

E-learning Applications in Multimedia: A Review

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ABSTRACT: *Multimedia and networking technologies have had a significant impact on our everyday activities, particularly as regards how all learn. E-learning technologies have facilitated the provision of a web-based virtual classroom environment by promoting teacher-student and student-student communication to transform the modern education system according to current needs, course material delivery, and online student assessments. They give the students more control over their schedule and speed of learning. In addition to this, "E-learning" systems now provide various media types for students to suit their learning preferences, leading to changes in their learning effectiveness. Interactive multimedia offers learners various types of media to suit their learning style, customizes the delivery of digital content that increases learning performance. In this chapter, the quality of knowledge can be enhanced by multimedia-based methods and strategies are explored, as well as the negative and positive effects of using interactive multimedia for e-learning learners. This extended presentation explores the new multimedia-specific "E-learning" developments from both pedagogical and technical viewpoints, their research challenges and future trends. This research covers Digital Tools for e-learning, social networks as an "e-learning" tool, and e-learning efficacy and experience.*

KEYWORDS: *Multi-media-learning technologies, Communication, E-learning, Digital Tools*

INTRODUCTION

From the substance introduction point of view in learning, sight and sound and systems administration advances have changed customary media, for example, books, tables, figures and slate composing, into on the web and intuitive structures. These new types of learning materials can be gotten to by understudies from anyplace and whenever through the Internet. Also, mixed media innovations may encourage the introduction of learning materials deceptively and in various structures. Academically, such enhancements are basic for conveying customized learning materials to understudies with various learning styles. These improvements permit understudies to learn all the more successfully when the learning materials are introduced in reasonable structures [1], for example, video, sound or content. From the framework viewpoint, "E-learning" alludes to an Internet-based learning stage, where understudies and educators may cooperate or work together with one another. For instance, educators can raise subjects for online conversation that permit remote understudies to cooperate on these points. Regarding understudy appraisal, "E-learning" frameworks permit understudies to present their coursework and get singular inputs on the web. Improving understudy learning [2] viability and experience are long-standing targets in the improvement of learning advances. Numerous tasks have been led in the area of mixed media advancements to help satisfy these destinations. They especially add to a few regions: singular learning encounters, communicant getting the hang of, learning worldview and learning content. For instance, area mindful gadgets and applications have been created to help support situational realizing, which upgrades understudy comprehension and learning experience. Communicant organizing innovations are being created to interface remote understudies together to frame gatherings and to permit them to cooperate in a mutual situation. Then again, new types of learning

worldview, for example, game-based learning, have been proposed both to propel understudies to learn and to upgrade understudy learning adequacy and experience. At long last, a ton of media types have been created and are being utilized for conveying learning materials. While the choice of reasonable media types might be critical to learning viability, instinctive writing devices are likewise attractive in facilitating the creation of such media[3], [4].

INTERACTIVE MEDIA TECHNOLOGIES FOR E-LEARNING

Mixed media advances extensively allude to the improvement and the utilization of different sorts of media and correspondence innovations to upgrade content perception and client connection. Sight and sound innovation incorporation is turning into a center part in the improvement of "E-learning" advancements. Right now, present the rising interactive media advancements that add to the improvement of "E-learning" advances. Such advances dependent on media that initiate significant changes to the understudy learning procedure, and substance that improves understudy learning adequacy and experience are comprehensively ordered.

1. *Communication innovations as a mode for "E-learning":*

The primary goal of media is to give channels to the conveyance of different types of substance. With the accessibility of new media types lately, generous changes have been made to the understudy learning process. There are three significant kinds of media. The improvement of correspondence advancements, for example, cell phones and RFID (radio recurrence recognizable proof), is major to giving progressively helpful approaches to educators and students to connect and work together with one another. It encourages the conveyance of learning materials and improves the availability of "E-learning" applications. This sort of media is essential to the development of flawlessly incorporated learning conditions that include permanency, availability, quickness, intelligence, and arranged learning. The hybridization of specialized gadgets further improves learning situations. For instance, the UPS (Ubiquitous Personal Study) incorporates the idea of universal processing by utilizing cell phones for improving the openness of learning content and applying Web 2.0 to give customized learning conditions. Another model is supporting language learning through a pervasive domain. TANGO (Tag Added learning Objects) distinguishes questions around a student through RFID labels and gives the understudy important setting data. The framework [5] analyzes an understudy's understanding by constant inquiries. On the off chance that the understudy can accurately respond to the inquiries, he/she can get additional data about the relating objects. These models[6] show that the utilization of universal gadgets may inspire and improve learning as far as interest, intuitiveness and commitment.

