

Issue No. 48
November 23rd 2018

Lucubrate

Magazine

e•learning

Time for e-Learning



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"I believe that the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground." *John Dewey*

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The world is changing all around us. A skilled population is the key to a country's sustainable development and stability. We know that obtaining a quality education is the foundation to improving people's lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come. We must get ready for tomorrow today. We will make it possible for youth and young adults all over the world to gain skills they can use in the labour market or to create their own jobs. We will make it possible for every person to have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.

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LUCUBRATE MAGAZINE

Cover Photo: *vectorfusionart*

Publisher: Lucubrate

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How Can we Benefit from eLearning Today and Tomorrow?

By Karl Skaar

Multimedia-based Electronic learning has become a tool used to provide access to education for multiple segments of the population, which otherwise would have little to no access to it. While eLearning is integrated into curricula early in the digital revolution, in many countries, it is just beginning to address the opportunities and challenges web-based learning may bring.



Photo: Kaspars Grinvalds

eLearning of Today and Tomorrow

eLearning is learning to utilize electronic technologies to access the educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online.

eLearning is an Internet-based teaching system, a teaching system consisting of video, audio, and written material designed for a person to use in studying a subject at home[1].

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Photo: Burst

One of the broader definitions of eLearning is “learning that is supported by information and communication technologies (ICT). eLearning is not limited to ‘digital literacy’ (the acquisition of IT competence) but may encompass multiple formats and hybrid methodologies, in particular, the use of software, Internet, CD-ROM, online learning or any other electronic or interactive media.” [2] “eLearning” has many names like e-Learning, e-learning, online learning, virtual learning, online instruction, or educational technology. The word eLearning means electronic learning. This means using an electronic device like a computer, smartphone, or tablet to deliver a part or all of a course, whether it is in a classroom or as a full distance course. [3]

eLearning is an area of permanent evolution. To identify the emerging challenges, we can look at the new pedagogy and cognitive approaches, ICT technologies to enhance teaching and learning, management support, gamification, massive open online courses and, quality frameworks and standards for eLearning systems. Many different challenges exist in other fields whose application to eLearning maybe of paramount interest in the near future, such as, for example, the Internet of Things (IoT), the Artificial Intelligence and the neuroeducation. [4]

eLearning is as effective and has numerous benefits

The development of multimedia and ICT technologies have created opportunities for traditional or classroom-based learning notions to be developed into eLearning notions. The paradigm of eLearning is as effective and has numerous benefits as compared to classroom-based learning. Educational institutions could use online eLearning methodologies for the education of their staff without having to spend for their travel elsewhere. The universities could reach out to a wider audience globally and implement these technologies, therefore offering a remarkable development chance.

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Technology is the foundation, backbone, and catalyst of eLearning all in one. Technology provides endless opportunities for learning through apps, smartphones, videos, search engines, and other real-time information sources.

Some of the best uses of technology for eLearning are found in the new code, with things such as the following:

- HTML5
- Responsive design
- Videos
- Social integration
- Personalization
- Just-in-time support

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Learning is a Process

The main part of eLearning is not the technology, but the learning. The technology is not the target. The technology is a tool we can use for learning. Learning is a process with different elements. Berkeley Center for Teaching & Learning suggests that learning is a process that[6]:

1. **is active** – a process of engaging and manipulating objects, experiences, and conversations in order to build mental models of the world. Learners build knowledge as they explore the world around them, observe and interact with phenomena, converse and engage with others, and make connections between new ideas and prior understandings.
2. **builds on prior knowledge** – and involves enriching, building on, and changing existing understanding, where “one’s knowledge base is a scaffold that supports the construction of all future learning”.
3. **occurs in a complex social environment** – and thus should not be limited to being examined or perceived as something that happens on an individual level. Instead, it is necessary to think of learning as a social activity involving people, the things they use, the words they speak, the cultural context they’re in, and the actions they take, and that knowledge are built by members in the activity.
4. **is situated in an authentic context** – provides learners with the opportunity to engage with specific ideas and concepts on a need-to-know or want-to-know basis.
5. **requires learners’ motivation and cognitive engagement** to be sustained when learning complex ideas, because considerable mental effort and persistence are necessary.

The conditions for inputs to learning are clear, but the process is incomplete without making sense of what outputs constitute learning has taken place. At the core, learning is a process that results in a change in knowledge or behaviour as a result of experience.

The idea with eLearning is that technology helps us in the learning process.



Photo: Tirachard Kumtanom

Can we Benefit from eLearning?

Inside the e-learning model, the learners move at their own pace, and if needed, can watch a module more than once. To keep the learner engaged throughout the course, content developers include quizzes, matching games, multiple-choice questions, interactive content and video. Combined, these generate an effective learning experience.

Because this method of learning can reach anyone with access to a computer, be delivered in multiple languages, and reach a broad audience efficiently, the cost-benefit outweighs that of instructor-led training. The consistency of the message with e-learning also ensures each learner is receiving the same information, every time – undoubtedly creating a more effective way to share the vision of your company.

