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E-Learning Method

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ABSTRACT

Developing e-learning is more expensive than preparing classroom materials and training trainers. Today, e-learning reaches a wider audience. Preoccupied with the difficulty of attending traditional classroom instruction "preoccupied with work or family commitments that do not allow them to attend courses on certain dates and on a particular schedule; located in conflict and post-conflict areas and whose mobility is restricted for security reasons; restricted from attending class sessions due to cultural or religious beliefs; encounter difficulties in real-time communication (for example, foreign language learners or very shy students) appears to be an effective method. In this article, literature studies on e-learning methods are presented.

INTRODUCTION

When we look from the past to the present, we see that all the changes that have taken place together with technological changes are rapidly confronting us in the field of education and training. All the technology used in information sharing is also encountered in education and training processes in some form. Objects such as stone paper, where the flow of information begins, have been rapidly replaced by electronic and digital tools.

In the rapidly globalizing world order, human beings are stepping into a new and different era. This period, which we often call the Information Age, has affected humanity in every aspect. The rapid development of informatics, telecommunications and technology, especially with the widespread use of the internet network, has taken place on the communication platform.

Organizations that can follow these changes and are aware of information technologies and competitive environments are in this network by following this rapidly changing platform in order to be one step ahead in their strategies.

The global economy, which has been restructured with the phenomenon of global competition, has come to the fore as a reality dependent on many variables. The global economy is a dynamic structure. The variables that make up this structure are very closely related to each other and can often be affected by unpredictable developments (Ohmae, 2008).

Organizations that do not want to stay behind the age they are in want to reach information quickly and distribute it quickly. This speed of information transfer reaches a wide network by including all employees and target groups.

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With the changes and transformations in communication, information and network technologies, the use of personalized e-learning environments designed based on the characteristics and needs of individuals has become widespread in e-learning environments instead of a single learning solution offered for all learners. Presenting the same content in the same way to individuals with different personality characteristics, knowledge levels, abilities, learning backgrounds, interests and needs cannot meet the needs and expectations of learners in open and distance learning systems (Truong, 2015). The opportunities offered by the online learning environment by reducing it to the basis of individuals have made this e-learning model positional that can increase rapidly.

The concept of e-Learning is a new concept in our country, but it has started to be adopted quickly. It is recommended as an easy method of obtaining and perceiving information. It is an issue that will contribute to the shaping of the information society and affect a large part of the society.

As Conlon emphasizes, unless the teacher, student, and the public concerned are comfortable articulating their own views of educational change, in the future, technology will take them to different points from their own choices (Conlon Tom, 2000).

Expectations and Readiness in E-Learning

E-readiness is defined as a person's self-readiness and willingness to use information technologies (Dada, 2006, Gülbahar, 2012). In other words, it is known that the individual who provides e-learning should feel comfortable and be aware of the technological tools and system he uses and should also be willing. Thanks to the e-Learning model, the fact that the individuals who will provide learning have many options in their options such as time, allocated time and other details reveals the willingness of the individuals in this learning model.

It shows continuous progress with the deficiencies that arise thanks to many educational institutions and other institutions that have implemented the e-learning system. Because this learning model is not only about the interaction between teacher and student, it is one of the very powerful tools in terms of its impact on society.

Expectations in this field are constantly renewed and updated in line with the needs and thanks to the rapidly growing field of informatics.

It is known that the human dimension, which includes the skills of students and teachers, learning models, technology curriculum and design dimension that incorporates interaction into the e-learning model.

In addition, it is sometimes argued that the success in the e-learning model has an important place in creating student-centered learning environments. Technological transportation, basic skills, motivation, visual and auditory factors are also among the basic details that affect the level of readiness in e-learning.

Method and Technological Change Process in Learning

When the periods of Open and Distance Learning (CSR) are examined, it is seen that internet and Web applications are frequently used in the third period of informatics (Figure 1) (Bozkurt, 2016).
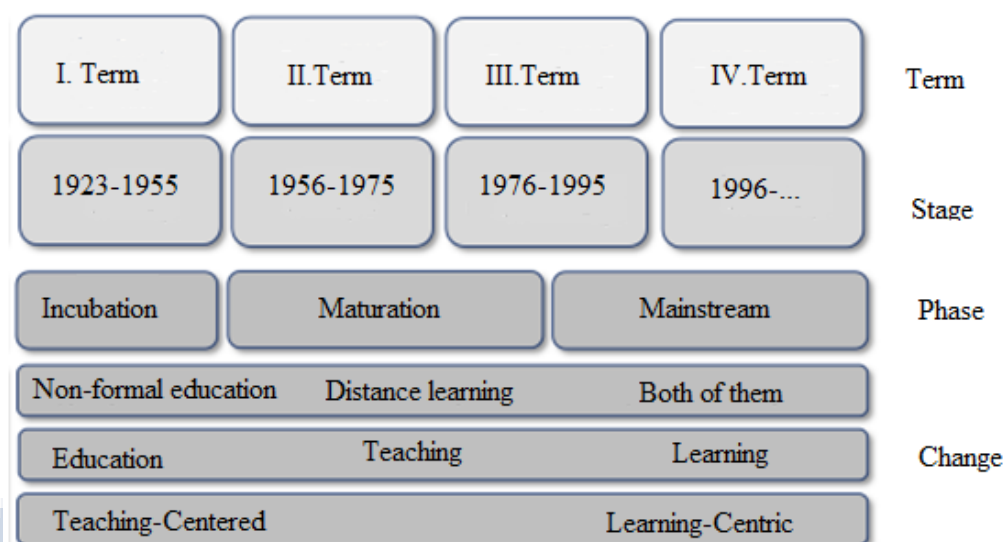
Figure 1. The change from distance education to open and distance learning, the period and phases (Bozkurt, 2016).

