TIMER
Technology-Information-Management-Entrepreneurship – Review
E-ISSN: 2584-1602

Stages of E-Content Development Module for Effective Teaching and Learning

Dr. Kiran Joshi
Assistant Professor
Department of Teacher Education
Mewar Institute of Management
Ghaziabad, Uttar Pradesh, India

Abstract

The students in this century learn outside of those four walls in the global classroom. They are more likely to use computers and mobile devices to access the Internet, or to use social networking sites to connect with friends. Technology advancements and adoption of potent and cutting-edge digital tools have a great deal of promise to enhance academic achievements. Teachers must be well equipped in comprehending and utilizing the digital resources that can enhance teaching-learning. This in turn expands the educational chances and help millennials at large. The reason being the teaching and learning process in today's context has undergone a spectacular change and expansion. Undoubtedly, this is because of the significant advancements in information and communication technologies (ICT). The idea of e-content and its significance are the main aspects of this research study. Also, the present study concentrates on various models of e-content development phases as well. E-content is supposed to be an excellent solution for the old problem of mass education, since there are too many knowledge seekers and not enough knowledge providers.

Keywords: Teaching, Learning, E-Content, Stages, ADDIE, Four Quadrant Model.

Introduction

The implementation of new technologies in e-learning enables users to learn anything, anywhere, at any time. It encompasses all types of teaching and learning that are assisted electronically, including educational technology. Internet and multimedia technology advancements are the primary enabler of e-learning. New technologies are frequently believed to have a significant impact on each and every level of education. In furtherance, several e-Content development initiatives have been launched by the Ministry of HRD including the National Programme on Technology Education Learning (NPTEL), Virtual Labs, Digital Library Inflibnet, SWAYAM, SWAYAMPRABHA, National Digital Library (NDL), e-Yantra, e-gyankosh, Gyan Darshan, Gyan Vani, Gyan Dhara, DIKSHA, Epathshala, e-PG Pathshala, These initiatives are meant to help students, academics, teachers, and lifelong learners in their academic pursuits. These initiatives address the educational needs of students at all levels, from elementary school to postgraduate study. The creation of an information-rich society is the goal of e-content development. Everyone in society can produce, acquire, exchange, and use information for their own advancement. The e-content is carefully

developed, vetted, and designed to provide users access to high-quality, useful digital content and act as a powerful online instructor. With the introduction of the internet, several significant changes in education have taken place. These days, anyone can use a smart phone, a social networking site, the internet, text or web messaging, YouTube, etc. successfully. As a result, setting up an online course becomes very simple. Moreover, the students can stay in touch and have discussions about the course materials via social media, message boards, online chats, email, forums, and other means of online communication, creating the impression of a community. In furtherance, collaboration between academics and technologists is required to create knowledge packaging or electronic content. E-content incorporates audio, video, animation, text, and other elements that effectively engage students' senses and increase their motivation for the learning process. The success of e-content learning depends on student participation. When creating materials and activities, consideration is given to the requirements and interests of the students. The use of interactive e-content engages students in the learning process. E-content can occur whenever and wherever, which is one of its major advantages. The material is also useful for students with special needs. Additionally, it offers reliable and efficient information for the students (Nivetha, 2008). The review revealed that e-content was a successful medium for instruction in the teaching-learning process. Numerous research has been carried out in India and overseas, but there was little literature that explicitly addressed the development, validation, and intervention of e-content.

Literature Review

According to Tekin and Polat, e-content is a powerful teaching tool that is superior to the conventional approach (Tekin & Polat, 2016). Also, Jaleel revealed that by providing students with a suitable atmosphere, strategies that are appropriate for mathematics teaching can be used to foster mathematical thinking (Jaleel, 2015). Moreover, Albina stated that E-content modules are a successful method for educating B.Ed. students in mathematics, wherein text, music, video, photos, animation, and visual effects are all included in this digital content, which is distributed by satellite transmission, the internet, or mobile devices and the E-content is geared toward students (Albina, 2018).