Blending Learning is best described using the Flipped Classroom concept. In school years past, teachers lectured as we sat at our desks, and homework was assigned at the end of each day. I recall sitting at the kitchen table hurrying to complete the assignments so I could go do the things I really wanted to. Today, with the use of connected devices, educators leverage technology to push the content to be completed at home via web-based platforms, leaving the classroom time for completing and reviewing the homework. This allows students to learn outside of the classroom and the subject matter expert (teacher) available to assist them during the hands-on practice of those new skills in the classroom. This immediate feedback and coaching strengthen the participants' confidence and ability to perform.

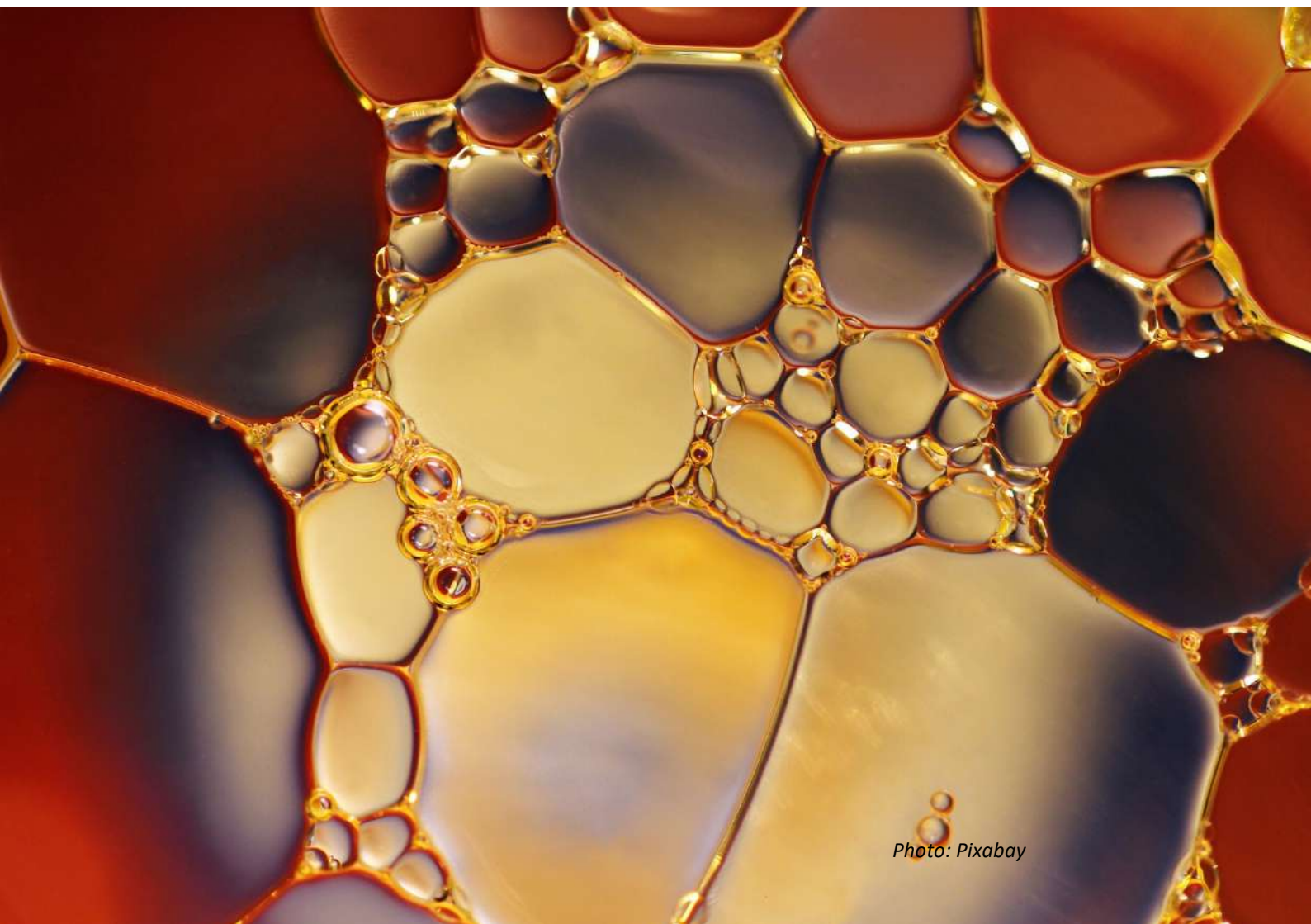


Photo: Pixabay

The eLearning Industry is listing advantages of eLearning [7]:

1. You are able to link the various resources in several varying formats.
2. It is a very efficient way of delivering courses online.
3. Due to its convenience and flexibility, the resources are available from anywhere and at any time.
4. Everyone, who are part-time students or are working full time, can take advantage of web-based learning.
5. Web-based learning promotes active and independent learning.
6. As you have access to the net 24x7, you can train yourself anytime and from anywhere also.
7. It is a very convenient and flexible option; above all, you don't have to depend on anyone for anything.
8. Not only can you train yourself on a day to day basis, but also on weekends or whenever you have the free time to. There is no hard and fast rule.
9. Through discussion boards and chats, you are able to interact with everyone online and also clear your doubts if any.
10. The video instructions that are provided for audio and video learning can be rewound and seen and heard again and again if you do not happen to understand the topic first time around.

eLearning has become a tool used to provide access to education for multiple segments of the population, which otherwise would have little to no access to it. More and more people get access to high-quality training using their own smartphone. We have just seen the beginning of a movement, a new wave of education.