I.Term: Discussion and Suggestions
II.Term: Correspondence
III.Term: With Audio-Visual Tools
IV. Term: Informatics-Based
1923–1955: Conceptual
1956-1975: By letter
1976-1995: Radio-TV
1996-...: Internet-Web

Fundamentals of the E-Learning Model

Until the concept of electronic learning emerged, there was a process that progressed with many methods in parallel with technology. Face-to-face interaction, which forms the basis of learning, has differentiated over time and has started to manifest itself on digital platforms. In this process, which is unnoticed by transitions, the convenience of reaching wider masses in a shorter time constitute the main factors. The rapid access to the target audience addressed and the breadth of the audience addressed have led to the emergence of basic needs in the learning process.

Johnson, Hornik, and Salas (2008) argue that creating a shared, student-centered learning environment is important for e-learning success. In addition, Smith, Murphy, and Mahoney (2003) found two primary factors that predict student achievement in their work with college students: self-management of learning and e-learning convenience. In all this context, creating an easy learning environment outside of fast and wide access to large masses and the effect of student-centered teaching on e-learning also reveals. In addition, the individual management power that the individual discovers and puts into practice in line with the needs of the individual and the effort to learn individually is a factor in the formation of the foundations of this model.

At the same time, meeting these needs has led to the gradual emergence of the definition of e-learning. In its simplest form, e-learning is the adaptable version of teaching methods that emerge as a need during this current process and provide transfer through technological tools in the digital environment.

While adaptive e-learning environments enable the personalization of the systems in accordance with the needs and preferences of the learners and the adaptation of the systems by following the user

movements; intelligent teaching systems simulate the teacher's behavior and guidance and provide appropriate support to the learner throughout the problem-solving process (Magnisalis, Demetriadis and Karakostas, 2011). In this context, the development of high-level skills such as the ability to solve problems is included in this whole being. The fact that the user movement order can be monitored, controlled and returned is also important in terms of safety and control. In addition to all these features, the fact that it meets the needs as mentioned has turned the e-learning model into suitable for all preferences.

It is emphasized that this learning model, where there is no distance, has a place in many models. However, e-Learning is a concept that has taken its place within the concepts of distance education. For this reason, while trying to understand the concept of e-learning more clearly, it will be useful to recognize the concept of distance education. Distance education is an institutional educational activity in which students, trainers and teaching materials in different places are brought together through communication technologies. In other words, distance education can take place in different forms, in different environments, with or without more than one instructor, in different educational organizations, at different learning levels and ages, with different technologies, with different teaching methods and approaches, with different philosophical and strategic motivations (Simonson, Smaldino, Albright & Zvacek, 2003).

At this point, entrepreneurship without prejudice to different learning situations and trying to try by applying them come to the forefront. As in real life, many situations that we are not accustomed to can become indispensable situations of our lives in the short term with trial and application. Within all these learning processes, a connection point needs to be established. It is foreseen that efficiency and success points will emerge with the resulting network access if social connectivity is provided.

Outstanding Aspects of E-Learning

The e-Learning model, with its "You can always learn anywhere" approach, has provided a new perspective on the act of learning. Using digital platform technologies, it is a situation where the trainer and the learner are not in the same physical environment. Although many learning methods explain that learning can take place in times when there is no physical union, e-learning is the model that makes this narrative the best. This teaching provided online is not similar to a course or seminar, it is simply a blend of a structured learning activity that brings the teacher and learner together depending on the e-learning tool on the computer.

The concept of e-Learning is addressed on two different grounds: firstly, individuals receive individual training on their own in front of the computer. Secondly: individuals who have gathered for the common purpose meet simultaneously and live in a virtual classroom in a computer environment. These meetings, which have been enriched, can sometimes appeal to large masses that cannot be in the real environment. This leads to greater information sharing. It is seen that such complex trainings are also more efficient. On the one hand, the complexity of technology has brought clarity and development to what happened before.

