Virtual University For Enhancing Learning

Amad Taufik Al Afkari Siahaan,[1] Ismail Ahmad Siregar,[2] Nazlina Rahmi Lubis,[3] Nurlaila,[4] Cicik Wahyuni[5]

ahmad.taufik.al.afkari.siahaan@students.usu.ac.id[1] ismailahmadsiregar@gmail.com[2]
rahmilubis2991219@gmail.com[3] nurrlailaa349@gmail.com,[4] cicikwahyuni001@gmail.com[5]
Universitas Sumatera Utara,[1] UIN Sumatera Utara[2] PIAUD STIT Al-Ittihadiyah Labura[3,4,5]

ABSTRAK

Artikel ini bertujuan untuk menjelaskan tentang pembelajaran virtual, khususnya virtual university (VU). Permasalahannya adalah betapa pentingnya virtual learning bagi universitas kita untuk mengelola dan meningkatkan proses pembelajaran. Karena itu, dalam beberapa tahun terakhir komputasi multimedia telah berkembang dari area penelitian menjadi bidang studi yang diajarkan di universitas. Menjadi penting bagi siswa untuk mempelajari pengembangan dan penerapan teknologi ini di bidang pendidikan dan banyak lainnya, dan pada saat yang sama peneliti terus menawarkan solusi dan perbaikan. Artikel ini menyajikan kumpulan temuan penelitian terbaru di bidang pendidikan virtual di universitas yang dilakukan oleh para peneliti di seluruh dunia.

KATA KUNCI:
Virtual, universitas, peningkatan dan pembelajaran

ABSTRACT

The aims of this article is describes about virtual learning, especially virtual university (VU). The problem is how important virtual learning for our university to manage and enhancing for learning process. Because of, in recent years multimedia computing has expanded from being a research area to become a field of study taught in universities. It became important for students to learn the development and application of this technology in the field of education and many others, and at the same time researchers continue to offer solutions and improvements. This article presents a collection of the latest research findings in the field of virtual education in university that is carried out by researchers around the globe.

KEYWORDS:
Virtual, university, enhancing and learning.

PENDAHULUAN

Now days, we face many challenges in science and technology that facilitate our life in twenty first century. Factually, the integration of technology into instructional activities increases the need for well trained teachers. Currently, however, there is a lack of reliable research on using the Internet to enhance pedagogy. The teaching and learning activities presented in this text are designed to support theory-based, effective practices; they are based on the premise that learning can be facilitated by tasks that require students to acquire information and leverage it into useful knowledge (Steven C, Mills, 2006).

According to Hue Ming-Tak and Li Wai Shing (2008), that teachers clearly wish to teach effectively and make learning meaningful for students. However, they are often frustrated in attaining their goals because of behavioral and academic problems of some students for whom they are responsible. Actually, many teachers ask: "How can a good classroom be created and maintained?" Effective classroom management does not, of course, happen automatically, even with proper teacher and student attitudes and

expectations in place. How a teacher manages the classroom will have an important influence on whether most of the time is spent on promoting learning or on confronting management and discipline problems. There is no single best way to manage classrooms; and no one model or theory can address the great variety of circumstances and difficulties teachers encounter.

In this contexts the internet technologies that are included here rely on several assumptions about learners and the learning process: (1) Learning is an active, constructive process. To learn new information, ideas, or skills, students must actively engage the lesson content in meaningful and purposeful ways. Students need to integrate new material with what they already know or use it to restructure what they thought they knew. The tools and resources of the Internet can be used to create instructional situations or environments that maximize the potential for learning, (2) Resource-rich contexts can support learning. Resource-rich learning environments or contexts can immerse students in challenging tasks. Resource-rich learning activities frequently begin with problems in which students can become immediate participant. The information resources of the Internet make it possible to establish learning contexts in the classroom that are connected to the real world, (3) Learners have diverse learning needs. Students bring multiple perspectives to the classroom—that is, diverse backgrounds, learning needs, experiences, beliefs, values, and aspirations. Internet technologies provide teachers with an alternative to the one-size-fits-all approach to teaching and learning, (4) Learning is inherently social. Cooperative or collaborative learning processes can produce an intellectual synergy when several minds address problems from varying perspectives and with varying abilities. Classrooms can be transformed into communities of learning when the communication features and tools of the Internet are used for mutual exploration and meaning making (Mills, 2006).