2. *Social systems as a mode for "E-learning":*

Social innovations (or online life) allude to the utilization of correspondence channels, for example, the Internet or versatile systems, for building up and keeping up client gatherings/networks, where data sharing and social association are bolstered. In social association, clients might be gathered under different types of networks dependent on occasions or circumstances. With the development of social innovations, social learning is starting to rise. It offers ground-breaking and suffering learning encounters using interpersonal organizations, for example, online networks, where students are locked in to talk about, detail and offer information/data. An experimental investigation in shows that clients have higher inspiration to learn new things/information when uncovered in a profoundly intelligent condition. A progression

of observational investigations on countless school and graduate understudies. Results show that understudy joint effort outperforms singular learning and improves understudy inspiration and learning execution.[7] These examinations likewise distinguish the attainability of utilizing client created data in mingled situations. Confirmations uncover that the utilization of internet [8] based life for sure reinforces the connections that students have set up disconnected and gives students the feeling of cooperation. Subsequently, social innovations help set up and oversee associations that encourage social learning.

IMPROVING THE E-LEARNING EFFECTIVENESS AND EXPERIENCE

When creating "E-learning" frameworks, one have to think about how to fuse various types of learning substance to improve learning viability. Research right now on the best way to offer understudies the most appropriate types of learning substance and how these substance are created.

1. Contents:

Interactive media data alludes to an aggregate arrangement of substance in various structures, for example, content, sound, pictures, liveliness and recordings. Every one of them requires an alternate information portrayal for capacity and transmission. Content-explicit pressure and recovery methods are accessible. As human can simultaneously process data of different portrayals, for example, pictorial and verbal materials. Subsequently, dispersing courses by sight and sound guidance may improve learning adequacy. This has been affirmed by an ongoing report that researches factors that impact learning adequacy. The examination was led utilizing the Blackboard framework [9], a Web-based "E-learning" framework supporting the facilitating and conveyance of learning content, online tests, evaluation following and understudy instructor correspondence. Results show that students' self-viability, mixed media guidance and intuitive learning exercises are the ruling variables to learning adequacy. Then again, intelligent learning exercises can be commonly upheld by five essential kinds of intuitiveness, to be specific, talking, controlling, controlling, looking and exploring. These permit understudies to trade questions/answers/criticisms, control which parts of the learning substance to be surveyed, control the manner in which learning substance to be introduced, and recognize and experience pertinent learning content. In accordance with applying mixed media and intelligence innovations to improve learning adequacy, intuitive recordings have been seen as valuable in drawing in and spurring understudies. Especially, recordings can introduce pre-created learning content moving and multi-modal structures, helping understudies define and picture theoretical ideas no problem at all. With the help of intuitiveness, understudies are permitted to proactively find things or control the learning pace. This transforms the learning procedure into an understudy focused one.[10] In contrast to intuitive recordings, which work dependent on pre-produced learning substance, virtual condition (VE) based "E-learning" frameworks furnish graphical reproduction situations with dynamic learning substance. These frameworks may shape vivid preparing conditions for understudies to effectively encounter various circumstances, learn operational aptitudes and addition hands-on involvement with critical thinking, as opposed to just finding and seeing data. The development of media directions requires gauges for planning the substance just as easy to understand devices and all around characterized composing forms for creators to deliver the substance. Normally, sight and sound guidance depends on multi-modal data to speak to learning substance and basic data to associate them. SCORM is a famous standard for developing various leveled structures to associate learning substance and calendar their conveyance. It additionally

characterizes the correspondence standard for the customer and server segments of an electronic "E-learning" framework. Aside from the organization for content trade, IMS Common Cartridge incorporates principles for content approval, understudy evaluation and online conversation discussion, giving a progressively complete inclusion to the academic needs.

MULTIMEDIA AND ITS OPERATION FOR E-LEARNING APPLICATIONS

Multimedia is an important method for creating videos, slides, charts, maps and so on in the area of e-learning. Multimedia tools are used to improve user experience and provide user materials to learners based on the sequence of learners' responses and requests. Multimedia can offer enhanced or enhanced learning experience at low cost per unit through exploration, discovery and experience. With multimedia, communication between the teacher and the learner can be made more effective and allow the teacher to portray knowledge in a variety of media, such as sound, videos, animations, text and photographs. Multimedia learning tools enable learners to represent information in a variety of media. Hypermedia based adaptive systems enable learners to organize information in meaningful ways that involve theme-based activities, open book assignments, etc. The development of multimedia-based learning tools motivates learners to produce a better product by making sound decisions and applying skills. As shown in Figure 1, an interactive e-learning framework where users interact with the semantic web with the aid of personalized models that suit knowledge base and ontology structures. Various types of learning practices are linked to management systems such as LMS, CMS, etc., which connect individual learning objects to multimedia systems. Such programs have engaged in learning practices in the sense of individual needs and preferences.

