E-LEARNING IN THE DYNAMIC CHANGES
OF A GLOBAL SOCIETY

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Abstract: This paper examines a detailed course design for better E-learning in the dynamic changes of a global society. The starting point is based on respect to existing changes in all fields of human activities. E-learning has an important role in this reality with links to innovations, communication skills and the global approach. Described course design is inspired by the project education method and the SCRUM method. The high level E-learning adaptability relies on the variability of study documents (activities) and global communication in course with needed spectrum of final evaluations.

Keywords: course design, E-learning, global society, turbulence changes.

INTRODUCTION

A new century is in full flow with all the benefits and the difficulties. There are many changes in the styles of cooperation, communication, priorities, and also the devices, tools, or methods used. This is natural, because people will always search for new designs, approaches and procedures. These changes are one from great properties of the current period. (Roekel 2014) The further property is the speed of these changes.

The speed of realized changes is too turbulent. This reality creates pressure on realized activities in all fields of human activities. The speed of existing changes is dizzying and to understand these changes is difficult. The similar difficulties are clearly visible in reaction to ongoing changes in a transforming society. (Transforming society, 2014) Benefit is based on a broad spectrum of solutions and approaches for innovations. Suitable innovations are linked to new approaches, and also to attractive combination of existing solutions, surveys, analysis, case studies, and developed methods.

1. DYNAMIC CHANGES AND DIFFICULTIES IN SOCIETY

Society is affected by the exponential acceleration of interconnecting systems that influence people in various methods. A good example is the development in information technology (IT). Great changes bring in existing innovations and approaches every year. Firms, organizations, and individuals select from a number of products, ways of implementations, configurations, and designs.

Many existing dynamic changes affect people's lives, and people change IT preferences and accesses in time. These changes involve designed solutions and defined approaches via feedback. Information technology has an impact on:

- Trade (business, prices, market).

- Society (information explosion, communication).

- Working life (working environment, safety and training).

- Shrinking of the world (foreign aid, information society). (Transforming society, 2014)

Existing changes are linked to risks. There are a number of difficulties for minimization of these risks. A needed solution brings ideas about global competitiveness and opportunities for suitable development around the world. The important place has developing methods and approaches based on relations between performance and innovation strategy. (Quinn 2014) For an effective application of these ideas, people need optimal skills and experience for better understanding and managing existing changes, risks and approaches in close partnership that is based on creative solutions in the challenges facing society at large. (Thiam 2013) The main skills and knowledge for active solutions are oriented on:

- To develop a new design and framework for implemented information technology.

- To reform existing approaches and methods for design available software, applications and tools.

- To achieve the required balance in society between customers and suppliers.

In this situation, e-learning and education have an important place in society. People need to apply new methods, approaches, skills and knowledge based on IT development with links to societal conditions.

2. IMPORTANT ROLE OF E-LEARNING

E-learning has an important role in the education process. Teachers want to help students to succeed in life. (Roekel 2014) There are also visible changes in the preferences for education:

- Time preferences. (Perez-Arce 2011)

- Educational policy preferences. (Busemeyer 2011)

- Educational preferences. (Zeehandelaar, Northern 2013)

- Study of consumer preferences. (Nazari, Elahi 2012)

- Teaching style preference. (Fries 2012)

Based on these studies, the interest of students is oriented on communication skills, critical thinking, identifying personal interests, self esteem, or study habits. Of course, there are various priorities between the student's goals and the school characteristics. School characteristics are dedicated to high academic standards, high standards for behaviour, technology uses, or character development.

For education, combining all preferences and needs is not easy. The design of an optimal method of study is also very difficult. The difficulties are formed with relation to educational preferences, study of consumer preferences, teaching style preferences, educational policy preferences, and time preferences. The solution offers the highest variability of study documents, study activities, communication opportunities with links to firms, organizations, individuals, students, teachers around the world. Based on optimal study background, students have access into wide spectrum study information and case study for optimal inspiration.

