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May 2, 2012

Dear Anirut Satiman and co-authors:

Authors:

Anirut Satiman , Silpakorn University, Faculty of Education, Thailand

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Paper ID: 37093

Title: The Development of Online Learning Package Courseware on e-Learning Pedagogy (e-Pedagogy) Course for Instructors in Educational Institutes

Accepted as: Brief Paper: Other

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Thank you in advance for your contribution toward the success of EdMedia 2012; we look forward to welcoming you to this exciting event in Denver, Colorado, United States, June 26-29, 2012.

For the Program Chairs,

Sincerely,

Gary H. Marks

Gary Marks, Ph.D.
EdMedia/AACE Executive Director

The Development of Online Learning Package Courseware on e-Learning Pedagogy (e-Pedagogy) Course for Instructors in Educational Institutes

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Abstract: The purposes of this research were: 1) to study contents, theories and practices for develop e-Learning pedagogy (e-Pedagogy) courseware, 2) to develop online learning package courseware on e-Learning pedagogy course for instructors in educational institutes, 3) to compare learning achievement of online learning package courseware and, 4) to study students' opinions on online learning package courseware. The research sample consisted of 33 graduate students in the Faculty of Education, Silpakorn University Thailand who enrolled in CAI course of the academic year 2011. The research found; 1) The online learning package courseware on e-Learning pedagogy course included the 7 courseware contents and 6 features of each courseware. design of contents and features was approved by the content experts. 2) Efficiency (E1/E2) of the courseware was 80.22/84.22 3) The compare learning achievement of post-test higher than pre-test. t-test showed statistically significant difference at .05. 4) The students opinions application has good level positive toward the online learning package courseware on e-Learning pedagogy course ($\bar{x} = 4.10, SD = .38$)

Introduction

In present education, innovation and technology has become more important. Educational technology and innovation are indispensable and play more significant role in the future. They have influenced on educational management in primary education, secondary education, and, especially, higher education. In higher education, it was found that learning courses were insufficient due to several factors, for example, atmosphere in the classroom – students did not pay attention, increasing number of students, and a limit in practical instructional instruments for instructors. According to the research on Higher Education Reform, especially the development of learning process in higher education of higher education institutes under the Office of Higher Education Commission, several problems of learning management in undergraduate level were found. Examples included instructors using only lecture method, focusing on memorizing, emphasizing on theory rather than practice, lacking skills and techniques to produce and use teaching materials, lacking of techniques and methods of teaching and learning, focusing on teaching quantity rather than quality.

The Office of Higher Education Commission, Ministry of Education, Thailand has promoted the policy on ICT in education since 2001 by establishing the Inter-University Network (UniNet) to provide the information network for research and inter-university network for higher education institutions. Also, Thailand Cyber University Project (TCU) was set up to prepare the universities to implement e-Learning effectively. The Office of Higher Education Commission, via UniNet and TCU, has partnered with Thai and international leading universities to share knowledge and resources in educational technology. Joint research has been continually conducted along with seminars, conferences, and publications.

Thailand Cyber University Project (TCU) followed one of its missions by gathering faculty from different universities to jointly experiment online learning in Learning Management System. E-Learning Professional Program was established in 2006 with faculty from 10 universities participating in creating the program, selecting appropriate technology, developing guidelines for online teaching, creating courseware, providing teaching, and evaluation, etc. There has been over 400 students registering, consisting of teachers from educational institutes at all levels and interested persons. Several students have completed the program. To collect and distribute knowledge and experiences from e-Learning Professional Program systematically, TCU produced online learning package for self-paced learning on e-Learning pedagogy (e-Pedagogy) for

instructors in educational institutes. The learning package covered all processes learned from the program and were widely disseminated to educational institutions and interested persons, in line with the government policy to promote the use of ICT in education.

Online learning or e-Learning is not merely the use of technology and information technology in teaching and learning. It is a concept of teaching which focuses on learners – student centered learning (e-Learner). Mostly, the study of e-Learning focused on learners and overlooked teaching methods which were, in fact, important. The science of teaching or e-Pedagogy is actually significant.