One key factor in effective e-content development is the need for collaboration between educators and technology experts. This has been highlighted in a study conducted by Akcaoglu and colleagues who found that collaboration between instructional designers and subject matter experts resulted in higher quality e-content and improved learning outcomes (Akcaoglu et al. 2016). Another important consideration is the use of multimedia elements in e-content. Also, a study by Ganz and colleagues have found that the use of multimedia elements such as videos, images, and animations can enhance student engagement and comprehension of complex concepts (Ganz et al. 2018). In addition, e-content should be designed with the principles of Universal Design for Learning (UDL) in mind. UDL is an approach to education that emphasizes the need for flexible and adaptable learning materials that can be customized to meet the needs of diverse learners. A study by Borup and colleagues in their study indicated that UDL principles can improve the accessibility and effectiveness of e-content in online and blended learning environments (Borup et al. 2014). However, there are also challenges associated with e-content development and implementation. These include the need for ongoing maintenance and updating of e-content, the potential for technical glitches and connectivity issues, and the need for appropriate training and support for educators and

students. A study by Singh and colleagues emphasized the importance of addressing these challenges to ensure the effective implementation of e-content in education (Singh et al. 2019).

Concept of E-Content

Electronic content, usually referred to as digital content, is any information that is made available via a computer network, such as the web, or that is provided over network-based electronic devices. All forms of material produced and distributed using various electronic media are referred to as e-content. According to Oxford Dictionary, e-Content is digital text and images designed to display on web pages. Also, Saxena defined e-content is basically a package that satisfies the conditions like minimization of distance, cost effectiveness user friendliness and adaptability to local conditions (Saxena, 2011). In general, any type of digitally accessible educational content that a learner accesses or engages with to attain certain learning objectives is referred to as e-content. For teaching and learning to be successful, the environment must be resource rich. However, a lot of instructional resources are difficult to access due to copyright difficulties. Consequently, there is a movement to create educational resources and make them freely available; these resources are referred to as 'open educational resources (OER)'. E-content frequently consists of discrete components or a mix of text, video, photos, and sound. These are the components that are frequently utilized to create composite learning objects that can be displayed in several presentation formats. The different types of e-content are highlighted in Fig 1.

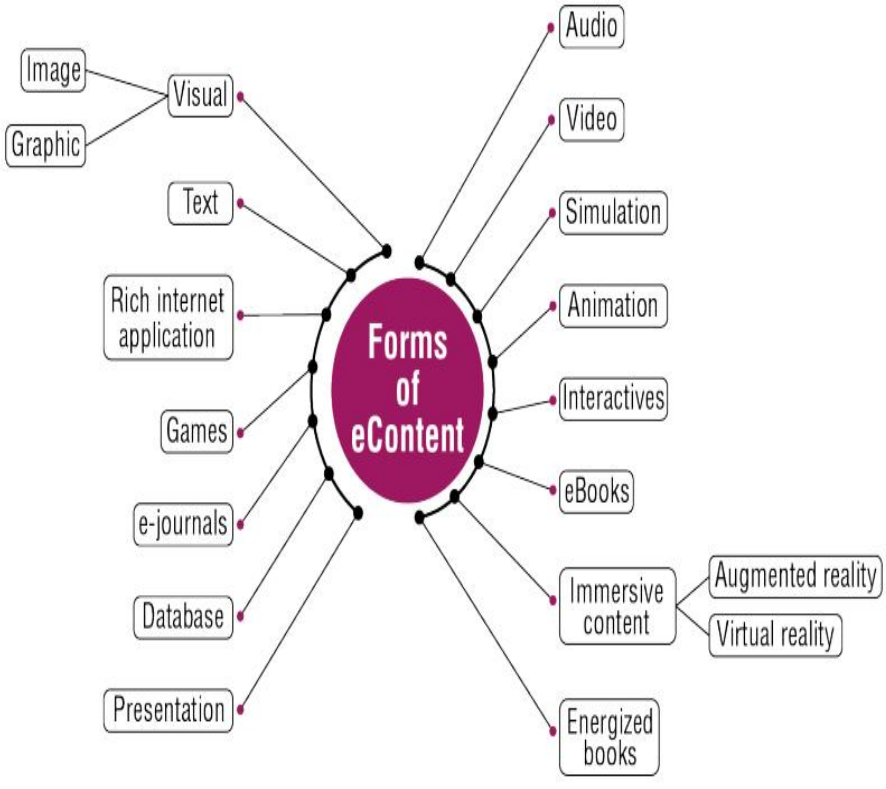


Fig. 1. Types of E-Content
(Source: https://ncert.nic.in/pdf/GuidelinesforeContent3.pdf)

E-Content Alternative of Chalk and Talk Method

The most common technique of giving instructions is still 'chalk and talk', and conventional face-to-face meetings can still be successful. It will be very beneficial to present the curriculum in an online setting and reserve class time for discussion, questions, and problem solving. Allowing students to interact with the subject outside of class has proven to be a time-saving strategy for teachers. This enables them to troubleshoot during face-to-face time. Many students have the chance to express themselves in ways that they couldn't in a traditional classroom during online discussions.

