

Interactive Web-Based Learning(e-learning)

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Abstract— Web based education growing very rapidly. With the development there are some advantages in education field. This paper discusses how web mining technology can be helpful to the distance education system their techniques and usefulness also This paper tends to the situation of what teachers do to guarantee that the capability of the web is utilized viably to bolster both their own learning and that of their understudies? As the upsides of electronic learning (WBL) in higher training incorporate conquering hindrances of separation and time, economies of scale, and novel instructional techniques, while hindrances incorporate social detachment, in advance expenses, and specialized issues. The web is progressively utilized both as a learning device to help formal projects and as a method for conveying web-based learning programs.

Index Terms— Web Based Teaching, Higher education, Web based Learning, web mining.

I. INTRODUCTION

Now a day web is an accumulation of information of relatively every kind of data and removing that data from the web isn't a simple employment by any stretch of the imagination. Thus here we would talk about how web mining procedure can be useful to make simple online separation training framework. Removing valuable data or example from the web information is called web mining. Web mining isn't a simple and not same as an information mining. We Know that web content diverse sorts of data at various area anyplace on the planet makes it troublesome for mining of information from web. Web mining has three type of technique for mining of information.

1. Web content mining.
2. Web usage mining.
3. Web structure mining.

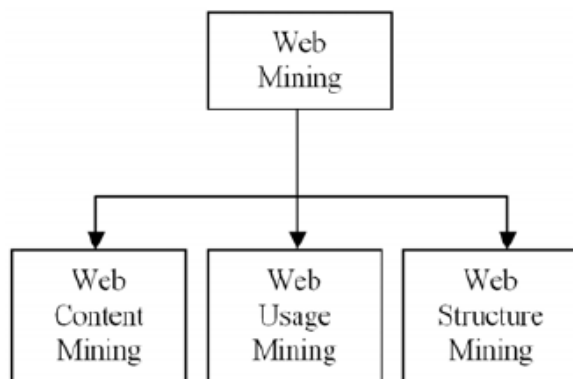


Fig: Types of Web Mining

II. WEB MINING BASED DISTANCE EDUCATION SYSTEM

The separation training framework comprise three sections. Showing asset library, learning stage and client. Instruction asset library is a capacity server to store diverse sorts of asset which is identified with training. Client are the student of that online framework. Learning stage is web server that gives electronic instructing stage to client. Online framework which depends on web mining will enhance the encouraging in light of the fact that it will give learning content as indicated by client individual data. Online separation training is utilized to break down of web logs and webpage records, individual data of students learning results, learning conduct, and utilize information mining strategy to develop profitable model which is use for enhancing separation instruction to address the issues of various client. Separation training sites contain client data ,learning results, conduct of learning by the utilization of web mining.

III. WEB TEACHING

"Web teaching is all about making connections: connecting your students to one another and to resources around the world; combining different materials – music, motion, text, narration – into one presentation; collecting related information from multiple sources... enable students to make their own connections by offering materials for download and use in their scholarship or by having them construct web documents as part of their coursework. And this process of making meaningful connections is at the core of all learning." [7]. Web-based teaching materials are a subset of computer-based training (CBT) or electronic learning (eLearning) used to leverage the World Wide Web for the delivery to instructional materials. Several teachers and institutions provide access to Web-based teaching materials through links on Web pages. University professors and departments often provide similar resource pages to augment learning opportunities for their students. These resources are especially helpful when they provide an extension beyond what is covered in the classroom (i.e. materials on specific disciplines for Education majors who may be have deep knowledge in a

specific discipline). Several companies and cooperative efforts have emerged to provide online access to Web-based teaching materials. These entities range from companies producing their own entertainment media to sites provided to aggregate links together existing content. While the missions of these organizations may differ, they all focus on furthering the World Wide Web as the delivery medium for teaching materials.

Web-based teaching materials emerged as elements on personal Web sites with the proliferation and adoption of the Internet in the early to mid-90s. Beyond personal publishing, Web-based teaching materials were often published online as samples and supplemental materials by commercial entities experimenting with the World Wide Web [3]. Sites devoted to specific topics began aggregating links to these resources in efforts to capture educator audiences in the late 90s. These concepts were then extended to the Learning Management System (LMS) and Learning Content Management System (LCMS) as a way for instructors to organize and provide access to learning materials already available online. These systems also contain authoring tools that allow pieces of entire courses (including Web-based teaching materials) to be published online. [4]

IV. WEB BASED LEARNING

Web learning is frequently called web based learning or elearning in light of the fact that it incorporates online course content. Exchange gatherings by means of email, videoconferencing, and live addresses (video gushing) are generally conceivable through the web. Online courses may likewise give static pages, for example, printed course materials. One of the benefits of utilizing the web to get to course materials is that site pages may contain hyperlinks to different parts of the web, in this way empowering access to a tremendous measure of electronic data. A "virtual" learning condition (VLE) or oversaw learning condition (MLE) is an across the board instructing and learning programming bundle. A VLE ordinarily joins capacities, for example, talk sheets, visit rooms, online evaluation, following of understudies' utilization of the web, and course organization. VLEs go about as some other learning condition in that they circulate data to students. VLEs can, for instance, empower students to work together on activities and offer data. In any case, the focal point of online courses should dependably be on the student—innovation isn't the issue, nor essentially the appropriate response. [5] "More up to date innovations, for example, PCs and video conferencing are not really better (or more terrible) for instructing or learning than more seasoned advancements . . . they are simply unique . . . The decision of innovation ought to be driven by the requirements of the students and the setting in which we are working, not by its novelty." [6] A few methodologies can be utilized to create and convey electronic learning. These can be seen as a continuum. Toward one side is "unadulterated" remove learning (in which course material, evaluation, and support is altogether conveyed on the web, with no up close and personal contact among understudies and educators). At the other end is an organizational intranet, which replicates printed course materials online to support what is essentially a traditional face to face course. However, websites that are just repositories of knowledge, without links to learning, communication, and assessment activities, are not learner centered and cannot be considered true web based learning courses.

