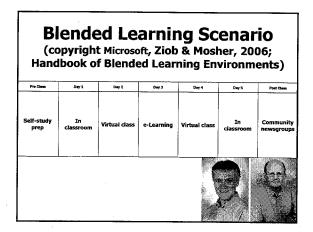


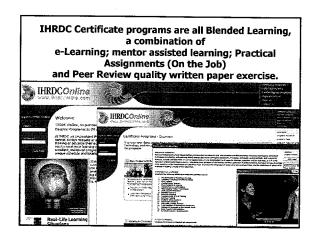












E-Learning Contracts: Meaningfulness Shell Oil: Workflow Learning • In this context, authentic work-based activities are learning activities that are anchored in workplace practice and that are focused on developing the participants' ability to solve problems in their everyday professional job roles (Merrill, 2002).

