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Electronic Media Based E-Education Model for Media Persons

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Abstract: E-education is distinctively and widely acknowledged for it's exhaustive utilization of information and communication technologies for teaching – learning process. Based on technological, structural, and financial capabilities, a number of varieties of technologies are applied in e-education learning systems. Print media (textbooks, study guides, study aids, and newspapers), audio media (Audio-books, audio-cards, records, audio-cassettes, reel-to-reel audiotapes, audio Compact-discs (CDs), telephones, cell phones, audio-texts, radios), and video media (Televisions, satellites, direct broadcast satellites, cable televisions, closed-circuit televisions, asynchronous and synchronous Podcasts and vodcasts, teleconferences, microwaves, interactive videos, teletexts, videotexts, computer internets, weblogs (blogs), electronic mails, chatrooms, and multimedia). Last decade has witnessed a virtual explosion in the advancements made in several areas of technology especially those relating to computer, networking, communications and electronic media, which have a direct bearing on the e-education system. This paper extensively deals with all aspect of electronic media selection and its effectiveness in e- education system for media persons.

Keywords: Electronic Media, E-education, Information Technology, E-learning, media persons

I. Introduction

In last decade electronic media is reached at the level where every field of our day to day life is affected by it. Now a day's electronic media is playing very vital role in various domains like agriculture, higher education, open & distance education, news management, and disaster management. Electronic media that can be effectively used by scientists for harnessing agricultural information. The younger generation farmers may rely on this information machine softly by keeping in touch with 'Online Clarification' and the telecom hikes to upgrade and improve their farming with scientific technologies[1].

Electronic media helps in enhancing the overall performance of learners. This was perceived by vast majority (82%) of the counselors (51per cent said Improved while 31 percent reported much improved). Of the remaining counselors, 12% visualized no impact of electronic media in improving the overall performance of the learners whereas 6% warned of worst impacts[2].

Television in education has undergone many incarnations. It has been used extensively in conventional and distance education formats. The developed countries are taking full advantage of television in education. This has greater scope in developing countries also. The above discussed projects on the use of television in education underline its role and significance for achieving the goals set for education for all [3].The use of web technologies and wireless mobile Internet in Instructional media and supporting software tools have enabled distance educators to address the two primary barriers to distance education: the learner's feelings of remoteness and isolation, and the time it takes to complete an instructional transaction [4].

In 1922 Thomas Edison predicted that "the motion picture is destined to revolutionize our educational system and ... in a few years it will supplant largely, if not entirely, the use of textbooks." Twenty-three years later, in 1945, William, the director of the Cleveland public schools' radio station, claimed that "the time may come when a portable radio receiver will be as common in the classroom as is the blackboard." Forty years after that the noted psychologist B. F. Skinner, referring to the first days of his "teaching machines," in the late 1950s and early 1960s, wrote, "I was soon saying that, with the

help of teaching machines and programmed instruction, students could learn twice as much in the same time and with the same effort as in a standard classroom." Ten years after Skinner's recollections were published, President Bill Clinton campaigned for "a bridge to the twenty-first century ... where computers are as much a part of the classroom as blackboards." Clinton was not alone in his enthusiasm for a program estimated to cost somewhere between $40 billion and $100 billion over the next five years. Speaker of the House Newt Gingrich, talking about computers to the Republican National Committee in 1997 said, "We could do so much to make education available twenty-four hours a day, seven days a week, that people could literally have a whole different attitude toward learning."

It is clear from above discussion that e-education and electronic media may be very useful to provide the platform to media professional/students/trainees. This platform may help them to bridge the gap between their diversity and plurality.

II. E-education

Commonly referred to as online education, e-education is the process of learning online. Whether you're a high school student or a graduate college student, a person looking to expand technical skills or a retiree who simply wants to learn more, Internet learning provides a boundary-free way to broaden your horizons. Flexibility is one of the most attractive elements of online learning, but the benefits don't stop there. In fact, many online students find their educational journey is particularly rewarding. Benefits include:

- Virtual classrooms that can be accessed from anywhere
- Well educated, professional instructors just like traditional education
- Diverse programs in a variety of disciplines
- Accredited programs to complete college degrees
- Technical programs that provide real-time training
- Freedom to enhance skills –and resume – while still working full-time
- Financial aid possibilities
- Real-life application of classroom materials
- Greater comfort with interactive technologies
- Work/life balance

The difference between conventional education and e-education can be clearly understood from Table-1.

Table 1. A comparison of conventional learning and e-learning

S.No.	Conventional learning	E-learning
1.	Students attend a school in their local community or attend a boarding or correspondence school.	Students participate from a variety of locations and may "attend" multiple learning institutions and/or their local school.
2.	Classes are scheduled according to school hours and timetables.	Students may determine the times when they access e-learning opportunities.
3.	Students are directed to work individually of in groups.	Students can choose to work individually or collaboratively with people who may or may not be in their regular class.
4.	Classes are synchronous. And teachers and students interact in real time	Classes may be synchronous or asynchronous.