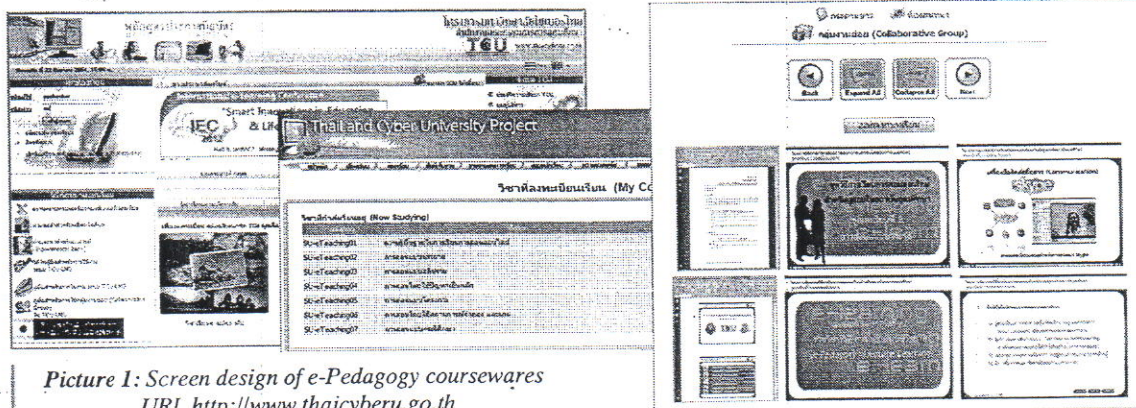
e-Learning pedagogy is based on teaching methods in the classroom. However, in e-Learning, the focus is on e-Teaching which is the teaching method on how to transfer contents of the knowledge and experiences to students effectively and efficiently to meet the objectives of the course. This method also requires students to do learning activities. To create knowledge asset from experiences of implementing e-Learning Professional Program systematically, TCU produced online learning package for self-paced learning on e-Learning pedagogy (e-Pedagogy) for instructors in educational institutes. The learning package covered all processes learned from the program and was widely disseminated to educational institutions and interested persons, in line with the government policy to promote the use of ICT in education. The objectives of this research were: 1) to study contents, theories and practices on e-Learning pedagogy (e-Pedagogy), 2) to develop online learning package courseware on e-Learning pedagogy course for instructors in educational institutes of Thailand, 3) to compare learning achievement of online learning package courseware and, 4) to study students' opinions on online learning package courseware.

The Study

Research Method: the research population consisted of 300 second-year graduate students in the Faculty of Education, Silpakorn University in the second semester of the academic year 2011. A Sampling Group was 33 graduate students who enrolled in Computer Assisted Instruction course during the second semester of the academic year 2011 by simple random sampling. Research processes are as following:

Step 1: Study contents, concepts, theories, and practices to design online learning package courseware. The study included the study of theories and research on the design of online teaching materials and teaching techniques and methods to be used as guidelines in determining contents and learning activities. Brainstorming meetings of e-Learning experts from educational institutions in Thailand and focus group discussion were organized to collect ideas and suggestions. Discussion issues were analyzed and used to design contents, learning activities, and achievement tests. Interviews with experts on online course design were used to as guidelines to produce contents into online learning package courseware on e-Learning pedagogy (e-Pedagogy) course for instructors in educational institutes.

Step 2: Development of online learning package courseware on e-Learning pedagogy (e-Pedagogy) course. The courseware production started with reviewing related documents and research and determining teaching methods and objectives. Opinions and suggestions from the focus group discussion of content experts in Thailand. Contents were produced by multimedia software and Moodle LMS (Learning Management System). Each course consisted of pre-test and post-test, content module, exercise, communication channels, including webboard, chatroom, videoconference and created screen design of e-Pedagogy coursewares LMS (picture 1). After designing and producing courseware was quality evaluated of courseware by 3 content experts and 3 e-Learning experts by using 5 rating scale assessment.



Picture 1: Screen design of e-Pedagogy coursewares
URL <http://www.thaicyberu.go.th>