The freedom to take their time to formulate questions and responses in an online conversation is a blessing for many students, and teachers report significantly higher involvement levels online than in class. The traditional teaching and learning approaches have predominated in education. Compared to the traditional chalk-and-talk technique, e-content delivery helps students' clear-cut imaginations, logical thinking, research ability, and idea knowledge and understanding. ICT-enabled education, training, and learning are considerably more practical.

E-Content: No Replacement of Teacher in Classroom

A computer programme or other product, no matter how sophisticated or smart, will never be able to match the knowledge and experience a teacher provides from their own experiences. A teacher mentors, guides, leads, counselors, accompanies, enables, and leads a student. They are role models who motivate pupils to pursue better futures by setting an example for them.

Class-Room Anywhere – Anytime

Web-based e-learning systems are becoming more and more popular because of advancements in internet technology. These systems give you the chance to learn any course or subject from anywhere in the world at any time because they are online. Time, money, paper, and other resources might be saved, which would increase both the course instructors' and students' accessibility.

The importance of e-learning has grown in the light of changing ICT (Information and Communication Technology) trends and a lack of time. When the course materials are converted to digital form using a Content Management System (CMS), Learning Management System (LMS) and made accessible online, researchers, teachers, and students can use them efficiently from any location at any time.

Importance of E-Content

1. Teachers and students can access, reuse, and modify a wide variety of digital materials that are available online and offline, free of charge with few restrictions for their teaching and learning.
2. Students are migrating from textbooks to digital course materials because textbooks are too costly.
3. It is well-liked because of its versatility in terms of studying time, location, and pace.

4. It encompasses any type of material produced and distributed using different electronic mediums.
5. Available in so many languages, subjects, and educational levels.
6. It is simple to share and transmit.
7. By using well-designed and created e-content, benefited for all teachers' pupils and others.
8. Benefited for correspondence institutions and distance learning institutions.
9. E-Content is more efficiently evaluated by its validity, reliability, and usability than does classroom instruction.
10. E-Content contains verified material and includes current knowledge based on the academic level of the pupils and the passage of time.
11. E-Content can be preserved for a long time by primary data memory devices or secondary data memory devices with safety, without any alterations or damages.
12. E-Content can be distributed via a variety of online forums, chat rooms, blogs, Twitter accounts, websites, and other communication channels.
13. Students' task performance can be immediately reinforced through e-content, and incorrect task performance can be redirected.
14. Until they fully grasp an idea, students can observe its repetition in class and outside of it numerous times.
15. E-content can lessen the teachers' workload, which is more repetitive.
16. The development of e-content through the deterioration of natural resources, such as the paperless method, is an environmentally benign method.
17. The sharing of concepts between students and content professionals on a global scale might inspire e-content.

E-Content Design & Developmental Process

The type of content and the audience it is intended for will determine how it is designed and developed. Additionally, it will depend on the level of difficulty and quality of the learning that is expected. The practice of generating educational experiences that increase the effectiveness, efficiency, and appeal of learning is known as instructional design. Also, it determines the present level of student comprehension, specifies the purpose of the teaching materials, and develop some 'intervention' to help the transaction. This methodical approach offers a step-by-step procedure for analyzing the needs of the learners and developing the material.

Need & Relevance

A vast majority of the models include steps such as analyzing the learners' needs and objectives of the instructional material production, creating a delivery method and content, testing the material in a pilot study, putting it into use, evaluating it, and improving it, etc. There are numerous models for instructional design accessible. Also, a good instructional design strategy based on our criteria can be used while creating and developing the e-content.

Objective

To discuss the predominant models into creating and developing e-content

Methodology

The entire study is based on secondary data sources (websites, books, and journals) and has adopted descriptive research to explain the models involved in creating, designing, and developing e-content.