5.	Students are generally enrolled with one school.	Students may take classes from more than one school.
6.	Learning objectives are set by the teacher and institution.	Students may set their own objectives and explore their own learning needs and agendas.
7.	Students follow a linear pattern influenced by the needs of other class members and the teacher's planning.	Students can follow a non-linear path at a pace that meets their individual needs at that time, i.e. just-in-time learning. The teacher is facilitating the activity.
8.	Teachers work in one school.	E-teachers can work in more than one school.

III. Quality Factor of E-education

The society is changing rapidly, and as educators we need to be sensitive to these changes and respond to them in a measured and thoughtful manner. As such the rules for quality education at a distance are not very different from those that work in a classroom.

Since quality education is a concept that varies among individuals, it is hard to agree on a definition of quality in education. Aldag and Stearns (1991) suggest that quality is what a consumer wants from products and services and is willing to invest in. Moore and Kearsely (1996) discussed "quality assessment" as an important factor in the process of managing e-education project. The authors stated that e-education project should be assessed based on several factors. These include "quality of application and enrollment, student achievement, student satisfaction, faculty satisfaction, program or institutional reputation, and quality of course materials. Each of these factors reflects different aspects of quality". The most important factor for quality e-education is advanced planning. In distance education strategic planning is not an option but a necessity. The planning process can be summarized in a five-step model:

a) Analyzing the needs of the learner
b) Designing instruction based on students' learning needs
c) Developing instructional materials
d) Implementing instructional sessions
e) Evaluating the results systematically.

Table 2: Media Technologies in Distance Education

S.N.	Media Technology	Specifications
1	Print Media	Easy to use, inexpensive, portable, and very familiar to the learner.
2	Audio Books	Vocalized radio-phonically
3	Record & Cassette	Sound & music
4	Audio Compact Disk CD)	Digital sound & music
5	Smartphone	Brings learner and teacher together over live video
6	Radio	Non interactive broadcasting
7	Video Technology	Influences the structure of mental representations of the learners
8	Teleconferencing	Integration of computer with telecommunication systems
9	Video Conferencing	Integration of computer with telecommunication systems
10	Webinar	Integration of computer with telecommunication systems
11	Cloud Computing	Integration of cloud enabled devices with telecommunication systems

12	Television	Influences the structure of mental representations of the learners
13	Direct Broadcasting	Information directly from the satellite to home receivers
14	Cable Television	Cable television is a form of transmitting information in short distances
15	Closed-Circuit Television	Kind of cable television in which two short distances are connected by cable
16	Podcast	Popular medium specifically for accessing and assimilating audio and video information
17	Internet	Combination of Computer Network, Information and peoples
18	Weblog	Designed for directed and orchestrated activities over internet
19	Electronic Mail	Form of teletex
20	Chartrooms	Teacher and the class members usually come together over internet
21	Multimedia	Combination of sound, picture, text, and etc together; teacher, board, film, and etc together

IV. E-education and Media Technologies

In general, "media" refers to various means of communication. For example, television, radio, and the newspaper are different types of media. The term can also be used as a collective noun for the press or news reporting agencies. In the computer world, "media" is also used as a collective noun, but refers to different types of data storage options. Electronic media can be defined as follows:

"Broadcast or storage media that take advantage of electronic technology. They may include television, radio, Internet, fax, CD-ROMs, DVD, and any other medium that requires electricity or digital encoding of information. The term 'electronic media' is often used in contrast with print media" [10].

There is a conceptual confusion about instructional media, instructional methods, information and communication technologies (ICT), and distribution methods. Instructional methods are grouped as group discussions, lectures, and demonstrations. Presentation methods are grouped as face-to-face, audio, video-based teleconferencing and Groupware for online interactions. Distribution methods are grouped as CD-ROM, e-mail, Internet, and videotapes. These might bring up the argument that these distinctions may conflate instructional media (e.g., the medium of e-mail) with methods of instruction or distribution (e.g., the instructional use of e-mail), but here, in this paper, all these terminologies are considered as different forms of media utilization in distance education. Table-2 demonstrates the electronic media technologies for e-education.

V. Electronic Media based E-education Model

It is very clear from introduction section of this paper that electronic media may give the great boost to e-education if it is selected and used properly. The electronic media based e-education model can be developed by using following steps:

Step-1: Identified the need of use of electronic media in e-education.
Step-2: Define the clear objective and resource required to achieve the objective .
Step-3: Define the clear selection criteria of media for distance learning.
Step-4: Design the syllabus and course material for media students/professionals/trainees.
Step-5: Train the trainer for the course delivery

Step-6: Select the electronic media .The selection of electronic media technology for distance education depends on following factors:

- Accessibility: Is the selected technology is easily accessible.
- Cost: Is it possible to complete the project with given budget and technology.
- Speed: Is the selected media technology is fast enough to proper delivery of course material in e-education.
- User Friendly: Is the selected media is easy to use.
- Novelty: Is the selected media has capacity to give our organization a lead.

