



The Three Essential Modes of Learning

Course Development for E-Learning

1- Instrumental Learning:

Instrumental content usually is best suited to natural, practical, and technical subjects/themes/topics. In this scenario, the content is externalized and separated from the learner.

Key factors in the success of e-learning using instrumental content:

- Each course must inform the learner. Instructional design is intended to "train" and could be developed for a specific period of time and limited objectives.
- Program development and evaluation would follow a more linear loop.
- Needs assessment has less of psychological and sociological components and more of discipline-oriented information.
- "Facts" must be included.
- Sources must be included.
- Videos and sound clips can be used.

2- Interactive Learning:

Interactive learning is most effective when utilised with social and behavioural subjects/themes/topics. In this scenario, the content is connected with the learner.

Key factors in the success of e-learning using interactive content:

- Each course must challenge and motivate the learner
- A context must be provided indicating how the course or unit fits in with the larger picture.
- Each course must provide for at least two aspects of critical thinking: identifying and challenging assumptions and exploring and imagining alternatives.
- Interactivity is important (could involve games, role-playing, etc.)



3- Critical Learning:

Critical content is most applicable to reflective, philosophical, ethical, theological subjects/themes/topics and actions. Critical learning course contents intimately involve the learner in deliberating questions concerning what is right and just.

Key factors in the success of e-learning using critical learning content:

- Higher interactivity and participation are central
- Collaborative learning
- Feedback is crucial
- Program development and evaluation are circular and progressive
- Needs to view the learner as a real person with concerns and problems. Needs assessment includes learner needs, education needs [Behrooz Sabet] , psychosocial needs.
- The quality of discussion should reflect a higher level of scholarly discourse
- Curriculum is continuous, developmental, and organic.
- Consistency
- There are differences in emphasis between our development and instructional design. Instruction happens within a curriculum blueprint.
- Motivation for learning needs constant creativity

With the design of any course, whether it be electronic or not, several fundamental questions should always be considered at every step of the way:

What should be taught?

Why should the material or subject be taught?

How should the subject matter be taught?

How will the learner be assessed?

“making education accessible”