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There Are Rules Pertaining to How and If Something is Consolidated

By Peter Welch, Georgia, CEO GlobalCfo.LLC

There are rules pertaining to how and if something is consolidated depending upon the position i.e. whether you do or do not control the entity. Sounds simple but it isn't. And as you may know, we have entities that are classified as either joint ventures or associates each with their appropriate treatment.



Accounting Series – article No: 28

Accounting Theory – Advanced Part 18

Consolidated Financial Statements and Separate Financial Statements

4. The following terms, per IASB, are used in this Standard (IAS 27) with the meanings specified:

Consolidated financial statements are the financial statements of a group in which the assets, liabilities, equity, income, expenses and cash flows of the parent and its subsidiaries are presented **as a single economic entity**.

Separate financial statements are those presented by an entity in which the entity could elect, subject to the requirements in this Standard, to account for its investments in subsidiaries, joint ventures and associates **either at cost, in accordance with IFRS 9 Financial Instruments, or using the equity method as described in IAS 28 Investments in Associates and Joint Ventures**.

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Well, I suspect at this point that those of you who are still reading are slightly confused, trust me we all are. This is a complicated topic with lots of twists and turns and let's not forget that IFRS 9 (financial instruments) is also involved. Though theoretically, consolidations are relatively straightforward the various IAS and IFRS statements that contribute to the accounting regulations, in this statement package' are not exactly totally transparent and obvious. On top of that, there are rules pertaining to how and if something is consolidated depending upon the position i.e. whether you do or do not control the entity. Sounds simple but it isn't. And as you may have noticed above, we have entities that are classified as either joint ventures or associates each with their appropriate treatment.



Photo: Benji Mellish

«These Simpler Statements»

Courtesy of IFRS Workbook 2017:

«IAS 27 has lost its rules on consolidated financial statements to IFRS 10 (and disclosure to IFRS 12). **Separate Financial Statements remain in IAS 27.**

These simpler statements are used either as a complement to consolidated financial statements, where legislation (or regulation) requires it or for intermediate holding companies. IAS 27 enables intermediate holding companies to avoid sub-consolidations if the parent presents consolidated financial statements and legislation allows.

And "IAS 27 contains **accounting and disclosure requirements for investments in subsidiaries, joint ventures and associates** when an undertaking prepares separate financial statements. IAS 27 requires an undertaking preparing separate financial statements to account for those investments **at cost, or in accordance with IFRS 9** Financial Instruments."

Did I read above, «these simpler statements», yes it's true it said that. At this juncture we should be reminded how critical it is to document each and every relationship, identifying the structure and determining according to IAS/IFRS how it should be classified. This, it should be noted, is a working document that has to be constantly and frequently updated as relationships and classifications are subject to constant change. Auditors, for example, have both a working and a permanent file. The working file is constantly updated from audit to audit whereas the permanent file only occasionally will be updated. It is also very important that legal is directly involved in maintaining the documentation. Thus besides accounting and legal any other departments that also are involved in developing or establishing relationships need to be parties to such documentation.



Investment, Consolidation, and Dilution Losses

Courtesy of PKF International (pp311)

The suite of five standards (IFRS 10, IFRS 11, IFRS 12, IAS 27 [amended] and IAS 28 [amended]) is applicable for periods beginning on or after January 1, 2013. Earlier application is permitted provided that the fact is disclosed and **all five standards are applied simultaneously**. These standards are applied retrospectively, except for the relief provided as discussed below. Entities are only required to provide disclosure of the quantitative information required by IAS 8 for the immediately preceding reporting period.

An entity preparing its **separate financial statements** may account for investments in subsidiaries, joint ventures and associates either:

1. At cost; or
2. In accordance with IFRS 9

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Investment entities. At the date of initial application of the amendments to IFRS 10, IFRS 12 and IAS 27, an entity **must assess whether it is an investment entity on the basis of the facts and circumstances that exist at that date.** If at the date of initial application, an entity concludes that it is an investment entity, it will retrospectively measure its investment in each subsidiary at fair value through profit or loss as if the investment entity principles had always been effective.

Consolidations. At the date of initial application (the beginning of the annual period IFRS 10 is applied for the first time) no adjustments are required to the previous accounting for entities **that are consolidated based on the old IAS 27 and, in terms of IFRS 10,** will still be consolidated. Relief is also provided for an investor's interest in investees that were disposed of during the previous reporting period resulting in consolidation in terms of both the old IAS 27 and IFRS 10.



Dilute the coffee.

Photo: *Chevanon Photography*

An example, from PKF, of applying the 'consolidations' IFRS/IAS package:

Dilution losses. A stake in an associate or joint venture may decrease, for example, following a capital increase on the part of the investee in which the investor does not take part. This constitutes a partial disposal of an entity's interest in an associate. Investor accounting for investee capital transactions that dilute the share of the investor's investment is not addressed by IAS 28. Although due to IFRS 10.B96 changes in the proportion held by noncontrolling interests shall be recognized directly in equity, we feel that this principle is not applicable in this instance as the investor only accounts for his stake in the investee in his equity accounting and has not entered into a transaction with the associate.