Step-6: Deployment the projects and conduct the trials.
Step-7: Collect the feedback and take the corrective action by adjusting need and resource requirement
Step-8: Finally commissioned the project and regularly evaluate it.

The complete flow of the model is discussed in figure-1.

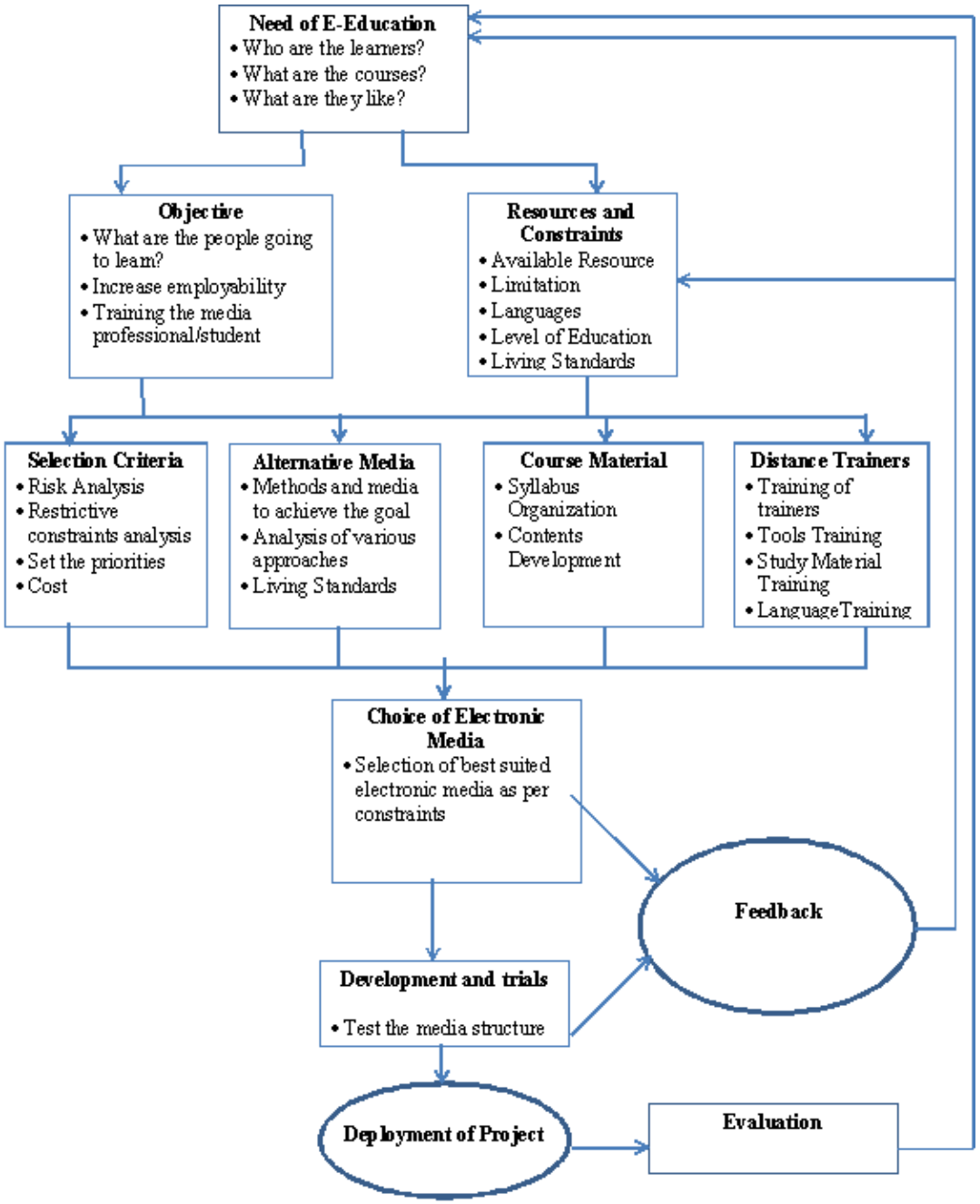

Figure 1: Electronic Media Based E-education Model

VI. Conclusions

Educators can define and design effective and robust teaching and learning systems based on electronic media that would be responsive to the needs of media professional/students/trainees close and afar. There are some observations emerging from distance e-education projects:

- Electronic media based e-education project is a valid and appropriate method for delivering quality e-education.

- There exists a relationship between electronic media and students' progress in the e-education course.
- There exists a relationship between the adequacy of the electronic communication mode and the level of interactivity.
- There exists a relationship between the level of electronic interactivity and the desire to take another e-education course.

Today, e-education is trying to imitate the classroom. In few instances, where educators and electronic media specialists experimented with forms native to e-education results have been spectacular. This generation of faculty can be designers of a unique effective and quality-driven form of electronic media based teaching and learning. In many instances, it will resemble classroom instruction. The proposed electronic media based e-education model may help media professional/students to bridge the gap between their diversity and plurality.

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