

CHAPTER I
INTRODUCTION

INTRODUCTION

1.1.0 E- Content

Electronic content (e-content), also called digital content, is that content or information distributed through a network-based electronic device or provided through a computer network like the Internet. According to the Oxford Dictionary -e-content is designed to display digital text and images on web pages. According to Saxena Anurag (2011), content e-content is basically a package that meets distance reduction, cost effectiveness, user friendliness and adaptability to local conditions'.

E-content has drifted the method of learning imparted to the students. Unlike conventional chalk and board style of schooling, eLearning makes giving and receiving simpler, prolific, and productive. Shortly, it is the method of teaching purely through technology.

Well-developed electronic content can be delivered multiple times to multiple learners. Different courses such as units, lectures, graphics and animations can be reused in different contexts.

eLearning is imparting and facilitating knowledge on media, electronic devices like that on the Internet, CD-ROMs, and DVDs, streaming media etc.

1.2.0 Purpose of e-Content

The concept of e-learning is for the learners to obtain diplomas without absorbing personal achievements, basic school education or actually attending school, university or other educational institution.

Another idea is to implement e-learning in schools at all levels so that students can understand the classroom properly.

Psychologists believe that the audio-visual learning method creates a trained learning environment and promotes effective student participation in classrooms.

The following benefits of online or e-media learning are guaranteed to be synchronized with advanced learners. You can also get digital and self-learning wherever you want. You do not have to wander in search of learning.

eLearning is versatile and suitable for all learning methods.

1.3.0 E-content Tools

E-content can be created in a variety of ways by using variety of tools and software. E-content development combines Content Management System (CMS) and Learning Management System (LMS). Several proprietary software, freeware, open source software, public domain software and so on are available for e-content development. Among available tools and software packages, Microsoft Office, Libre Office, Software Package can be used easily by the beginners of e-content development.

Freeware: It can be used without any monetary charges. However, restrictions are imposed for its use, modification and redistribution. In this source code is not provided. This tool can be passed on to any one free of cost.

Open Source Software (OSS): It is computer software and its source code is made available to the public. It is licensed with an open source license. Copy right holder provides the rights to study modify and distribute the software free of cost to anyone for any purpose. Open Source Software is very often developed in a public collaborative manner.

Proprietary software is software that is owned by an individual or a company. It will have major restrictions on its use and its source code usually kept secret. These are exclusive property of their developers and can't be copied or distributed without complying with their licensing agreements.

Public domain software: The copy right holder donates it to the public. It is available free of cost to every one and it can be used by any one for any purpose and only with very minimal restrictions.

1.4.0 Characteristics of e-content

Uses inclusive language.

The language used within your training materials can have a significant impact on how your messages are heard and considered. In learner-centred eLearning, the content speaks directly to the learner as an individual rather than addressing the learning audience as a group. Inclusive language helps create the feeling of a personalized learning experience and generates an emotional connection with the content.

Provides self-reflection opportunities.

The modern learner wants to know how information relates to and benefits them directly. Learner-centred eLearning provides opportunities for learners to relate content to their role or personal situation through thought-provoking self-reflective learning checks. These are particularly powerful when interspersed within a scenario at pivotal moments to provoke learners to think how they would handle the situation.

Allows user-friendly, easy navigation.

Learner-centred eLearning is easy to use and enables learners to take control and find what they need quickly. Learners should be able to navigate the course intuitively through course design that implements sound user experience principles.

Includes relevant, relatable, real-life scenarios.

How many times have you been in a meeting and let your attention wonder when topics don't relate to your role directly? Meaningful content is the key to learner-centred eLearning to engage and hold attention. Immersive scenarios that place learners in a relatable situation they must then problem-solve to a successful outcome can be effective.

Enables personalization.

Personalization is another key feature of learner-centred eLearning. Personalization can involve allowing learners to customize the learning experience by selecting a visual theme or accommodating individual comfort and accessibility by enabling learners to control volume and screen text font sizes. Personalization can be taken further by capturing a learner's name during registration and using it throughout the course or by streaming specific content to an individual.

Responds to individual needs.

Pre-testing is an effective method for allowing eLearning to respond to individual needs based on existing competencies. The pre-test assessment can consist of a series of questions linked to course topics and allow learners to skip topics linked to correctly answered questions.

Connects through multi-sensory interaction.

A true learner-centred design is a multi-sensory experience. Engaging learners through visual, auditory, and kinaesthetic methods simultaneously immerses the learners in the educational content to ensure learning is remembered. Challenging interactive activities should be provided throughout to prompt learners to think critically about the application of skills and knowledge.

1.5.0 Types of e-content

Slide-based courses

Slide-based courses are what most people think of first when they hear 'eLearning'. They involve the user taking a self-paced course where learners view slides with interactive units and possibly narration and other multimedia elements. Such courses often have a look and feel similar to PowerPoint presentations.