Accounting adjustments such as these therefore do not constitute transactions with owners, and any profit or loss must be recognized in the income statement.

Example of accounting for an investee capital transaction

Assume that Roger Corp. purchases, on February 1, 2015, 30% (2,000 shares) of Energetic Corp.'s outstanding shares for €1,000,000. The carrying amount held by Roger Corp. in Energetic Corp. is €1,000,000, including goodwill and fair value adjustments in respect of the identified assets and liabilities of Energetic Corp. On March 1, 2015, Energetic Corp. raises its equity by €1,000,000 by means of a cash capital increase. Roger Corp. does not take part in this capital increase. As a result, the stake held by Roger Corp. in Energetic Corp. drops to 23%.

The loss suffered by Roger Corp. is calculated as follows:

Dilution of original stake ($€1,000,000 / 30\% \times 7\%$) = €233,333

Stake in increased assets following cash capital increase ($€1,000,000 \times 23\%$) = 230,000

Loss €3,333

Relative to the comments, courtesy of PKF above, they refer to the fact that an entity «must assess whether it is an investment entity on the basis of the facts and circumstances that exist at that date». The criticalness of documentation reviewed and ideally signed off by all supporting actors again emphasized. The suggestion of documentation being signed off is commonplace in the auditing profession and thus it should be construed as applicable when it pertains to such critical information.

Note IAS 27 has been superseded by IFRS 10.

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Mr. Peter Welch, CEO of GlobalCfo.LLC

GlobalCfo.LLC is expert at developing entrepreneurs and building 3-5 year business plans and cash flow projections as a prerequisite for accessing financing sources. GlobalCfo.LLC targets accounting standards compliance and theory, sound infrastructure /process mapping and COSO 2013-17/solid internal controls, ERM, and last but not least documentation / Policy and Procedures and other manuals. Additionally interim CFO services (or Rent-a-CFO by the hour/day) are offered locally or remotely as well as training at all levels and all functions not just accounting; e.g., management and leadership skills. Pre/Post-M&A is also offered. (<http://www.GlobalCfoLLC.Com>).

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Trends in the eLearning That Can Revolutionize the Education *

Six top trends in eLearning for 2019: The eLearning industry has revolutionized at a great pace due to advances in the technological and cyber industries. With the continuous evolution of its components, 2019 will be considered as the renaissance period of the entire eLearning industry. There are a few trends that will form the future of the educational system. The article goes through what the “Must-Watch Trends In eLearning” are for 2019.



About eLearning

eLearning is related to the use of electronic technologies in academic curriculums, beyond the limitations of a traditional classroom. It has become increasingly popular over the past decade, especially among youth.

With eLearning, it has become possible to take a lecture even without being physically present in a classroom. With technological advancement, all that is required is a high-speed internet connection to easily access the lectures online, and in the comforts of your home. There are innumerable calling, texting, and video conferencing apps that allow educational institutes to provide distant training and education to their students.

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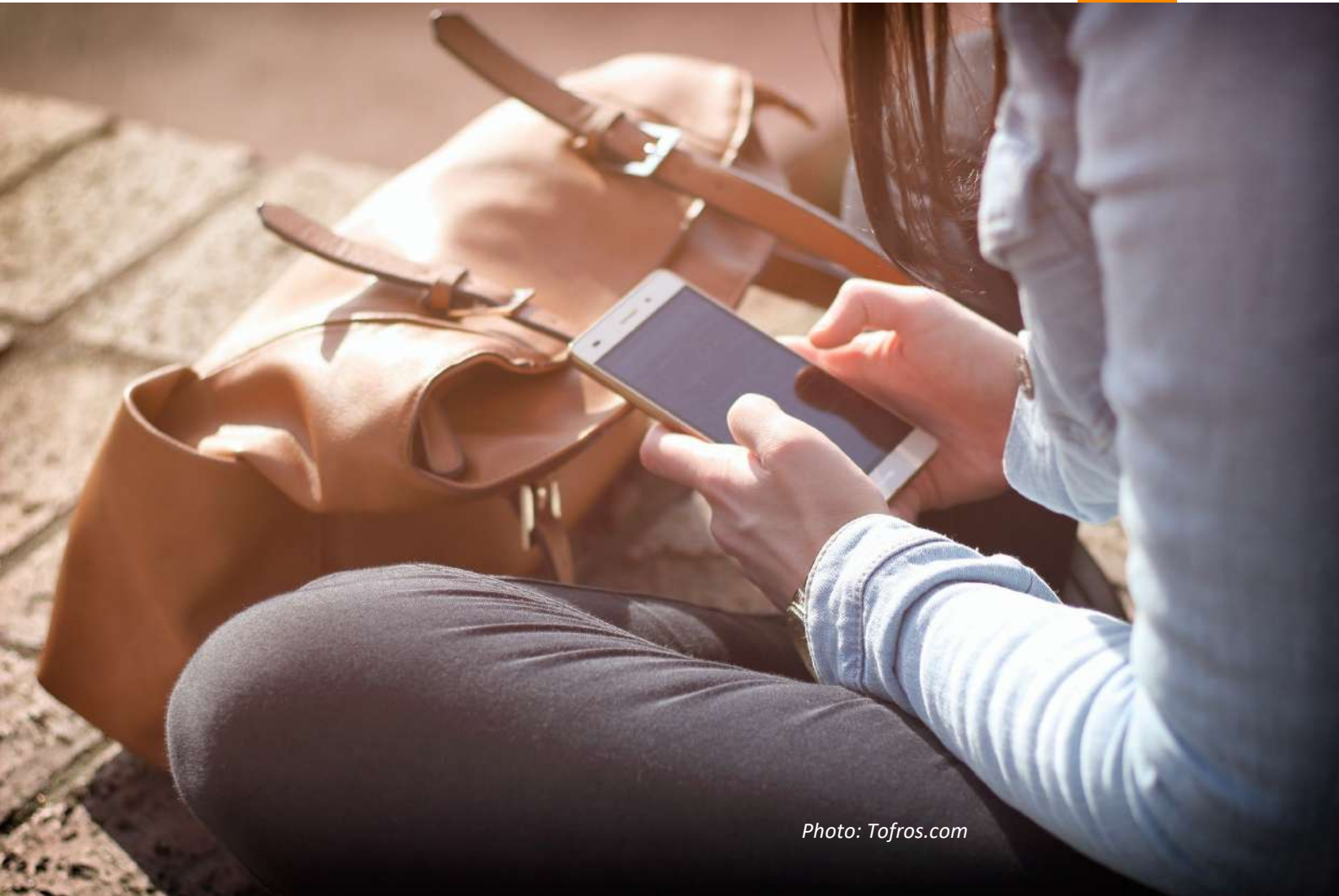


