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THE ROLE OF CONTENT RESEARCH IN E-LEARNING, E-CONTENT, VIDEO BASED PRODUCTIONS

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Abstract:

e-Learning is becoming an influential force in higher education today. The aim of this paper, Development of e-learning material or e-content video lectures requires accurate content and collaboration of content writers, editors, experts, system designers, subject matter experts, and content producers. The e-Content Modules includes Audio, Video, Graphic, Animation, Multimedia etc. The subject matter expert should also ensure the content is accurate and relate to the e-content modules. Research includes After brief review of the existing literatures available; it is clear that no structured study has yet been made on the collaborative development of content creation in smoothing up the e-learning process depending on the merit and reception capacity of the learners.

Keywords: e-Learning, e-Content, Research, Video Lectures, Moocs.

Introduction

Research is simply a tool to provide a basis for decisions that programme content producers and executers have to make, It is an activity that is undertaken to reduce uncertainties. Its basic function is to give timely understandable and meaningful information needed at different stages of a programme. Like others in different rules, fields broadcast people need information to guide us in the design, production and attainment of objectives of our programme. The principles and process of research are similar we may however, differ in the questions, applications and choice of techniques in gathering the data we need. In e-Learning broadcast, many things to be considered, such as a) what does the audience (say, high school boys) b) know about a given subject (like environment protection? c)Will the programme work ? d)What went wrong? What went right? e) What should I put in the programme? f) How many people watch our show? g) What sort of people are they?. E-Content research in effect is seeking reliable answers to our questions in order to make better programmes and increase the chances of reaching our programme objectives.

WHY RESEARCH

No matter how the subject is approached, e-content production is expensive. Equipment is costly and much broadcasting activity is person- intensive. Governments and shareholders need to know their money is spent-what return results no one wishes to project themselves into a vacuum. The objectives of broadcasting are many and different but they all involve being heard or seen and some measure of what is happening is essential. So, one of the information strands which content producers need is simply who is my audience? How Many, what sort of people? Why do they listen to or watch some things and not others? When are they available? In other words, what happens to the content after it telecasted. This question can continue in the Form "what use do learners make of the broadcast materials? Is it just a sensory experience? Does it add a store of information? Do they use it? How? why not? and so on. These After the Event questions are the first ones that a broadcasting organization asks. Once there is the understanding that there are many things in the community competing for the attention of each human being, there is the desire to know how well the organisation is doing. So, after the event" information is interesting necessary and useful up to a point. But unless it is quickly gathered, it is history. And unless the lessons it teaches are applied to similar product, it is of academic interest only. The next type of situation is one in which the organization wants to know about the potential audience, before programmes are broadcast, or even made. The questions asked here are "what does the community feel/know/think about this issue? Does it accept this type of humor /dramatic situation portrayal? Is there an information gap or an information overload? What information is available to help designing a series of programmes on these issues for these people in these circumstances? Once you start asking these questions in context you realize how specific you need to become. Each question has to be related to a particular objective generalization just won't do. It is a fundamental tenet of research, obvious really, but always restatable. Find specifics and then generalize if you will but don't leap into finding out generalizations. In actual situation, questions do not crop up, nor are answered, all at the same time. usually the questions come in (1) when we start to plan and develop a programme (2) at different stages of actual production, and (3) after material had been broadcast and the programme implemented.

Research for Developing e-Content

Research, the tool, largely depends on the circumstances under which the initial question is asked. 1. What problem is being addressed? 2. For what purpose is the information sought? 3. Who will use the information? 4. What type of information is needed?



