Conference Paper

Online Learning: Notes for Achieving Effective Learning Outcomes

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Abstract

For successful online learning or e-learning, learners are required to be independent learners. According to Lucy M. and Paul J. Guglielmino (*Getting the Most from Online Learning*, 2004: 25–27), learners need to ask the following questions: (1) Why should a learner understand why they are learning through e-learning? (2) What do e-learners need to know about self-directed learning? (3) How can e-learners develop their readiness for self-directed learning? (4) What support systems should the learners develop or need?

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1. Introduction

Learning experts, particularly innovators in the field of online learning, always seem to be one step ahead of thinking, analysing, and identifying the need for new learning, and finding ways to meet it. In rapid change, these learners acquire new skills, discover new techniques, and apply new processes; and they find satisfaction with their findings. You, according to Lucy M. and Paul J. Guglielmino (2004: 25), a learner cannot be a clingers - individuals who adhere to the old way of doing things even though there is evidence that the methods they use are no longer effective - the person concerned avoids technology new and live defensively, not proactively, although the person is sometimes aware that he is out of date. Based on research results, innovators tend to be very independent learners. They are also more likely to have high performance, use a very effective work organization, so that they become creative, try to become entrepreneurs, and have a greater level of life satisfaction. The clingers face a different scenario. Those who do not make a responsible effort to identify their own learning needs and give up when they find themselves old and soon retiring (and perhaps unemployed because no one is hiring anymore).

Why is readiness to be a self-directed learner so important for e-learning? Because your best preparation for successful learning with e-learning is to increase your readiness to direct yourself in learning. In a national survey of trainers, professors, and students involved in e-learning (Guglielmino & Guglielmino, 2001), it was found that two components of student characteristics emerged as the most important for success in e-learning: readiness to be able to direct themselves in learning and readiness to master. learning technologies. Several studies have shown that the technical skills required for e-leaming are usually mastered quickly and very rarely inhibit or reduce e-learning success rates. Therefore, increasing your readiness to "study independently" is the most powerful way to learn success with e-learning.

How can we have independent learning? Now that you have an idea of why self-study is important to you as an e-learning learner, let's look at how you can make use of that knowledge: you need to know about self-direction in learning or "learning with an inner drive". Independent learning is described as a process and as a psychological predisposition for students themselves (Brockett & Hiemstra, 1991). Self-learning as a process is a very natural process, and everyone is an independent learner to some degree. The innovator and clinger described earlier are two polar extremes. The definition most often used is self-learning as a process developed by Malcolm Knowles (1975) which describes independent learning as a process experienced by learners, with or without the help of others, identifying their own learning needs, defining their learning objectives, developing and implement lesson plans, and evaluate lessons learned. This cyclical process often results in the identification of new learning needs. The learners most likely to succeed in this process are those with the highest levels of readiness for independent learning: complex mixtures of knowledge, skills, attitudes, and habits. Before continuing, complete the exercise on below:

1. You have primary responsibility for learning. To set your learning goals, you decide which resources to use (books, videos, other individuals to ask for, classes, or experimental equipment, for example).

2. You spend at least seven hours on a learning project, although not continuously, for example to understand the exposition text, analyse the structure of the exposition text, distinguish the exposition text from the persuasion text, look for similarities / differences between the exposition text and the descriptive text, etc. Write down the division of time you spend planning your study, for example: looking for literature sources (... hours), meeting sources or experts in the field of text and interviewing them (... hours), reading and understanding library sources, downloading sources from the internet or YouTube,

tries to analyse the exposition text based on the characteristics found in library sources, etc.

1.1. Reflecting on the old learning method

What was your reaction when you were asked to name three self-study activities? Which of these reactions comes closest to how you feel: "Did I do something?" "What if I never think about anything about my study activities?" or "I think I can name more than three of my study habits." If you stop thinking for a moment before filling in the list of your study activities and then the thought "What have I done?") Or you may panic a little because you have a question inside, If I never thought about what I should do it with my learning needs, how?"), If you find yourself taking one of those firsts, you need not worry, because you are completely normal. If your response" I think I do a lot of things "is your initial response, you have sufficiently high self-awareness as independent learners A study of self-study projects (Tough, 1978) revealed that most adults are not particularly aware of themselves as continuing learners. Many people, in fact, cannot list the activities they have undertaken. did in the previous six months. Only after going through an extensive interview process were they able to identify and describe their learning activities.

