

material for use in an e-learning environment demands in the first place another way of thinking, one which addresses the complexity of e-learning.

This implies that the use of information system techniques to develop the e-learning tools is a very important and crucial thing to consider. The examples show that different sets of E-learning tools should be developed for different purposes. This applies not only to the content, but also to the whole learning experience. Animation, for example, might not be suitable for one particular subject, but for another it may well be the best way to successfully deliver the materials.

Both examples also clearly show that in order to successfully use technology to deliver knowledge, teachers should understand the main benefits and the limitations of the technology. In this case, a simple and easy to use system will ensure that the learners do not have any problem using the system and are allowed to progress at their own pace. The hardest thing to do is to build a sense of fun into learning when students are using the technology. Most of them enjoy using the learning tools very much since using this kind of technology is a new experience for them. However, more efforts still have to be made to improve the tools: more interactivity needs to be added and extra learning tools employed to make the students believe that learning by using this kind of technology is a fun way to learn.

7. Conclusion

The dominant inspiration favouring the development of new e-learning approaches should come from the *paradigm of complexity*, which means another way of thinking, one which encourages the mind to elaborate knowledge strategies applicable in all the areas. E-learning strategy has to integrate the principles which allows engaging content to be created (content means blended solutions using several different delivery methods) and the use of technology to link the e-learning components.

This implies the necessity of thinking in a dialogical way, which means linking in a complementary way notions which seem opposing. E should be linked to learning by the principles of recursivity and dialogic. However, the human element remains the main constituent of the learning. So E has to be a means, not an end in itself. That is why E-learning has to distance itself from ‘distance learning’ and to seek collaboration with Information Systems in order to develop what is missing in postmodern learning and to avoid becoming just a substitute method or a means of gathering information.

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