The present study focuses on 3 Models of E-Content Design & Development Phase

1. ADDIE Instructional Model of e-content development
2. Six Phase model of e-content development
3. Four quadrant approach of e-content development

ADDIE Instructional Model

ADDIE is one of the generalized, well-known, and well-liked techniques to instructional design. In 1975, ADDIE initially debuted. It was developed by Florida State University's Center for Educational Technology (Kurt, 2019). The ADDIE model has been created in 1978 by Dick and Cary and refined in 1981 by Russell Watson and regarded as crucial in the creation of educational and training programmes, wherein the use of E-Content bundle is for individualized learning (Muruganantham, 2015). Moreover, ADDIE instructional model is five stages of the production of an e-content package include analysis, design, development, implementation, and evaluation of the learning resources and activities (Mishra et al. 2017) The ADDDIE model is represented in Fig 2.

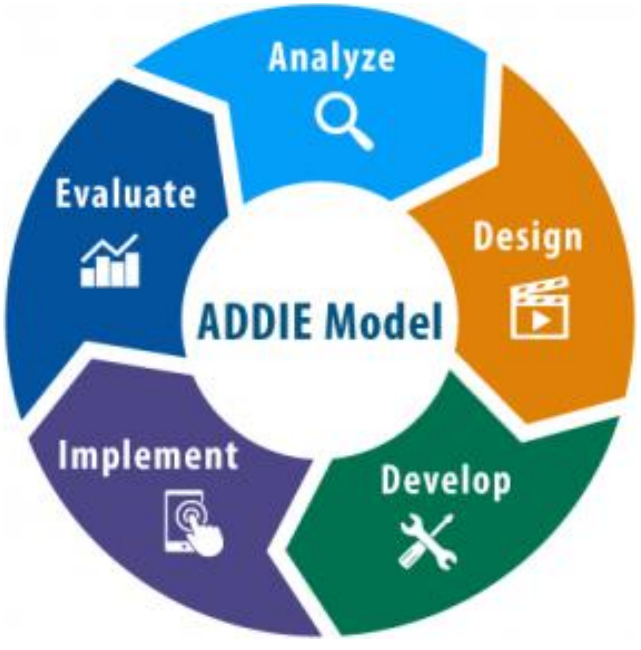


Fig.2. ADDIE Instructional Model
(Source: https://www.cdc.gov/training/development/addie-model.html)

Analysis Phase	The instructional goals and objectives are set, the learning environment is determined, and the learner's existing knowledge and abilities. • Conduct a needs assessment to identify the learning objectives, target audience, and their specific needs. • Identify the constraints and limitations of the technology, resources, and the project timeline. • Analyze the existing e-learning materials and educational resources to identify gaps and areas for improvement.
Design Phase	Learning objectives, assessment tools, activities, content, subject matter analysis, lesson preparation, and media choice are all covered in this phase. • Develop a clear and concise instructional design plan that outlines the structure, content, and objectives of the e-content module. • Define the learning outcomes and create learning objectives that are measurable, achievable, and aligned with the needs of the learners. • Create a storyboard or prototype that provides a visual representation of the content, interactivity, and multimedia elements of the e-content module.
Development Phase	Real content is created during the development process in collaboration with designers, programmers, and analysts. • Develop the e-content module using an authoring tool or programming language that is suitable for the target audience and the learning objectives. • Create engaging and interactive multimedia elements, such as videos, simulations, and assessments, to enhance the learning experience. • Ensure that the e-content module is accessible, user-friendly, and compatible with different devices and platforms.
Implementation Phase	The actual delivery of the instruction, purpose of this phase is the effective and efficient delivery of instruction. • Pilot tests on the e-content module with a small group of learners to identify any issues or areas for improvement. • Roll out the e-content module to the target audience using an LMS or a website that provides easy access and tracking of learner progress. • Provide training and support to the learners and instructors to ensure that they can effectively use the e-content module.
Evaluation Phase	Measures the effectiveness and efficiency of the instruction. Phase consists of formative and summative phases. • Evaluate the effectiveness of the e-content module by collecting feedback from the learners, instructors, and stakeholders. • Measure the achievement of the learning outcomes and compare them with the expected outcomes. • Analyze the data and use it to make improvements to the e-content module for future iterations.

