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I had gone through your analysis and I have quite a few things I hope you can verify and comment concerning your analysis which may iron out some confusion about the course you studied by Dr. Shirley Waterhouse. I hope that it may help in improving your final submission.

1.0   Target, purpose, and environment for usage

The Power of e-Learning course mainly target teachers, lecturers and instructors as well as anyone who is interested to learn and know more about e-learning concepts. In this context, I would supported the definition of e-learning stated by Broadbent (2002) in his book "ABCs of e-Learning," that the essence of e-Learning is to be digital. According to Broadbent he argued that "The term *e-learning* (electronic learning) refers to training, education, coaching, and information that is delivered digitally. e-Learning may be synchronous/asynchronous, the Internet/CD-ROM/satellite/telephone, personal computers and wireless devices such as PDA, and such forms of learning that are assisted by multimedia, CBT, such forms of technology-assisted learning. (Broadbent, 2002, p. 9). (Suzuki, 2004, p.0-2).

> **Comment [m1]:** Is the course targe ing the mentioned professionals to learn about e-learning concepts or to use certain technologies?

This e-Learning topic speaks for itself, "Power of e-learning: The Essential Guide for Teaching in the Digital Age" describe the purpose of this course which is to guide teachers, lecturers, instructors and learners on how to use technology to create better instructions in learning. In other words, it is promoting e-learning as part of the teaching methods that goes together with face-to-face or instructor led learning.

This e-learning type would be best described as Informal learning. According to the text, it stated that "Informal learning: This type of learning particularly tries to take advantage of Web sites from a viewpoint of how we design day to day learning experience which falls outside the scope of planned and organized learning opportunities (i.e., formal education). Although, up to this point of time, much emphasis has been placed on how we design organized/planned learning experience, it has become more and more important to support Web-based learning accessibility 24/7 (an abbreviation for 24 hours a day, 7 days a week). (Suzuki, 2004, p.0-2).

> **Comment [m2]:** Are there other sites that the learner has to go to get information?

Environment for usage?

2.0   System design (components, their appropriateness, etc.)

The Power of e-Learning course contains free e-Learning content that describe basics of e-Learning and altogether there are 11 modules from e-Learning fundamentals to e-Learning evaluation. Each module has its introduction video clip, explanation with quiz, and related links. This allows the learner to easily navigate through the course contents. Since the learning

> **Comment [m3]:** Would this come under course design?

materials targets beginners, the contents has been tailored made to meet their specific needs.

After further analyzing the system design of this e-Learning course, I believed that the course content is most appropriate to what the trainees required from this program. This e-Learning course is the essential guide for beginners and therefore it is designed so that trainees learned what they needed to learn.

- Do you see a core type, end-type or both in the system design?
- Could you elaborate on the course's 'system design'?

3.0   Course design (structuring, grouping, learning control, etc.)

In analyzing the course design, I found that Power of e-learning course structure does not have any clear order of learning. This order of learning could be classified under cluster analysis. It allows the learners to control his/her learning and move between the course contents freely. In this regard, I supported Clark & Mayer (2003) principles of learner control (2) and (3) that "(2) important events should be set as default options in navigation, (3) advice should be added to learner control."

The course content is very user friendly and therefore the learner can begin from any particular chapter that he/she prefers. I also found out that the learners should be able to go through and understand the learning materials and contents easily. Some factors which I found that contribute to this are:

- Clearly articulated objectives and expectations
- An easily navigable web site
- A course structure that facilitates collaborative learning. In what way does it facilitate collaborative learning?
- An appropriate use of technologies to enhance learning. So, students would be motivated to learn?
- The use of additional resources for each chapter to enhance learning and understanding. How were these displayed?

On the other hand, though the following issues are part of the course content, I felt that it should be included at the end of each chapter to enable positive evaluation and feed back.

- Assignments and activities that facilitate participation and communication among students. How is this different from the collaborative learning you mentioned above? So it occurred at the end of the course?
- A discussion space for learners to talk openly about the course (expectations, uncertainty, what they like, dislike, their participation, progress etc.)

4.0 Learning support design (features o learning tasks, support conditions of learning processes, etc)

In analyzing the learning support design used in this learning course of Power of e-Learning, I think it emulates Dick & Carey's ID process model, which is suitable for beginners, as its focus of attention is at the material leve .

Each chapter contains the three elements; Introduction, Contents and Additional Resources. I felt that the use of video lecture at the introduction part is appropriate and is a good system for retention of learning. The learning objectives and content is clearly states.

Do videos really encourage knowledge retention?

