

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ZIANE ACHOUR OF DJELFA

Faculty of Letters, Languages and Arts,

Department of English

Module: Elearning

Level: Bachelors' 1

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LECTURE THREE: E-Learning tools

Objectives of the lecture

Upon successful completion of the lecture, students shall be able to:

- 1- Define « elearning tool »;
- 2- Know some historical background of elearning tools;
- 3- Know some types of elearning tools.

Lecture outline

- 1- Definition of « elearning tool »;
- 2- Overview of the development of elearning tools;
- 3- Assessment activity.

Definition of elearning tool

- In educational settings, e-learning tools are defined as the digital resources that help students access specific training and knowledge. Electronic devices like computers, smartphones and tablets can help people access a large variety of e-learning options (www.indeed.com). In other words, an elearning tool is a digital device that allows learners to learn remotely.

Overview of the development of Elearning tools

Historically speaking, we may divide the development of elearning tools into 2 main phases:

1- Phase 1: in this phase, we may see that only hardware tools were used to deliver learning electronically. This phase starts from the 1970s through to the mid 1990s, when Internet and software applications « clicked into place ».

2- Phase 2: in this phase, both hardware tools and software applications have been used to deliver learning electronically. This started to have shape in mid 1990s with the emergence of Internet. Not only issues related to storage capacity have at last been solved thanks to Internet, but also teacher-student communication methods have changed.

1. Phase 1: Hardware devices used for elearning purposes

Hardware devices used for elearning purposes are all aimed at storing data in order for students to be able to use them. The development of hardware devices used for elearning purposes may be divided into 4 types; each type representing a historical period of time.

A. Floppy disks: According to Britannica (encyclopedia), floppy disks were used between 1970s and mid 1990s. Floppy disks were another response to human needs in that they allowed for storage of data for multiple uses on PCs. IBM said about floppy disks that they:

“have become a rare sight, but not so long ago they were everywhere you looked. More than 5 billion floppy disks were sold annually at their peak in the mid-1990s. For more than two decades, the IBM-invented disk was the primary means to store files, distribute software, create backups and transfer data between computers.”

However, floppy disks' storage capacity was very low (1.4 MB maximum). Therefore, there was a need to invent new devices with larger storage capacity.

B. CD-ROM: a type of computer memory in the form of a compact disc that is read by optical means. A CD-ROM drive uses a low-power laser beam to read digitized (binary) data encoded in the form of tiny pits on an optical disk. The drive then feeds the data to a computer for processing. (<https://www.britannica.com/technology/CD-ROM>). It was introduced in mid 1980s as an alternative to floppy disks. Though CD-ROMs have larger storage capacity, they differ from floppy disks in that they are not recordable; this is why its name is « Read Only Memory ».

But, this issue was solved in early 1990s with the invention of recordable CDs called « CD-Rs » (R for recordable).

C. DVD: Short for « digital video disc », this device was introduced in 1995 as a storage medium of educational software, larger multimedia files (audios, movies, etc.), and computer games.

D. Blu-ray: A digital disc that was designed to supersede the DVD format. It was invented in early 2000s.

The above mentioned devices seem to be less important in today's world, where Internet has made it possible to store data using software (online applications and programs) rather than hardware tools.

2. Phase 2: Mix of hardware devices and software applications

The shift from the use of traditional hardware-based elearning tools to the use of Internet-based tools occurred in the mid 1990s, with the emergence of Learning Management Systems (LMSs).

Learning Management Systems started to gain popularity in **1995**. Schools and universities used LMSs to monitor student records, attendance, tests, grades, and issue notices and fee vouchers. American company Blackboard was the first to successfully use [LMS](#) in providing academic professionals, businesses, and government institutions with education, mobile, communication, commerce software, and other related services (Bouchrika, <https://research.com/education/history-of-elearning#3>). Another example of LMSs is Moodle. The University of Djelfa has developed its own Moodle.

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Create

Have an Account? Login Here.

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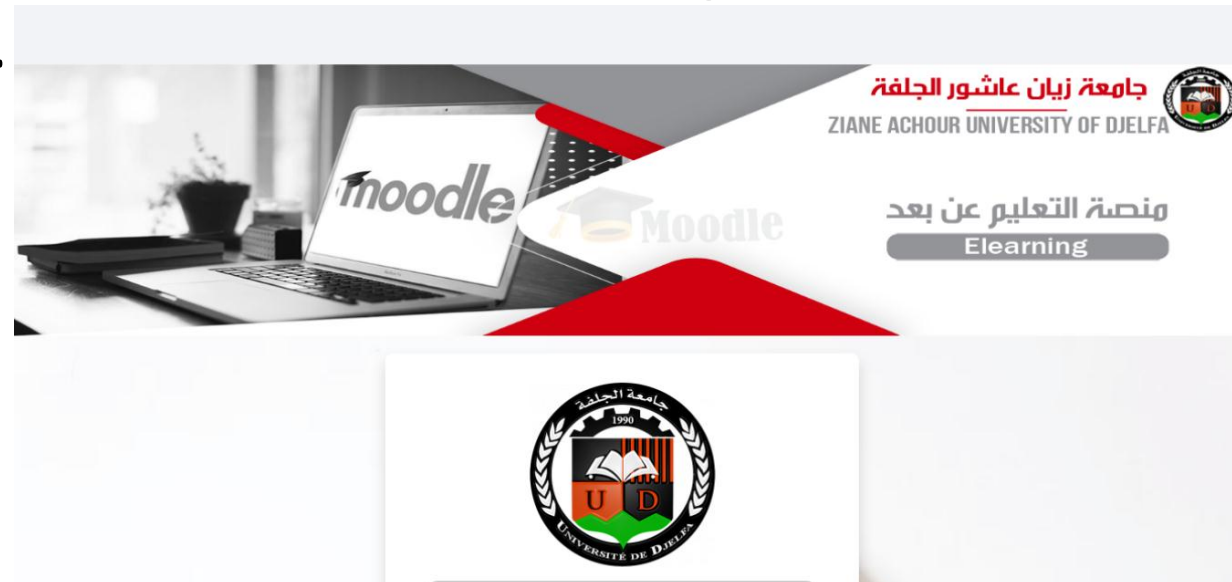
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Moodle!

Moodle is a **Learning Platform or course management system (CMS)** - a free Open Source software package designed to help educators create effective online courses (moodle.org). Therefore, this type of LMSs is used to manage, deliver, and assess training, but also to monitor elearners' learning.



Google tools

- Google has puts at the learners' fingertips a range of programs that aim at facilitating the elearning process; this includes for instance: Google Classroom; Google Docs; Google meet; etc.
- **Google Classroom:** (<https://sites.google.com/view/classroom-workspace/>)
- **Google Docs:** Google Docs is an online word processor that lets you create and format documents and work with other people (support.google.com).
- For more information on Google Docs click (<https://support.google.com/docs/answer/7068618?hl=en&co=GENIE.Platform%3DDesktop&sjid=11604252992068063490-EU>)
- **Google meet:** this is a video-conferencing tool that aims at allowing learners to communicate remotely. Its design allows the teacher to make presentations, particularly by making it possible to share the PC screen and perform other activities at the same time (audio and video calling,) and the learners has various features

Assessment

- In light of the above, make a table to summarize the main features of phase 1 and phase 2 of the development of elearning tools.