Based of opinion of Willis D. Hawley and Donald L. Rollie (2007) that increasingly, educational researchers and policy analysts agree that the organizational structures and cultures of schools can either enhance or hinder their effectiveness. There is growing recognition that quality teaching and conditions that support it, such as supportive leadership that builds learning communities within schools and communities, evidence-based decision making focused on student learning, and collaborative problem solving and action, are essential foundations for continuous school improvement.

The items cluster into six main domains: (1) Knowledge of teaching and learnin, (2) Shared understanding and commitment to high goals, (3) Open communication and collaborative problem solving, (4) Continuous assessment for teaching and learning, (5) Personal and professional learning, (6) Resources to support teaching and learning. The larger effort to transform the teaching profession. The National Commission on Teaching and documented the problem as follows: Low expectations for student performance Unenforced standards for teachers Major flaws in teacher preparation Painfully slipshod teacher recruitment Inadequate induction for beginning teachers Lack of professional development and rewards for knowledge and skill Schools structured for failure rather than

success. This is not the first time that the reform of schools has brought teaching to the forefront (Fullan, Galluzzo, Morris, & Watson, 1998), as we know from Hawley and Rollie (2007).

Such a focus on teaching needs to start with the recruitment and professional development of effective and committed teachers. As we have argued in our study, The Rise and Stall of Teacher Education Reform (Fullan et al., 1998), a comprehensive sustained initiative should incorporate the following: (1) A stronger knowledge base for teaching and teacher education, (2) Plans for attracting able, diverse, and committed students to the career of teaching, (3) Redesigning of teacher preparation programs field of practice so that the links to both arts and sciences and to the field of practice are strengthened, (4) Reform in the working conditions of schools, (5) Development and monitoring of external standards for progress as well as for teacher development, (6) Candidates and teachers on the job, (7) A rigorous and dynamic research enterprise focusing on teaching, teacher education, and assessment and monitoring of strategies (Hawley and Rollie, 2007).

Furthermore, that describes the instructional approach demonstrated here focuses on projects that bring real world problems into the classroom for students to interpret and solve. Information collection and publication are fundamental to most Web-enhanced learning activities; students compile, analyze, synthesize, compare, validate, and publish information located on and collected from the Internet. Information searches can be conducted as individual, team, or collaborative activities. Internet synchronous and asynchronous communication features can facilitate collaboration among peers, groups, and experts to solve problems or complete projects. The Internet can also enable teachers to create highly motivating and intellectually challenging exploratory learning environments for students (Hawley and Rollie, 2007).

Web Quests are inquiry-oriented activities in which most or all of the information used by learners is drawn from the Web. These are usually group activities designed to support the analysis, synthesis, and evaluation of information. As teachers become more familiar with Internet technologies and information resources and the ways to incorporate them in learning activities, their use will become embedded in teaching practices. And as their expertise develops, the focus will be less on the use of technology to do a task and more on the task itself with technology in a supportive role.

The world is changing from an industrialized society to a knowledge-based society. Unlike workers of the industrial age, who were expected to acquire most of the necessary knowledge prior to performing a job, information-age workers are expected to process large amounts of information on the job and develop the knowledge needed to solve problems or make decisions. The complex skills that define success for workers of the information age include critical thinking and doing, creativity, collaboration and teamwork, crosscultural understanding, communication using a variety of media, technological fluency, and continuous learning of new skills. One way for schools and classrooms to

address complex skills is by deploying technology in the classroom to support active, student-centered learning. In student-centered classrooms the goal of education is to create independent, autonomous learners who assume the responsibility for their own learning . Weimer identified seven principles of teacher behavior in classrooms that are student-centered. Current research on learning suggests that the real power of technology in the classroom is its potential to facilitate basic changes in the way teaching and learning occur. This article wants to describes about the virtual university for enhancing learning.