Photo: Tofros.com

eLearning ranges from learning online, distant education, computerized electronic learning, audiovisual tutorials, live video streaming, video calling, and various others forms. Basically, you will need to choose a learning system that best suits your everyday schedules and budget.

The corporate environment has become more competitive these days, with employees having to keep earning certifications in order to receive more growth opportunities. According to the CEO of InlineDesign, “eLearning is the best option for professionals and people who are already employed because it allows them with the flexibility to earn new certifications, without having to spend time and money on travelling to their courses.”

Trends In eLearning

1. Gamification

Going by the eLearning trends, more and more people are accepting this form of education because it is highly interactive and fun-filled, nothing less when compared to the traditional classrooms.

For example, video games that enhance brainpower and general IQ, boost hand-eye coordination. Games increase the ability of a person to switch between multiple tasks and intake several ideas to find a solution to a problem. Such kind of training helps individuals in improving their decision-making skills, which is a valuable asset in the long run.

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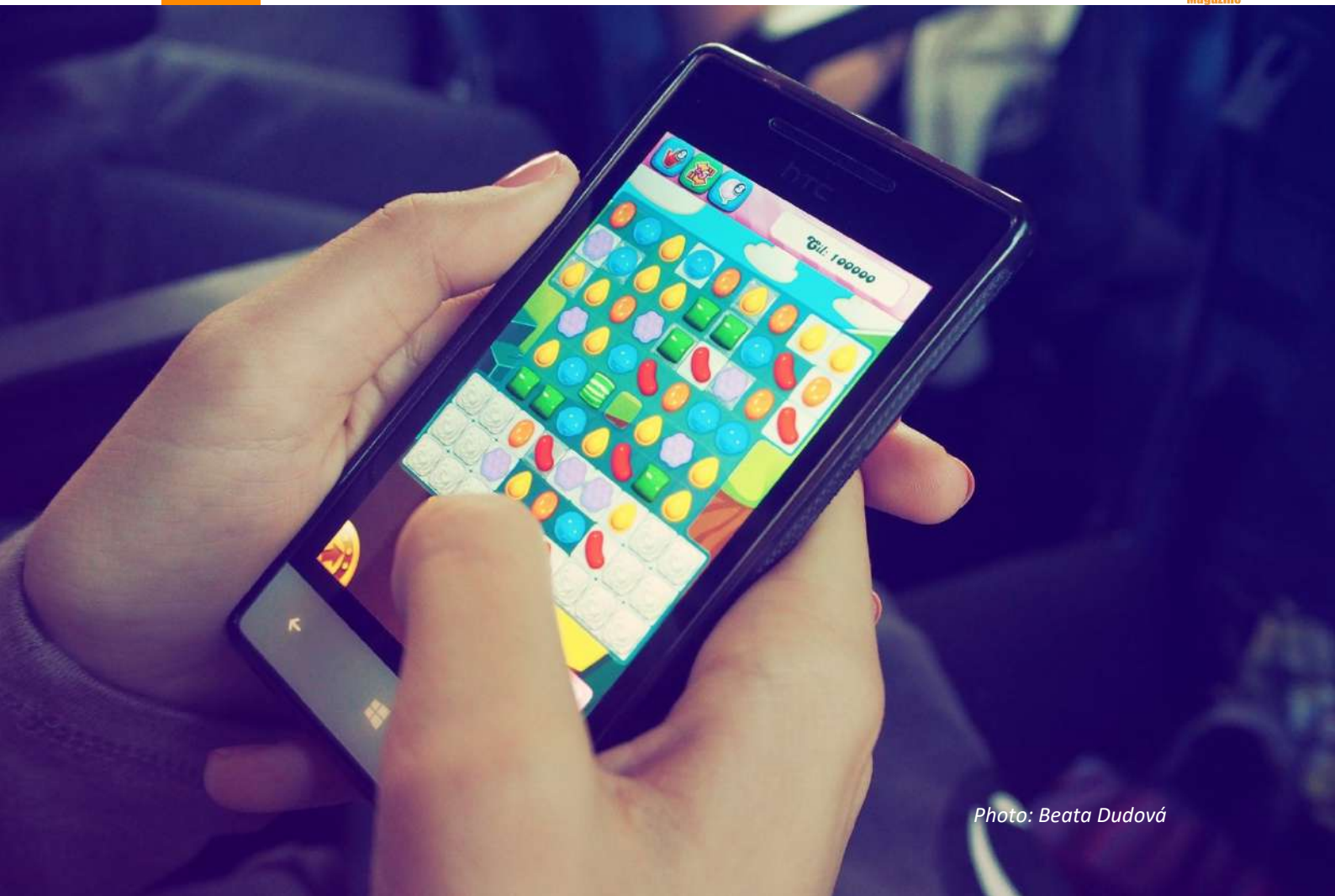