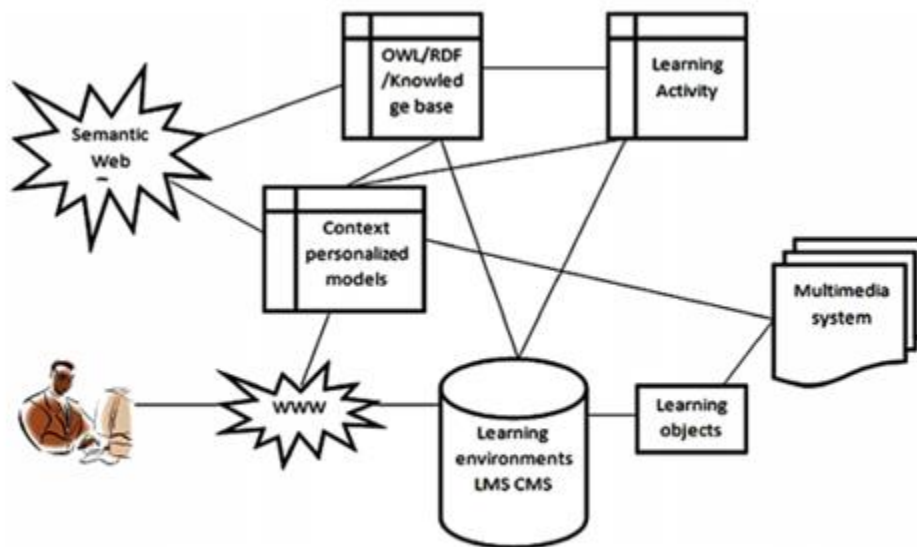


Figure 1: Multimedia Based E-Learning System

ADVANTAGES AND DISADVANTAGES OF E-LEARNING

E-learning has different particular points of interest over other learning or ordinary methodologies like Personality, Flexibility, Interoperability, Collaboration, Source sharing, Reusability, Cost and time adequacy and execution assessment. Intelligent media gives a few advantages to students

empower them to utilize sight and sound based data content in type of sound, video, pictures and movements. E-adapting requirements to empower student inspiration by giving profundity learning experience to them and empower information move among proficient students. E-learning is heedless to racial, social and sexual contrasts as it offers no pretty much learning help to any person. It advances disinhibiting which empowers students to communicate transparently. The openness of E-learning content has greatest effect on students so they can get to learning at their own comfort. Intelligent sight and sound has negative ramifications on the students which incorporate the issues coming about because of self-direction, reduced media extravagance and issues with respect to innovation similarity. Loads of specialized issues are associated with intelligent mixed media as bunches of programming are required to play sight and sound documents and PC abilities influence online speed in web that keep students from getting to interactive media effectively.

- **Personality:** The most significant element of E-learning is personalization as it permits choice of learning material as indicated by information level of student, inclinations, abilities and as per their necessities give planned learning material to them.
- **Flexibility:** Variety of learning materials which can be shared and give add on to designer as capacity to include, evacuate and update the learning material substance whenever.
- **Interoperability:** Variety of learning measures permits assembling new substance with various learning style and can be utilized as stage free by different clients.
- **Collaboration:** Learner's team up in a gathering or individual as per their accommodation through email, talks, and gatherings to examine learning guidelines and immovability.
- **Source Sharing:** Learning asset or material substance accessible on the web needs to impart information to peers. Different students are locked in to exhibit their idea understanding with companions to mirror their reasoning procedures.
- **Reusability:** The learning content dependent on various learning styles can be utilized without overhaul, recreation in different applications and stages. Comparable ideas can be rebuilt and reused with versatile procedure.
- **Cost and Time Effectiveness:** The E-learning devices, techniques are a lot of time powerful and less expensive than conventional learning. It permits student to learn whenever, anyplace with any modes.
- **Performance Evaluation:** E-learning has quantifiable appraisals which can be utilized to assess student's obtained information and endless supply obviously.

CONCLUSION

This analysis gathers information provided from open submissions on web-based learning. The data was collected in the framework of this special issue and an inclusion was requested in this specific issue. The paper Offering Collaborative Learning Support in an Interactive Environment with Social Media, suggests using an interactive social networking framework for collaborative networking. A framework was introduced that incorporates functionality of learner tracking, monitoring / visualization tools, and supports for grading / evaluation. Discovering Small-World in Association Link Networks for Association Learning, studies the Association Link Network (ALN)'s small-world properties in providing theoretical support to association learning. It initially proposes a filtering algorithm showing the ALN's small-world properties at the specified network size and filter parameters. This then explores the evolution of the small-world properties over time

at different network sizes. This recommends a hybrid recommendation framework to suggest pieces of learning during study. It is based on two approaches: the discovery of content-related item sets using collective item-based filtering, and the application of item sets to a sequential pattern mining algorithm to filter items using specific learning sequences. Different sorts of learning rehearses are connected to the board frameworks, for example, LMS, CMS, and so on., which associate individual learning articles to sight and sound frameworks. Such projects have occupied with learning rehearses in the feeling of individual needs and inclinations. A significant research territory in social learning is to improve collaboration among students. There is a need to distinguish wanted techniques which satisfy student demand on premise of learning exercises like sharing thoughts, remarks, content sharing, and post recordings in social learning situations. As learning content include different sight and sound structures like content, sound, recordings and so on there is a need to create programmed strategies for content looking, revelation and conveyance of learning content in long range interpersonal communication based learning condition. Understudy qualities and their conduct likewise assumed a significant job in E-learning. By recognizing student qualities E-learning framework can all the more likely location their individual needs to improve learning adequacy and orders on premise of their insight level.

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