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The first and most important thing is to have a complete and clear understanding of objectives. This will only happen if we have clear understanding of the initial problem. At this stage, your programs design will depend much on the following inputs:

What do we want to achieve? (OBJECTIVES), Who is it for? (TARGET AUDIENCE) and What do we want to tell them? (MESSAGE). Answers would lead you to a mere successful approach. By now we expect a broad range of information for the broadcaster to sift through and absorb. There may be some in form of the general programme plan for communications, the policies, the reasons the target goal, the people they want to reach and information on the overall situation. We are now in the initial stage of research for programme development. You now begin to evaluate whether you have all the information you need. You may or may not have all the ingredients: What does my programme ad to achieve? (OBJECTIVES), Who is it specifically for? (TARGET AUDIENCE), What does the program intent to say? (SPECIFIC MESSAGE). The discussion on program objectives, audience and message is emphasized throughout the manual because the success of our or programme depends largely on how clear we are about what we are doing. Simply stated: Where are we? (PROBLEM AND BASELINE INFORMATION), Where do we want to go? (TARGET) and How do we get there? (PLAN).

Types of research

As we now observe, the nature of inquiry varies, likewise research may be classified in several ways. 1. Purpose, 2. Type of Information being sought and 3. Manner of collection. We will be discussing each in more detail in succeeding sections. For now, we can look at research according to the different classifications.

Research - according to its purpose

For planning, designing or developing a programme, we systematically collect Information that will help us on how to begin to focus the design of the material to be produced. Researchers normally call this by the term FORMATIVE RESEARCH mainly because the purpose is to formulate. Examples would be baseline and exploratory studies. For finding out whether a programme (or segment material) will work, research helps by testing whether the material is in the right direction. This type of research presupposes that there is a material to be evaluated, be it the complete programme of segments. For finding out whether a programme did work, we are interested to know how far we are from or close. We were to achieving the programmes objectives.

Research according to type of information sought

Depending on the purpose and resources at hand, the types of information we collect come in various forms. The initial questions we raised would lead us to the nature of information most useful to While the more common and visible research in broadcast appears to be presentation of numbers, it does not always suit the case to count and produce tallies with computed proportions. For example, if the question calls for a deeper understanding of a process, the numbers may give very limited information.

Quantitative and qualitative data

Researchers collect two major types of information. For inquiries that ask for a collective representation of particular group characteristics, opinions, general behaviour or other common descriptions, the researchers count, compute and analyze based on these statistics. This is called QUANTITATIVE research. An example would be the common use of percentages and averages when describing group of people. However, there are inquiries that ask for an In-depth analysis of situation. Examples of this are cases where we probe into the process or look into the underlying reasons for such possible opinions and behaviour. Hence, researches approach the answers not by counting heads but by more in-depth analyses of smaller groups. This is referred to as QUALITATIVE research. A more detailed discussion on QUANTITATIVE and QUALITATIVE research is provided in the module on Methods.

Research according to the manner of collection

We may find the Information from already existing documents, instead of collection the data first hand. This is as called SECONDARY data; we usually refer to available research reports, statistics provided by other agencies, materials prepared by others. this is referred to as secondary since we did not prepare the materials ourselves and we are relying on other people's compilation to form part of our analyses. An Important item that rests on the user of the information is the decision on the extent to which he will rely on the available data. Here we need to check on when the document was prepared, when the Information was gathered, what was the information source and how applicable is it to our needs. Should the information not be readily available, we may have to collect the data ourselves. This is referred to as PRIMARY data gathering. There are several ways to do this depending on the purpose and type of information we seek.



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Conclusion

We start by saying research is a tool. This means that research can only be relevant to us when the results may be applied and help our e-content production. The tool is not the end product but rather is a means to help us put together the product the way we designed it. Also, research is not the only tool but rather just one of the several important tools that the planning and production teams use. Research, if combined with the skills and creativity, would bring us closer to being confident that our program meets the goals we have set. Basically, research leads us to answers although not to all answers all the time. We do not expect the results to be 100 per cent absolute but it is meant to give us the confidence that we are not merely taking chances on what the programme results will be. Research provides us the guide to add our own personal inputs. Our own experience observations, perceptions of a group's description, attempts to analyse relationships between the observations and estimates of the result may be expanded, corrected or validated in a more systematic way.

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