The speed and complexity of technological developments have led to the need to look for appropriate solutions to this complexity and speed in business life and learning techniques. Individuals and organizations that want to guarantee success in this competitive environment must take advantage of e-learning in order to be faster, more flexible and to continuously gain new skills (Pantazis Cynthia, 2002). In this context, the effort to benefit from the e-learning model is actually based on rapid learning in the short term. Information can always be delivered to any individual, but how widely and how fast it is is the most important detail.
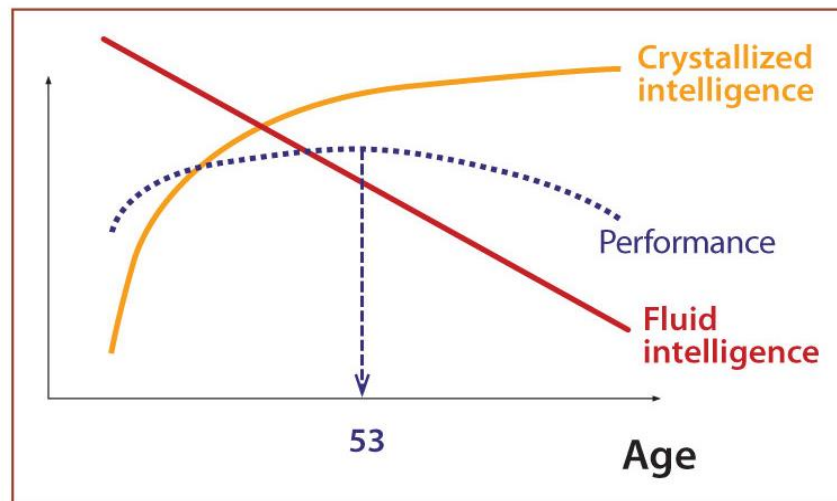
Figure 2. Information learning age graph

When the age graph of learning the information is examined, access to information is directly proportional to the social environment entered or the number of people encountered. Although this is the case in real life, when we consider that we live in the age of innovation, we may encounter a reverse graph. This situation progresses depending on the technology increasing it.

E-Learning should not be seen as a preference in formal education, but as a support server item. Activities that cannot be done in classical classroom environments should be done with e-learning and this training should be reinforcing and enhancing. With the e-learning model, it can be used efficiently at any time of the day and on the other hand, it attracts attention by making activities that cannot be done in the classroom environment possible. This situation, which puts the student at the center, increases productivity even more.

E-Learning puts the student at the center. Until the student learns and assimilates the current topic, he thinks and works on the topic. The phenomenon of time is limitless on this platform. All students with different learning levels can learn at their own pace.

When the student does not understand any subject, he can connect with the trainer and the learner through the communication tools on the digital platform. For this, space or distance is not important, and it is very easy to create a common time. While the knowledge of a person on the other side of the world can be utilized, this is not possible in the classical education model.

Through the links, the desired source is accessed in the most uniform way and in the shortest possible time. This situation significantly reduces the education budget. Especially for organizations with a dispersed structure, it greatly reduces important economic items such as transportation from one place to another and accommodation costs.

The independence of the time and places in which it is located is also its greatest freedom. When the individual feels comfortable, he adapts more efficiently and produces products more efficiently. Even when a person is accessing theoretical knowledge, he learns this subject while feeling comfortable. The fact that learning materials are renewed day by day accelerates these situations even more.

They argue that creating a shared and student-centered learning environment is important for e-learning success (Johnson, Hornik, and Salas, 2008). In this context, although the e-learning model, which has a student-centered structure, does not act based on success, it is one of the learning models

that reach success most easily. Fast transportation, comfortable environment and individual movement are the main factors that bring this success.

Through individual testing, the learner can measure their own success. Giving feedback on the learning of the target subject very quickly is also an element that increases motivation and learning. Reporting and generating feedback on all learning activities of the individual provides serious statistical information about their learning skills. Thanks to the measurement and evaluation system, which is instantly feedback, the degree of effectiveness in the information transfer given is evaluative. Thanks to this, the educational receives this situation in the form of feedback with remedial and structural-transformative results.

RESULTS

Recently, a number of standards have begun to develop regarding the design of communication tools and teaching environments that are widely used in the e-learning process system. The e-learning model, which is sometimes used out of necessity, has begun to reveal its contributions that are worth learning in terms of efficiency and savings.

For this reason, the e-learning model, which attracts intense attention and attention, has found a permanent place in its unique learning methods. Although problems have occurred from time to time in different local areas, these problems have been solved by the relevant public officials and continue to be resolved.

Although a number of deficiencies in the internet and network infrastructure, lack of regulations and legislation in this area have forced educators and trainees, they have found their place among the training methods with a good start.

Identifying the deficiencies in this field for the future and intervening in these deficiencies quickly contributes to the replacement of this training method. In addition, it is estimated that needs other than deficiencies will emerge in the future and it is thought that it will be possible to reach the masses that have not yet been discovered today with methods without being discovered. These needs, which will increase as we use them, will be the elements that form the basis of development in this area.

In this context, the e-learning model, which has been established in the standards even at the stage it is in, should be updated and redesigned despite all its benefits and come up with different interfaces, and it is a fact that this necessity is directly proportional to the usage network of this method.

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