This kind of content might be preferable in a number of different scenarios. Consider using it, for example, if you:

- Have existing learning materials in presentations, documents, PDFs, or other formats that you can easily repurpose into an online course
- Need to get some offline training into an online format fast
- Want to put new employee on boarding on autopilot
- Need to get a refresher training on a new product or service out quickly

Quizzes

Quizzes, tests, assessments, or knowledge checks – whatever you choose to call them – are an essential component of most eLearning courses. Why? Quizzes allow you to track your learner's knowledge and ensure the learning objectives of your training are being met. They are also a fun and interactive way to break up the content in your training modules and provide a natural breakpoint between main topics that will give learners a sense of progression within your course.

How and when you use quizzes will depend on the type of courses you are building and whether they are formal or informal, accredited or not, and a number of other factors. Generally, when you are planning your course, consider:

- For short, informal courses, knowledge checks at the end of topics or modules may be more appropriate than a long final quiz.
- For longer courses, consider a more formal final assessment with feedback and info slides.

Training videos

Video content is more popular than ever, and with good reason – it's always more engaging than text or pictures alone. There are several ways you can use video content in your eLearning:

1. **Standalone training videos.** You can use video as the only type of content. For example, you could record a series of videos on a soft skill like speaking in meetings.
2. **Embedded videos.** You can embed videos in your eLearning course. The video could be content that you created yourself, or public domain, or stock footage. The nice thing about this approach is that you can use video for certain topics and mix up more interactive elements within the course.
3. **Webinar or live training playback.** This method is simply providing recordings of previous live or virtual classroom training and making them available online via an LMS or other platform. This is a great and inexpensive way to incorporate video into your eLearning content.

There are also several types of video content that are typically used in training and include, but are certainly not limited to:

- **Video tutorials.** These are the familiar 'how-to videos' and often feature additional on-screen text, call-out boxes, and other elements.
- **Presenter screencasts.** These feature your screen and the video from your webcam simultaneously.
- **Software tutorials.** These are used to teach how to use software. Typically, the video capture tool will automatically

detect when you move the cursor, press keys and click screen elements, and will add visual cues for these actions to the video, like highlighting boxes on data entry fields.

Podcasts

Podcasts have risen in popularity to become a mainstream form of media familiar to just about everyone. They are already used in various spheres of business, so organizations have also started using them as a convenient tool for learning and development.

Podcasts are mobile and available 24/7, so employees can listen and learn whenever they want. They also offer a number of opportunities to improve employee retention, since they don't require a specific time to listen – the audience can listen to podcasts while doing virtually any other activity, including working.

Podcasts are great for non-assessable training, particularly skills that revolve around mindset, motivation, and other 'soft skills.' They can also be useful for presenting longer format use cases and scenarios in the form of 'stories' that would be way too long to present in, say, a dialog simulation.

Dialogue simulations

A dialogue simulation is an eLearning content type that simulates a real-world conversation with a customer or other third party. It's great for teaching customer service, sales skills, and any type of training scenario that involves the need for conversation between two parties to establish facts, negotiate, and reach mutually beneficial conclusions in a risk-free environment. Good dialogue simulations tend to use branched scenarios, where each decision an employee makes has consequences that affect the outcomes and the next stage of the sim.

E-books

This type of eLearning content is not seen as often as the others mentioned, but it's a very quick and easy way to share things like standard operating procedures, step-by-step processes, and other manuals with your employees, and provide a good reading experience.

This is a great option if you have material sitting around in Word or PDF format that is underutilized or simply not available to learners in a format that is easy to access and consume.

RESEARCH QUESTIONS

1. What are the opinions of teachers and students of class 7 regarding online learning they are exposed to?
2. Are the students of class 7 motivated to learn through e-content?
3. Are the teachers motivated to teach the students through e-learning?
4. Are the students involved in any malpractices while engaging in online activities?
5. Do all students have access to Internet connection?
6. Is E-learning in teaching English effective?
7. How effective is e content for Subject of English in class 7?

RESEARCH OBJECTIVES

This study aims at:

- To find out effectiveness of E-content in English in class 7
- To understand the current state of e-teaching /e- learning of students in the English.
- To identify the areas of strengths and weaknesses of e-learning.

- To provide suggestions and recommendations depending on the results.

RESEARCH HYPOTHESIS

- The students of class 7 who learn using e-content learn better than students who learn without e-content.
- The Students of class 7 do respond well to the test after they are taught using e-content.
- The students of class 7 are motivated to learn through e-content after the treatment takes place.
- The teachers are motivated to teach the students through e-contents after treatment takes place.
- Better Internet connection ensures better e-content and better student response.
- Most students have access to internet connection.
- E-learning in teaching English is effective.

OPERATIONAL DEFINITIONS

E-content

(Electronic-content) Digital content that can be transmitted over a computer network such as the Internet.

Teaching

Teaching is one of the instruments of education and is a special function is to impart understanding and skill. The main function of teaching is to make learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very closely related.

CHAPTER II

REVIEW OF RELATED LITERATURE