Photo: Beata Dudová

2. Microlearning

Microlearning is a beneficial method to implement learning in tiny chunks that are goal driven. eLearning can be easily and rapidly introduced and deployed in any organization. It definitely works out much cheaper than setting up a real classroom. If you have good teachers, then you can provide top quality education to students from just about anywhere around the globe.

This technique benefits learners by helping them grasp modules quickly and repeating the learning lesson several times as well. Microlearning can easily be implemented in the form of small games, videos, infographics, and quizzes.

3. Artificial Intelligence

Organizations have slowly started offering brand new solutions where bots teach learners at the time of the courses and also on their path of learning. Artificial Intelligence can help in predicting the behaviour of a learner, and personalizing their learning experience. It supports learners in their learning and also in times of need.

4. Cloud-Based Systems

Most of the Learning Management Systems today are integrated with cloud-based systems because they allow high-level efficiency and maximum security. They also help in cutting down training costs quite significantly.

5. Big Data

Big Data provides beneficial advantages to both developers and learners. Here, the data is gathered through Content Management Systems, Learning Management Systems, and social networking sites. This allows learners to effectively interact with learning programs.

6. Wearable Technologies

With this technology, the learner communicates with the subject dynamically. The main purpose behind the introduction of this technology is to immerse the learner within learning subjects via 3D and other real-time simulations.



Photo: Pixabay

Future Prospects Of eLearners

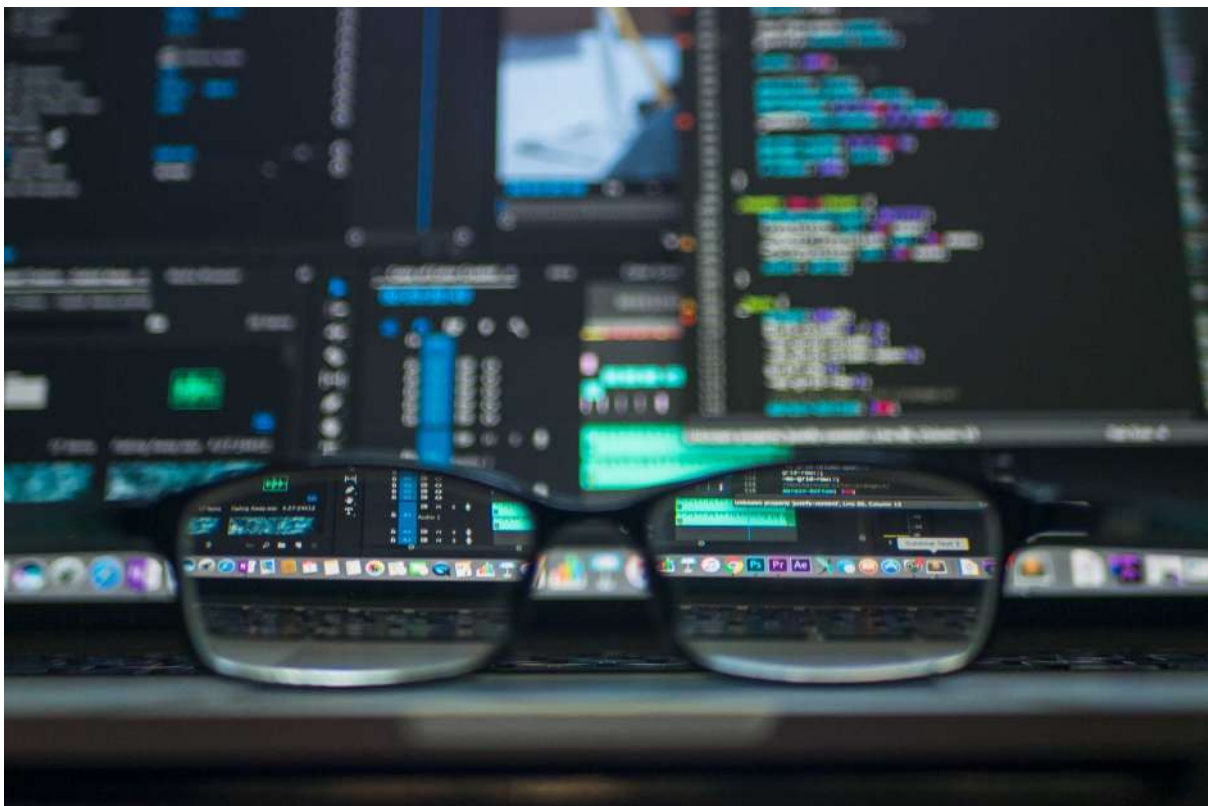
eLearning provides wonderful future aspects to people by providing following the features:

- **Economic** A learner is offered cost-effective online certificates, degree courses, learning contents, and distant education.
- **Dream Institution** eLearning gives an opportunity to avail certification programs and classes from educational institutions that have been only in their dreams. A learner can easily enrol in and take online courses from their dream overseas institution.
- **Subjects and assistance** With eLearning, learners from all parts of the world get an opportunity to study at their preferred time and place. Flexibility to obtain academic assistance and take exams online is what makes this beneficial among learners throughout the globe.

Conclusion

These are the must-watch key trends in the coming year of 2019. All of these trends will impact the entire learning industry and become stronger with passing time.

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* The article is written by Sunil Gupta and published in the eLearning Industry (<https://elearningindustry.com/trends-in-elearning-for-2019-6-top>) November 23, 2018. (The pictures following the article are added on by the Lucubrate editors)

Can the Challenges of eLearning in Developing Countries Overcome by Using Current eLearning Trends?*

*The use of eLearning to deliver a wide variety of training and education, via a range of mediums, to a diverse audience in a flexible, economical and collaborative manner is now a mainstream option for education delivery throughout the developed world. With advances in technology, connectivity and mobile computing, the digital divide is not what it once was making the virtual learning environment more available through a rise in the provision of open source software and complimentary hosting options.**



Photo: Daniel Ernst

eLearning is looking increasingly attractive to developing countries, but there are still challenges, such as ICT use, cultural differences to western theories of andragogy (andragogy is the methods or techniques used to teach adults), and adoption of new training methods. With its prevalence in developed countries, eLearning developers have focused on technical and functional characteristics. In developing countries, eLearning developers must understand how these technological and functional tools can be contextualised to meet their needs.

It is important to understand the needs and background of the learner prior to developing training. This is no different for eLearning and more so in developing countries, largely because of the nature of the society to which they belong. The complexity around the socio-cultural context and the technological environment challenges eLearning implementers to step away from the one size fits all approach. However, it has been shown that with the decrease in the digital divide and the rise in the use of mobile computing and social

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networking applications, citizens of developing countries are increasingly connected and in a position to benefit from eLearning. This increased connectivity raises the question: can the challenges of eLearning in developing countries be overcome with course design, using current eLearning trends?



Photo: Fancycrave.com

eLearning and its Evolution

The definition of eLearning varies between sources but the general theme is that eLearning is learning through instructional systems that are designed using andragogy and technology, to impart knowledge through the use of digital devices. Early examples of eLearning included systems as simple as CD-ROMs delivered in the mail with corresponding texts. Through ongoing development of andragogy and technology, the term eLearning now implies a more complex delivery method. ELearning is no longer unidirectional content delivery but is interactive, engaging and easy to use products delivered on digital devices.

Students view the learning material and interact with it, other users, and the instructional system itself. The trends in the use of eLearning now establish, at a minimum, an application or platform that provides multimedia content relevant to the learning objectives, delivered using instructional methods that are either instructor-led, self-paced or a combination of both, and through a digital device from a local drive, local server, or the Internet.

Groups like mooc.org, edX, moodle.com, and Google are working to support eLearning trends of more readily available eLearning facilities for course designers and students, through the use of open source platforms and hosting opportunities. Other current eLearning trends such as gamification and m-learning are starting to increase, taking advantage of the popular social media use in developed countries. These eLearning trends work by making learning motivating, engaging and accessible everywhere. These latest eLearning trends require more technical expertise in design and development, but ready to use Internet-based applications such as social media and video hosting can be viable alternatives, until more advanced gamification and m-learning design tools become more readily available.



Photo: Fancycrave.com

eLearning for Developing Countries

eLearning has the potential to make a positive contribution to learning in the developing world by increasing the access to education, particularly for marginalised groups in rural or isolated areas, in spite of shortages in teachers and facilities. “eLearning has the potential to reach out to more people than hitherto possible with conventional learning methods, not only geographically, but demographically. eLearning is a valuable development tool that can reach out to the underprivileged and help build a culture of life-long learning into society at large” [1].

Studies have shown that some universities in developing countries have been early adopters of eLearning that has proven beneficial for students. However, the vocational and workplace training establishments (non-tertiary training providers) in developing countries have not yet been sufficiently explored. In Australia, Registered Training Organisations (RTOs) range from public vocational training schools to private companies training their staff and even the government agencies such as the Australian Defence Force. These RTOs all use eLearning to deliver a variety of training to a diverse audience spread around the world. This adoption of eLearning is not as widely prevalent in similar organisations in developing countries.