One area I felt that is lacking according to the learning support design of Power of e-Learning course is the feedback. According to each chapter there are no discussion forums so that the learner could express their feelings/opinions of each chapter. As highlighted in the text, "The "education-system-improvement point of view" is such evaluation that is used to improve educational system and/or programs and is concerned with collection of data in relation to curriculum, material, instructor, and learning environment to identify such areas that should be improved or strengthened. The "return-on-investment point of view" is concerned with judgment as to whether continuation of the program in question is justified from the business management point of view, measuring the return on investment; i.e., to what extent educational objectives have been achieved, in order to make the business decision of whether or not to continue the investment (i.e., training)." (Suzuki, 2004, p. 3-4). Therefore, I would recommend Kirkpatrick's four-level evaluation model would be most appropriate to use. Why would you recommend Kirkpatrick's model?

5.0 Motivation design (characteristics of expected learners, appropriateness of motivation, etc.)

Motivation design in e-Learning according to the text refers to "Motivation is an issue of "willingness," as well as an issue of desire for learning." (Suzuki, 2004, p.10-2). In analyzing the motivation design used for the Power of e-learning course, one of the reasons that I found out which motivates the learner from learning this course is the use of Learning Management Systems (LMS) software tools by Dr. Waterhouse to create and organize learning resources. How are these tools motivating?
Secondly, the design of the e-learning content motivates the learner from learning this program. The inclusion of introduction, contents and additional resources for each chapter makes the learners enjoy the process of learning. Dr. Waterhouse introductory movie makes the learner feel the presence of the instructor.
In addition, she clearly highlighted the objectives and brief details of each chapter. Therefore, I found out that this e-learning course is related to the four

factors of Keller's ARCS Motivation Model. "The ARCS Model that Keller advocates is a framework to organize strategies to enhance appeal of instruction by looking at learning motivation from four aspects: Attention: Interesting, Relevance: I see the value, Confidence: I can do it if I try, and Satisfaction: I am glad I did it." (Suzuki, 2004, p. 10-3).

- Were there any incentives?
- How did you feel about doing the course? Did you feel motivated?

6.0 Self- supervised learning support (whether or not reform of learning view is supported, etc.)

According to the text, e-Learning has been touted as a significant trend in which the independent learning activities of the learner (or organization member) tie in with the goals of the organization, as well as a major revolution seeking a transformation in the notion of human learning. (Suzuki, 2004, p.11-2).

Throughout this Power of e-learning course, Learning Management Systems (LMS) software tools has been used by Dr. Waterhouse to create and organize her learning resources. I found that this allows the learner to learn in a user friendly environment. "LMS has three roles: (1) supervision (monitoring), (2) the collective development and management of learning contents, and (3) creating a virtual learning community." (Suzuki, 2004, p.11-2).

Comment [m7]: What LMS is being used?

According to Tobin (2000), he pointed out that "whether I am in a classroom, reading or taking a computer-based training program, I, as a learner, I decide what is important to me and, and therefore, I choose what I learn. The learner may not have control over what is being *taught,* but the learner always has control over what is *learned* (p. vii)." (Suzuki, 2004, p.11-2). Is this how you felt about the course or experienced?

The ways in which the instructions have been designed, supported the learners in understanding what is required in each chapter of the course. All instruction should have as objectives like: "Having received instruction, the learners choose to further deepen their learning concerning the content of instruction," and "The learners will have come to believe that they will be able to conduct continuous self-directed instruction." (Suzuki, 2004, p.11-5).

Summary for analyzing the e-learning course

Comment [m8]: To be part of your conclusion?

After analyzing the quality of the e-learning course on 'Power of e-learning: The Essential Guide for Teaching in the Digital Age' I found out that the material was "easy to use."
Some of the elements which I believed were the objects of usability design including display layout that is comfortable to see and easy to understand, navigation design, utilization of
appropriate media and access time.

7.0   Proposal for Improvements

Even though I supported the design of the e-learning material on 'Power of e-learning: The Essential Guide for Teaching in the Digital Age' a few areas which I think could be improved are as follows:

(i)   **Assignments and activities at the end of each chapter**
        This will facilitate participation and communication among students

(ii)   **Postings on discussion board**
        For learners to talk openly about the course (expectations, uncertainty, what they like, dislike, their participation, progress etc.) So there was no evaluation process? Do you think it would be disruptive and have a negative effect for all 11 modules?

(iii)   **Two-ways communication**
        Whilst going through this e-learning course, I found that there is only one way communication, from instructor to learner. In creating (i) and (ii) above, I think there will be more collaborations and interactions between the instructor & learner which will help learners in getting timely feedbacks. It would also motivate them.

Conclusion

Broadbent (2002) identifies the benefits of well designed e-Learning from the perspective of the learners, instructors, online developers and managers. To conclude, according to the text, "The effectiveness of e-Learning blended with group instruction depends on how well the e-Learning component is designed, in the same way that the effectiveness of group instruction depends on the quality of the instructor." (Suzuki, 2004, p.7-8).