



E-learning

Vol. 8

E-learning Methodology – Implementation and Evaluation

Scientific Editor

Eugenia Smyrnova-Trybulska



University of Silesia in Katowice,
Faculty of Ethnology and Sciences
of Education in Cieszyn

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Monograph

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Eugenia Smyrnova-Trybulska

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INTRODUCTION

“Good quality education, provided by trained and supported teachers, is the right of all children, youth and adults, not the privilege of the few”, stressed participants of World Educational Forum – 2015. Quality learning is not only essential for meeting people’s basic needs, but is also fundamental in fostering the conditions for global peace and sustainable development. All young people need to learn in active, collaborative and self-directed ways in order to flourish and contribute to their communities. Along with the basics, they need to acquire attitudes, values and skills as well as information. Their teachers, peers, communities, curriculum and learning resources must help prepare them to recognize and respect human rights globally and to value global well-being, as well as equip them with the relevant skills and competencies for 21st century employment opportunities. To achieve this, it is not enough to measure what learners learn; it is essential to target the classroom experiences that fundamentally shape student learning, and emphasize the range of skills required for lifelong well-being and societal cohesion.” (<http://en.unesco.org/world-education-forum-2015/5-key-themes/quality-education>)

The “new vision” of eLearning, based on educational aims and priorities, collaboration and community building, integration and partnership, with a strong innovation focus, may probably result more convincing. In Bergen the following elements were identified to be included in the “*Bologna process*” vision of eLearning: - *the use of ICT facilitates dialogue and communication among students, and between teachers and students*; - *eLearning provides an “extended learning context”* (more resources, more fellow students, more teachers) to all students; - *eLearning brings some elements of flexibility in time and place, individualisation, and “ownership” of learning that encourage students to take an active role in managing their learning path*; - *eLearning may support international virtual mobility, international partnership among universities within and beyond Europe*; - *eLearning brings investment logics into the delivery of higher education, that may capitalise on the existing knowledge and know-how beyond the availability of individual teachers and researchers.* (UNIQUE 2007)

The monograph “*E-learning Methodology – Implementation and Evaluation*” includes the best papers, prepared and presented by authors from nine European countries and from more than twenty universities during the scientific conference entitled “*Theoretical and Practical Aspects of Distance Learning*”, subtitled: “*E-learning Methodology – Implementation and Evaluation*”, which was held between 10-11 October 2016, organized by the Faculty of Ethnology and Sciences of Education in Cieszyn, University of Silesia in Katowice, Poland.

The speakers from the Open University in Lisbon (Portugal), University of Ostrava (Czech Republic), Extremadura University (Spain), Constantine the Philosopher University in Nitra (Slovakia), Curtin University in Perth (Australia), Catholic University College for Education, Graz (Austria), The Lisbon University (LU) (Portugal), Borys Grinchenko Kyiv University (BGKU), (Ukraine), Gdańsk