

Web-enhanced learning

Education



The paper " Web-Enhanced Learning" is a worthy example of an education essay.

The process of making King Abdul-Aziz high school embrace a learning process in which the school computer laboratory forms the virtual learning environment may not come into existence as anticipated. Challenges would greatly influence the implementation process. Some of these logistics are true with any process that seeks to bring change in a learning environment using web-enhanced learning. Even though the learning process overrules these challenges in the sense that goodwill in educational reform should cherish transformations that instill and nurtures a culture of the learning process, these issues will always be a thorn in the flesh. In this context, the three key issues likely to hamper effective implementation include students' evaluation process, technological issues, and management of the entire process. Evaluation process

With the web-enhanced learning process, the challenge of implementation will involve arriving at a conclusive process in which the students get appropriate evaluation when learning English. Group evaluation may not suffice, yet an individual approach would require too much work because of the time it takes to help each student in their respective machine. This would be a problem for students, teachers, and the administration as well. The adoption of the e-learning process may not translate equally to English students with different learning abilities. English score is likely to decline in the initial stages as a result of this. Slow learners will find it hard to progress their learning process in a different environment as opposed to those with excellent learning abilities. Evaluation of students is an implementation problem owing to the shift in learning the culture. Identification of students' capability would probably take time so that their

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specific issues could be addressed. The eventual change in performance may raise concerns from stakeholders. Addressing these issues would require the institution of measures that monitor the learning process. Grouping students with different abilities will help to learn among themselves. Those with slow understanding are likely to gain from this and reduce the teacher's burden of moving around during sessions. Management of e-learning

My students, whom I teach English as their second language have four learning sessions in a week. Since the computer laboratory serves the entire school I would need to book during these sessions. It would be a challenge to accomplish this procedure. Personally I would find it very difficult. The personnel in charge of the laboratory may equally find it impossible to accommodate my four class sessions in a week. The unprecedented shift from normal classroom to a computer laboratory session may not go well with most students. They would need to readjust to the new management in which they would need to move from class to the laboratory during English classes. Some of the issue in this regard is the management of time, the time in which students arrive for a lesson. Preparation of the laboratory prior to students' arrival to ensure all the machines are functional could prove impossible. To address these issues I would involve the school administration to allow my English sessions to take effect with the help of the laboratory assistants. The assistance would be tasked with ensuring the proper functioning of the systems prior to students' arrival. To make students appreciate the change I would divide them into groups to keep them on track and monitor their learning (Naidu, 2005; Rovai, et al., 2004). Technological issue

As much as embracing technology is pivotal in improving the learning process, the process of initiating a shift from conventional teaching to using information

communication technology (ICT) in teaching will experience several technological hindrances. The introduction of the web-enhanced learning process during English sessions is likely to face numerous challenges owing to the fact that the school has no fully functional ICT department to jump-start the process. The limited number of machines is used by the entire school; this may affect my English sessions. Other obstacles include the acquisition and installation of relevant software that helps in learning. Some of the literacy software relevant to learning includes Microsoft word, audio materials, and grammar checking software (Naidu, 2005). Their costs will influence effective implementation. Microsoft word is cheap, easily available, and affordable unlike those that check grammar and plagiarism. These would require a monthly or annual subscription to install (Vrasidas, 2004). Their update versions may not be a problem per se. I have a conviction of formulating an effective implementation scheme that seeks to bring together major players and outsource for external assistance both from parents and well-wishers to place their pledges on the project. This will help acquire some of this software and even subscribe to the technical ones available online.