

# Expected Effects of Joint Utilization of the Content for the Cyber Home Learning System (CHLS)

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## \* Need for content reorganization

These days, the importance of student-oriented education is increasingly being emphasized. The Cyber Home Learning System (CHLS) offers students more opportunities to study on their own rather than offline. Students can learn using content that suits their aptitude, level and preference. They are also offered various forms of learning and subjects.

One of the major issues raised by teachers in applying ICT to education is the lack of student-oriented content. They strive to carry out individualized education, education by level of student and integrated education. This calls for the reorganization of content linked to CHLS.

## \* Current state of content reorganization for the Cyber Home Learning System (CHLS)

The content for CHLS is now being reorganized as follows, providing students with content most suited to their environment they are in.

### ■ Reorganization for the purpose of launching a subject-oriented integrated education process

CHLS offers various level of classes aimed at a particular subject, greatly helping students to supplement and deepen their study. At the same time, CHLS helps students to focus on

specific areas of study that they wish study by allowing them to build a solid foundation step by step. Here is an example of a special lecture, 'Lecture on Fiction' offered during the vacation period.

### ■ Reorganization for the purpose of launching a course integrating several subjects

The reason that some children underachieve is mostly because of their relatively poor living conditions or because they lack basic education. As these children enter higher grades of school, their confidence also weakens. They may overcome this by making up at private institutions. However, they may not recover their confidence easily. The Cyber Home Learning System (CHLS) contributes to boosting the confidence of under-achieving kids, as it operates an integrated course composed of three to four subjects.

### ■ Content reorganization for the purpose of blended-learning that links classes at school

The willingness of on-site teachers is necessary for cyber classes to operate more efficiently. It is crucial to operate special make-up classes that are linked to what is learned at school. It is also important to create supplementary classes that teach according to the level of each student. All these require

autonomous operation of such cyber classes.

For that to happen, the content of CHLS needs to be reorganized according to its purpose. For example, when planning a blended learning based course for making bookshelves for sixth grade students, three to four hours out of a total of eight hours should be spent on teaching the concept, principles and methods of making bookshelves, while the remaining hours should be used to teach students how to actually make the bookshelves. In that case, the content needs to be reorganized for students to acquire the theories of bookshelf-making through CHLS. Then, students can experience more practical lessons at school and narrow the discrepancy between theory and experience to improve the efficiency of learning through CHLS.

## \* Expected effects of content reorganization and their joint utilization

### ■ Individualized education

It has, in reality, been impossible for all of students to take classes based on both their level and interest. It was also hard for teachers to only focus only on superior or underachieving students. However, this has changed. The SCORM-based content is easy to reorganize and access, which enables target teaching. This has been realized by the Learning Content

Management System (LCMS) which makes possible the reorganization and joint utilization of the content.

### ■ Education fitted to level of student

Content reorganization is necessary to achieve a step-by-step education and education by level. To supplement basic education, basic education factors should be reused and repeated, and basic level content has to be introduced, so that students can sufficiently acquire the basics. Content reorganization enables education by level through various means. Tightening or loosening the content, controlling the quantity of content step by step and repeating it to allow a student to achieve their basic learning goal.

### ■ Improving the efficiency of public education

Support for teachers offering blended teaching and learning is expected to increase. This will greatly enhance the efficiency of teaching while offering students with individualized education. For that, the reorganization of content for key classes and clip content are needed. Teachers will be able to organize their content in cyber classes through an accumulated database.

### ■ Teachers becoming teaching specialists

While teachers undertake the task of planning an educational

course and making up its content, they should also reorganize content suitable for the level of each student.

#### ■ Developing various content based on the interest of students

Various efforts have been made so far to create SCORM-based content. Game, story-telling and simulation-type content are greatly preferred by the students. Studies on how to make interesting content and how to strengthen interactivity are currently being promoted. However, research still needs to be done on content that takes into account student preferences and Psychologist Howard Gardener's theory of multiple intelligences. Moreover, clip content, for example, video clips, that supplements existing content should also be developed.

#### ■ Need for developing a knowledge roadmap

Teachers face inconvenience with existing reorganized content. It is necessary to simplify the current content reorganization process and identify reorganization-related information during the process of selecting the content. Specifically, when searching content based on a specific classification system, the SCO unit content needs to be provided as a knowledge map to enable the combination of various content. The selected SCO unit content should be positioned

automatically on the selected learning model, and also be easy to control. The advantage of reorganization will increase if the external learning evaluations are linked to the content.

#### \* Conclusion

The effects of content reorganization will be maximized through active participation of teachers. Operation strategies of the Cyber Home Learning System (CHLS) and content research and development have also been made to enhance its effectiveness. It is a way to foster specialists who can analyze the content equipped on LCMS thus reorganizing it. Meanwhile, the SCOs of the actual learning stage need to be segmented, while LCMS should satisfy the following environment required for content reorganization : integrating content based on a knowledge roadmap, selection of learning model and education by level. Finally, it is necessary to share the content either for the purposes of enhancing or supporting the content that is currently being developed in different regions. As for the high-quality content that can be used for those purposes, although still waiting for standardization, the Korea's Ministry of Education and Human Resources Development (MOE&HRD) and Korea Education and Research Information Service (KERIS) should promote sharing of this content. [KERIS@](#)