Features Of A Typical Web Based Course

- Course information, notice board, timetable
- Curriculum map
- Teaching materials such as slides, handouts, articles
- Communication via email and discussion boards
- Formative and summative assessments
- Student management tools (records, statistics, student tracking)
- Links to useful internal and external websites—for example, library, online databases, and journals

The first step in designing a web based course is to identify the learners' needs and whether the learners are to be considered as part of a group or as individual learners. The web can be a useful tool for bringing isolated learners together in "virtual" groups—for example, through a discussion forum. There are several online resources on how to design web based learning programmes

IV. INCORPORATING WEB BASED LEARNING INTO CONVENTIONAL PROGRAMMES

Online learning in an organization is regularly incorporated with traditional, up close and personal educating. This is typically done by means of an intranet, which is for the most part "secret word ensured" and open just to enlisted clients. Therefore it is conceivable to ensure the protected innovation of online material and to bolster private trade of correspondence between understudies. Solution has numerous models of internet learning, in both the essential sciences and clinical instructing. As understudies are for the most part in huge gatherings for essential science instructing, electronic learning can be utilized to give learning materials to supplement customary projects and to empower self appraisal—for model, access to anatomical locales and picture banks for the educating of pathology courses. Electronic learning can be helpful to help clinical encouraging when students are topographically scattered—for instance, to learn clinical abilities through video exhibitions. From the figure 2-, it show the contrast between conventional learning and Online learning

Traditional Learning Web / E-Learning (using IT)

Traditional Learning	Web / E-Learning (using IT)
<ul style="list-style-type: none"> • Teacher-centered instruction • Single-sense stimulation • Single-path progression • Single media • Isolated work • Information delivery • Passive learning • Factual, knowledge-based learning • Isolated, artificial context 	<ul style="list-style-type: none"> • Student-centered instruction • Multisensory stimulation • Multipath progression • Multimedia • Collaborative work • Information exchange • Active / exploratory / inquiry-based learning • Critical thinking and informed decision-making • Authentic, real-world context

Figure 2:- Difference between traditional learning and Web based learning. [8]

VI. RELATED WORK

In [6] This paper discuss open learning and idtance education portrays distinctive strategies in which web and learning education can be associated and examinations the precision of each of those procedures helpful to perceive whether a given inquiries is memory based or application based. The basic purpose of this paper is to display the utilization of Bloom's Taxonomy to survey a given entry and the utilization of gauge models over that assessing. This paper depicts the technique to utilize the past indications of an understudy and the inquiry paper substance to arrange the inquiry paper to a particular level using the requested gauges of the Cognitive territory and standard education the use of straight backslide to envision the[8].

VII .FOR AND AGAINST WEB BASED LEARNING

When planning electronic projects (likewise with any learning program), the students' needs and experience must be considered. Suitable innovation and sensible PC aptitudes are expected to get the best out of online or web based learning. Projects and pages can be composed to suit distinctive specialized determinations and variants of programming. It is disappointing for students, in any case, if they are endeavoring to chip away at the web with moderate access or can't download pictures and recordings they require. On the other hand, online projects may, for instance, support more autonomous and dynamic learning and are regularly an effective methods for conveying course materials. Electronic projects can improve educating and learning by the combination of Information dissemination, correspondence, intelligence, Geographical Independence, Temporal Autonomy [9]

v. CONCLUSION

The rapid expansion of the Internet and increasing software capabilities are influencing the dynamics of teaching and learning on many different levels. Web-based learning tools are constantly being re-designed by the developers to improve their effectiveness. Both WebCT and Blackboard have newer versions of their course tools than the ones used for our study. As the results of this study have illustrated, the usefulness and effectiveness of the tool is contextual, depending on many different factors including the design of the tool itself. Feedback from 'real' users, such as students, is important to provide input into further tool improvement. Unfortunately, users of these tools in educational institutions are rarely included in this process. [1] Web based learning offers huge opportunities for learning and access to a vast amount of knowledge and information. The role of teachers is to ensure that the learning environment provided takes account of learners' needs and ensures that they are effectively prepared and supported. Online learning has advantages, but web based learning should not always be viewed as the method of choice because barriers (such as inadequate equipment) can easily detract from student learning. The technology must therefore be applied appropriately and not used simply because it is available and new or because students and teachers have particular expectations of this means of course delivery. [1] The following suggestions to universities considering

deploying web-based learning tools: Provide adequate training for instructors and students, Carefully consider the needs (of instructors, students, administrators) before selecting a technology , Provide integration, standardization, flexibility and accessibility in tool/program choices ,Ensure universality in access and usability across campus and universities for every student.

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