The stages of e-content development using the ADDIE model are critical for creating effective teaching and learning materials. The analysis stage allows for a clear understanding of the learners and their needs, while the design stage creates a blueprint for the e-content. The development stage involves creating the e-content, including interactive multimedia elements, while the implementation stage involves rolling it out to learners using an appropriate platform. Lastly, the evaluation stage allows for feedback and improvements to be made for future iterations. To ensure effective e-content, it is important to know your audience, keep it engaging, focus on learning objectives, make it accessible, test and iterate, ensure technical compatibility, and provide support to learners. By following these suggestions and the ADDIE model, e-content development can result in a highly effective and engaging learning experience for learners**.**

Six Phase of E-Content Development: To create e-content that is of high quality, it is essential to follow a methodical and scientific methodology. This can be achieved through the six phases of e-content development, as outlined by Nachimuthu, which included analysis, design, development, implementation, evaluation, and maintenance respectively (Nachimuthu, 2012) and shown in Fig 3.



Fig. 3. Six Phases of E-Content Development
(Source: https://sibarblog.blogspot.com/2020/10/e-content-development-for-teachers-and.html)

The Analysis Phase	It establishes our current condition, including our topic specialists, target audience, and their abilities, as well as our goals, e-content budget, delivery methods, and their limitations and due dates.
The Design Phase	It helps in the preparation of an e-content plan. The use of appropriate software, necessary abilities, and creative and unique interactions between subject materials like texts, photographs, videos, and appropriate animations are all handled.
The Development Phase	How the e-content design is really produced. By combining texts, music, video, animations, references, blogs, links, and MCQs (multiple choice questions) with some programming specifications, such as home, exit, next, etc. and it helps to build e-content.
The Testing phase	It helps to administer the e-content in the actual educational field. The clarity of the photographs, the relevance of the videos, the appropriateness of the soundtrack, the timing of the animations, and the hyperlinks are all tested in this phase.
The Implementation Phase	It aids in distributing the electronic content to the intended audience. This stage describes installation, usage, and any challenges users may have when consuming e-content. It verifies the product's accuracy and ongoing quality control.
The Evaluation Phase	It helps to satisfy the e-content and its effectiveness. This phase It supports the effectiveness of the e-content. This stage takes into account both student and teacher feedback. Following the feedback responses, the e-content is once more tailored in post-production for efficient e-content delivery.

E-content development is a critical process that requires a systematic and scientific methodology. These aforesaid six phases of e-content development provide a framework for creating high-quality e-content that is effective and engaging for learners. These phases include analysis, design, development, implementation, evaluation, and maintenance. Also, by following these phases, developers can create e-content that is tailored to the needs of the target audience and aligned with the learning objectives. The process also ensures that the e-content is relevant, up-to-date, and effective over time. E-content development is an ongoing process that requires continuous improvement and modification based on feedback from learners and other stakeholders. By using the six phases of e-content development, developers can create e-content that enhances the learning experience and promotes knowledge acquisition and retention.

Four Quadrant Approach for Developing E-Content

The four-quadrant approach for developing e-content is a structured methodology that enables developers to create effective and engaging digital content. The four quadrants are based on two dimensions: content type and delivery mode. The four content assets are included in a four-quadrant approach: text, images, video, animation, or simulations, web links, and self-evaluation. E-learning content can include text, images, audio, video, and animations as independent components. The objective is to give resources that could assist instructors in creating engaging e-learning course content. The four-quadrant approach is shown in Fig 4.



Fig. 4. Four Quadrant Approach of E-Content development
(Source: http://www.niepa.ac.in/SwayaD_Moocs.aspx)

Quadrant-I (e-Tutorial)	The content writer is expected to offer a video tutorial that explains the module's subject. Multimedia, animation, documentaries, simulations, virtual labs, etc. may also be included in the session.
Quadrant-II (e-content)	According to the content structure, the content writer is supposed to write a thorough article about the subject. Depending on what is appropriate or feasible, multimedia supplements may include pictures, animations, graphics, video or audio clips, line drawings, or hand drawings. If necessary, the content writer should offer examples to clarify the module for each topic or subtopic.
Quadrant-III (Self- Assessment / Evaluation)	Each module should have at least 10-15 multiple-choice questions with answers or true-false statements, according to the content writer.
Quadrant-IV (Learn More / Source for Further Reading / Web Resources)	This quadrant includes further reading material, sources for further reading (such as books, papers, etc.), links to websites addressing the issue, and other items relating to the module's subject.