The goal is oriented on the transfer of knowledge needed and skills from selected areas of interest, but that is not all. The teacher must lead students into active combination achieved knowledge and the skills for an innovative solution. The design of such a solution requires a suitable approach based on:

- Responsible analysis.

- Monitoring of competitions with active comparison.

- Searching key features for customers to do attractive product.

- Design solution.

- Implementation in actual conditions with feedback.

The suitable method of creative solution is based on theoretical and practical skills; therefore, students have to obtain new knowledge and skills in the education process based on a simulation of real cases. The start is oriented on easy cases, and further cases are dedicated to advanced examples with an active approach based on variability and global communication.

3. ACTIVE APPROACH BASED ON VARIABILITY AND GLOBAL COMMUNICATION

The aforementioned requests for E-learning also require optimal course design. There are a number of designs based on education platforms such as Moodle. The

Moodle education platform creates a flexible background for offered courses. The question is course design with available study documents and study activities. The optimal design is based on inspiration from the project education method, the SCRUM approach for software development, and societal requests for innovations, communications, and global approach.

Every course has three defined parts that are oriented on initial information about the course, practical activities oriented on the knowledge needed and the skills for individual topics (subtopics), and the final testing. The following table shows a detailed design of a course for students based on practical experience from work with students in an Operating system course. For details see Table 1.

Table 1.

**Detailed description course design with respect
on actual preferences and needs of students and society**

Course design	Available benefits
Initial information	
Short annotation and course structure	This initial information brings better orientation about the course. Students must know about defined goals, topics and individual subtopics in the course background.
Defined goals and organization matters	
Access to study documents and study activities	
Practical activities for individual subtopics	
Information researching from available study documents: text files, images, presentations, video simulations, other sources from the Internet, case study, LinkedIn, and YouTube.	A volume of theory is specified that brings the required orientation in the topic. This is important the widest variability of accessed sources.
Information collecting and evaluation	For active task solution, this is important analysis of available information from accessed study documents. This is beneficial for the activation of study activities for optimal support communication and exchange ideas. The video simulations have an optimal place for visualizing the progress of work.
Specification of realized steps for active solution	
Evaluation designed solution via communication and thinking about better solution	
Researching inspiration around the world	
Improvement designed solution	The first design for a given solution can be improved by user preferences. A good method is to monitor realized steps and research better solutions
Practical implementation and monitoring realized activities	

Thinking about further implementation in firms	with links to case studies and the final presentation.
Result presentation	
Final testing	
Evaluation achieved knowledge and skills	Testing is an important part of education. Standard tests are oriented towards student knowledge and skills. The further interest must be oriented also to study documents, activities and communication. This information helps for improvement of the course based on student preferences.
Evaluation accessed study documents and activities	
Evaluation communication abilities	
Evaluation teacher approach into topic and students	Every teacher must have feedback from the students. Such information also helps to better relations between students and teachers, and better topic description.

Source: Own work

Based on the above mentioned course design, there are possibly the highest combination of various sources of information and activities from the background of a course (such as standard Moodle platform) and sources from the Internet in the form of video, case studies, analysis and surveys. Such an approach could help in a better orientation of the topic (subtopics) with links to a global approach and practice. Active communication leads into a combination of ideas for innovative solutions. This ability is very important for further successful implementation in practice by preferences of users and the global society.

CONCLUSION

The ongoing changes in the global society brings with it many difficulties and opportunities based on new innovations in communications around the world. Education also reflects these changes and teachers help students to gain better knowledge and skills. There are a number of verified education methods, but teachers still search for an optimal approach for e-learning. This is natural because student preferences and societal needs are changing. Active resolution brings the described course design with an impact on global approach and communication skills in the class. This variability involves researching inspiration around the world, thinking about better implementation in practice based on a combination of known methods and procedures for an innovative approach.

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