You may now be able to add more to your list of study activities. Take a moment to think about some planned study activities so that you will gradually work on improving yourself as an independent learner.

1.2. Online learning constraints for less active learners

Online learning is learning that requires a lot of learner involvement in the learning process. Online learning can be said to be similar to constructivist learning (Keengwee, J. and Agamba, J.J., 1985) so that constructivist learning in online learning can be more difficult for learners because learners must actively think and take part in the learning process. In addition, constructivist learning requires more time for the instructor. However, creating a complete and comprehensive learning system may be difficult, if not impossible, given the challenges faced by instructors in today's climate of higher education (Kitts & Hancock, 1999).

Allowing learners to take the initiative and make decisions about their own learning is a challenge. The learner may be accustomed to being told what to learn and may need the instructor's help to take on different roles. Instructors need to take the time to assist

learners in explaining the scaffolding model until they feel comfortable with their new responsibilities (Grabinger & Dunlap, 1995). To teach by providing a form of scaffolding is also a challenge; as mentioned, instructors are accustomed to teaching the way they are taught (Lortie, 2002). It is said so, because the teacher / lecturer / instructor must be able to explain the material they teach starting from the superordinate, ordinate, to sub-ordinate ranks. They even have to be ready with a real example in their pocket. Kirschner, Sweller and Clark (2006) are opponents of minimally guided learning. "Minimally guided learning appears to continue without reference to the characteristics of working memory, long-term memory, or the complex relationship between the two modes of thinking" (Kirschner et al., 2006, p. 76). Kirschner et al. (2006) believe that directed learning is less effective, and state "there is evidence that it may be negative when learners get misconceptions or knowledge that is incomplete or not well organized" (p. 84). The lack of understanding will continue and have consequences for the learning process of the next material. In summary, there are several things that need to be considered if we choose online learning for our students. As has been discussed by Prof. Gilly Salmon in his video (Saliba, Gina; Rankine, Lynnae; and Cortez, Hermy. 2013: 5-6) that adjustments are needed to include flexibility and learning experience in blended learning classes, namely by pay attention to the following list:

1) The role of physical space - use face-to-face interactions when activities best suit the use of physical space. UWS builds collaborative learning spaces throughout the campus. Some of these spaces are designed for co-learning where learners can work together. 2) Plan and create class content - in addition to the content you have created, take a look at open educational resources and resources available from the Library. 3) Use the online space - use the collaboration and communication space at UWS. There are discussion boards, blogs, wikis and journals. 4) Provide feedback - feedback should be timely and clear and concise. 5) Flexibility versus structured - many times when you add flexibility you can lose some of the structure. Due dates, clear learning goals and expectations will play an important role in providing an online structure. 6) Class participation versus class attendance - Students need to understand what is expected of them as well as the mandatory requirements for them to successfully complete the unit. Students need to be made aware that participation is important and necessary. 7) Hours of work - provide extra assistance or the opportunity to ask students questions. Consider using asynchronous (e.g. Discussion Boards) and / or synchronous (eg: Collaborating) sessions.

1.3. Online language learning

Li and Hart (2002: 374–3870 look specifically at the World Wide Web and explore its potential for language learning. The Web has a number of features that are particularly suitable for developing the abilities of second language learners, as noted below.

- provides a rich database with authentic teaching materials.

- offers excellent facilities for interactive learning.

- provides an excellent context for collaborative material development.

- Multimedia, its capabilities, which combine graphics, sound and film, are very conducive to language learning.

- Material stored on the Web can reach a wide audience at a relatively low cost.

Li and Hart later described their Web magazine, which provides a forum for English as a second language (ESL) learners to interact and share ideas with other learners, and, at the same time, they work together to develop their writing skills. They discussed some of the problems they faced and suggested future directions for the design and development of web-based language learning resources.

2. Conclusion

1. Online learning provides a lot of convenience for teachers in general, too, especially for language teachers.

2. Online learning contains several positives, for example the ease of interaction and discussion, but also contains negative things, for example, difficulties in activating students because there is no direct interaction, and instructors find it difficult to control the authenticity of student work. For this, teachers should strive to develop several teaching techniques to control the learning outcomes of their students.

3. Online learning offers facilities that are very helpful for teachers / lecturers / instructors if they want to use it, so that a lot of time is saved to teach properly without having to develop their own media and subject matter.

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