Greater access to mobile computing and wireless connectivity has led to a greater uptake of technology. The increasing presence of the digital native or digital citizen is proving that global citizens from both developing or developed countries are increasing their use and skills in ICT and are expecting their commercial and government service providers to do the same. These factors show how the digital divide, not only on an individual level but at a national level, is now beginning to close. This reduction in the digital divide means that there is an expanding number of users able to access virtual learning environments. The increasing uptake and changing attitudes toward ICT are expected to provide an increase in acceptance of eLearning as a viable alternate form of training for developing countries.

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Conclusion

eLearning is now a viable alternative to mainstream education and an equivalent and often preferred method of learning. Developing countries are following their developed counterparts in the adoption of eLearning. With some recent improvements in the ICT infrastructure, attitudes toward technology, and the falling prices for consumer computing goods, the digital divide may be on the mend. The notion of digital citizens and digital natives has meant that people are finding new ways to consume information. Creators of eLearning everywhere must now exploit how citizens currently use ICT, being digital entertainment, gaming and social media, as well as problem-solving through the use of search engines to discover answers. The trends can be implemented through the design of the course, its elements in the context of the user, using multimodal forms of content delivery to create eLearning products. Content and element design must consist of contextualised multimodal VAK content delivery to ensure the content is understood by as many users as possible, and delivered in a form that users are familiar and comfortable with. Element design paired with social and collaborative interactions means the user will be more accepting of the system and part of the community of learning.

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Photo: kasto

* The article is a part of the document: "Designing an eLearning Portal for Developing Countries: An Action Design Approach" written by Jay Douglas, Dr Ahmed Imran, and Dr Tim Turner (<https://pdfs.semanticscholar.org/6dbb/4bfefbbd8f33efc2e5ae2bedab60b91e8b31.pdf>). Australasian Conference on Information Systems, Adelaide, South Australia (2015)

You Can Start as an Entrepreneur

Entrepreneurship refers to the concept of developing and managing a business venture. This in order to gain profit by taking several risks in the corporate world. Entrepreneurship means different things to different people. One understanding of entrepreneurship can be a commitment to turning an idea into a profitable business.

Entrepreneurship has been described as the "capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit". An Entrepreneur is an entity which has the ability to find and act upon opportunities to translate inventions or technology into new products: "The entrepreneur is able to recognize the commercial potential of the invention and organize the capital, talent, and other resources that turn an invention into a commercially viable innovation."

Lucubrate offer courses in entrepreneurial skills both [on-site training and eLearning](#) or a combination of those two.

The Lucubrate eLearning course discusses different important issues for an entrepreneur. The course is made for people that want to start or just have started their own business. However, also people running their own business can benefit from the course.

The course expects much activity from you; follow the steps, videos, quizzes, and tasks. The more you work with the course the more you will benefit from it.

See more: [You Can Start as an Entrepreneur](#)



Photo: Torwaipfoto

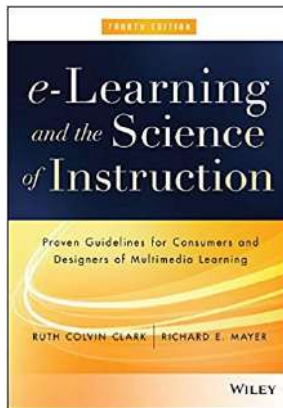
Friday 23rd November 2018

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Book

e-Learning and the Science of Instruction

By Ruth C. Clark and Richard E. Mayer



e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning

e-Learning and the Science of Instruction is the ultimate handbook for evidence-based e-learning design. Since the first edition of this book, e-learning has grown to account for at least 40% of all training delivery media. However, digital courses often fail to reach their potential for learning effectiveness and efficiency. This guide provides research-based guidelines on how best to present content with text, graphics, and audio as well as the conditions under which those guidelines are most effective. This updated fourth edition describes the guidelines, psychology, and applications for ways to improve learning through personalization techniques, coherence, animations, and a new chapter on evidence-based game design. The chapter on the Cognitive Theory of Multimedia Learning introduces three forms of cognitive load which are revisited throughout each chapter as the psychological basis for chapter principles. A new chapter on engagement in learning lays the groundwork for in-depth reviews of how to leverage worked examples, practice, online collaboration, and learner control to optimize learning. The updated instructor's materials include a syllabus, assignments, storyboard projects, and test items that you can adapt to your own course schedule and students.

Co-authored by the most productive instructional research scientist in the world, Dr. Richard E. Mayer, this book distills copious e-learning research into a practical manual for improving learning through optimal design and delivery.

- Get up to date on the latest e-learning research
- Adopt best practices for communicating information effectively
- Use evidence-based techniques to engage your learners
- Replace popular instructional ideas, such as learning styles with evidence-based guidelines
- Apply evidence-based design techniques to optimize learning games

e-Learning continues to grow as an alternative or adjunct to the classroom, and correspondingly, has become a focus among researchers in learning-related fields. New findings from research laboratories can inform the design and development of e-learning. However, much of this research published in technical journals is inaccessible to those who actually design e-learning material. By collecting the latest evidence into a single volume and translating the theoretical into the practical, *e-Learning and the Science of Instruction* has become an essential resource for consumers and designers of multimedia learning. *by a vignette of a teacher's experience, called In The Classroom, and is followed by multiple strategies.*

(4th Edition, 2016)

Friday 23rd November 2018<https://magazine.lucubrates.com/>

Issue No. 48
November 23rd 2018

Lucubrate *e-learning* magazine

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