Thus, by using the four-quadrant approach, developers can create e-content that is tailored to the needs of the learners and aligned with the learning objectives. This approach ensures that the e-content is engaging, interactive, and effective in promoting knowledge acquisition and retention. Additionally, the four-quadrant approach allows developers to choose the appropriate delivery mode and content type based on the learning objectives and the target audience.

Challenges in E-Content Development

- Learners become more Technology dependent.
- Some materials are machine dependent so they will not properly work for another system.
- E-content is not suitable for all Types of Learners. Students who have physical or visual disabilities could be at a disadvantage.
- E-learning services have high startup costs and developing online training content is quite expensive.
- Electronic communication is more linear than face-to-face discussion and may not always provide a good fit for face-to-face communication.
- Learners may need to be taught how to utilize technology effectively since they may lack IT skills.
- Flexibility may be lost because it is difficult to make changes to the course once it has started according to student feedback.

Discussion

Since e-content is available online, students can study any subject or course whenever they choose, from any location. E-content may boost accessibility for both faculty and students while enabling teachers and students to save time, money, paper, etc. The recent advancements in technology and a lack of time have increased the importance of e-content. A Content Management System (CMS) can digitize the course materials and make them accessible online so that researchers, instructors, and course participants can utilize them whenever and wherever they choose (Sinha & Sahay, 2017). Also, the focus of an e-content system is the student. When creating materials and activities, student requirements and interests are considered. Interactive content is available online. When employing e-content, a self-instructional learning technique, students are encouraged to actively participate in the teaching and learning process. Moreover, learning through e-content is seen as being more advantageous and effective than conventional lecture-based methods, and it differs dramatically from learning through lecture-based methods (Khan, 2019). Some instructors have found that using e-content as an alternative to the chalk and talk method frees up more time for discussion, inquiry, and problem-solving techniques. It is a useful technique for delivering content like the occurrence in a regular classroom, some students are too afraid to ask questions of their classmates (Joshi, 2017). They benefit from e-content since they can post questions in the course's discussion forums. According to research, there are many stages of e-content creation that benefit students' learning more than traditional teaching approaches. The main reason why student accomplishment scores have increased is because of interactive and web-based simulation (Karahoca et al. 2010).

Suggestions

- **Know your audience:** Before you begin developing your e-content, it is important to know your audience. Who are your learners? What are their goals and objectives? What are their skill levels and prior knowledge? By understanding your learners, you can tailor your e-content to meet their specific needs.

- **Keep it engaging:** E-content should be engaging and interactive to keep learners interested and motivated. Use a variety of multimedia elements such as videos, images, animations, and simulations to create an immersive learning experience.
- **Focus on learning objectives:** The e-content should be designed with clear and measurable learning objectives in mind. Ensure that each activity, module, and assessment is aligned with the learning objectives and provides opportunities for learners to achieve them.
- **Make it accessible:** E-content should be accessible to all learners, including those with disabilities. Ensure that the e-content is designed with accessibility in mind, such as providing alternative text for images, closed captioning for videos, and compatibility with assistive technologies.
- **Test and iterate:** Before releasing the e-content to learners, pilot test it with a small group and collect feedback to identify areas for improvement. Use this feedback to make necessary changes and iterate on the e-content to ensure that it meets the needs of your learners.
- **Ensure technical compatibility:** E-content should be compatible with various devices and platforms to ensure that learners can access it easily. Test the e-content on different devices and platforms to ensure that it works correctly and is optimized for each platform.
- **Provide support:** Provide learners with support throughout their learning journey, such as through online discussion forums, email, or other forms of communication. Additionally, provide learners with clear instructions on how to use the e-content and any technical requirements that may be necessary.

Conclusion

The development of e-content is essential for effective teaching and learning. However, it is a challenging task that requires a deep understanding of the subject matter, a persistent effort to create high-quality content, and a high level of creativity to organize the material into a cohesive whole. In this study, a state-of-the-art e-content course is presented, which serves as a model for creating any e-content course. Digital information sharing is one of the most effective methods for teaching, and the content of an e-course plays a vital role in making the subject matter engaging and interesting for learners. The e-content development process outlined in this study is a valuable tool that can be used globally to create independent e-content. While e-learning can be more expensive and have fewer opportunities and economic inequalities compared to traditional education, integrating systematic management in the creation and distribution of electronic content to online courses can enhance our culture of learning and growth.

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