RESULT AND ANALYSIS

1. Virtual Learning

Based on teaching and learning theories that focus on students exploring, manipulating, and generating knowledge, teachers can build student-centered learning environments supported and enabled by the information and communication technology resources available through the Internet. What makes the Internet advantageous for supporting teaching and learning in the classroom is not only its capability of supporting a number of media features—such as text, graphics, animation, audio, video, or hyperlinks—but also its support of a number of pedagogical methodologies that can provide teachers with valuable and necessary tools for teaching and learning. Principally, Internet technologies can function as cognitive tools for researching and representing knowledge. Cognitive tools are both mental mechanisms and digital devices that support, guide, and extend the thinking processes of users. Cognitive tools function as intellectual partners to stimulate and facilitate critical thinking and higher order learning in students. Some examples of computer-based cognitive tools include databases, spreadsheets, multimedia software, graphic organizers, graphing and charting programs, and computer programming languages. Using Internet technologies as cognitive tools has the potential to augment teaching and learning in several ways: (1) Student- centered learning—Learning activities enhanced by Internet technologies can create powerful learning environments that facilitate independent and collaborative student-centered learning. Active Learning Using the Internet: An Introduction, (2) Collaborative learning—The communication features of the Internet provide meaningful ways for students to learn with and from one another, (3) Student engagement—The multimedia features of the World Wide Web motivate students to work with information and content, to reflect on the material, and to articulate their knowledge and understanding, (4) Scaffolding—Web-enhanced learning activities provide multiple methods for teachers to support student learning without relying primarily on direct instruction, (5) Authentic settings—The information features of the World Wide Web provide authentic or real-world contexts to support transfer of knowledge to other contexts, (6) Lifelong learning—Learning activities that utilize Internet technologies can motivate students and help them learn to manage their own learning. Many of the features of the Internet have great potential for educational and instructional use that make the Internet more than just another medium for the delivery of instruction. Internet

technologies and resources can support teaching and learning through interactive communication, learner control, collaboration, authentic contexts, and access to varied expertise. Using these features in the classroom, however, may require a fundamental change in the way teaching and learning take place, (7) For students to learn, they must do more than just listen to a lecture or a presentation fro from a teacher—they must do something. And then they must think about what they are doing. Active learning occurs when instructional activities involve students in doing things and thinking about what they are doing.

Nevertheless, satellite-linked Distance Education studios were built in many teaching institutions. After the overblown flurry of the 1980s they lost favor as the ideal medium due to their high transmission costs, difficulties with simultaneous student access and changing student requirements. Lack of sufficient understanding of the medium at large did not help. Teaching was being forced into this medium, rather than being naturally catered for by it. It does work and still is in use, but it has been largely overshadowed by the potential of the global web. This has provided an everyday, potentially every person, information support network. It arrived in force in the 1990s and expanded at previously unseen rates of take-up with billions of computers now connected in every imaginable location. It enables two-way communication via sound, vision and text media. It seems to be the ultimate answer. Its limitation is the slow transmission time but that has not held up development of educational programs that can be taken synchronously and asynchronously with participants being located at home, in the city or in a Bedouin tent in a desert. The printing press of Gutenberg times made knowledge available to the many. Allied with it was an enlightened attitude to freedom and foreword of access to the knowledge of the times. That event has been heralded as an epoch in the dissemination of knowledge. We are living in the next such epoch - the use of the web in the delivery of knowledge and as an extension tool for supporting the use of knowledge for education and learning. It allows access to many more people than any publishing medium has before. It is not overstating it to suggest that it can, hopefully will, make knowledge available to everyone on the Earth. The potential of the Internet to assist in education and learning is vast. It is only just being tapped. Discovering how to make best use of it is not an easy field for it requires the integration of numerous disciplines spanning the sciences and the humanities.

The potential of the Internet to assist in education and learning is vast. It is only just being tapped. Discovering how to make best use of it is not an easy field for it requires the integration of numerous disciplines spanning the sciences and the humanities. The learning environment is a most complex system situation. The good lecturer and learning environment easily stand out from the pack. What makes them so is not easy to capture for this is a situation in which the reductionist science approach is not well suited to investigation and problem solving. It is not an energy/mass network type of problem that is comfortably described with the laws of physics. This is not a mere data transmission

problem but one involving many of the science and humanities disciplines. Soft thinking approaches are needed to create virtual teaching environments that will one day seriously compete with the best human practitioners (Jain, et.al, ed., 2002). Furthermore, whether the establishment likes it or not, this mode of learning will assuredly replace much of the learning role currently carried by educational institutions. It so well matches the learner's requirements for access. Whether we like it or not, given more development in the quality of the virtual learning environment, it will replace much of current offering.

Significant discoveries about teaching and learning were made during the golden age of artificial intelligence during the late fifties as a very precise and focused effort was made to explore natural intelligence. The human capacity of learning was considered to be a crucial domain to be accurately explored, comprehensively grasped and fully understood. Analyzing in detail the many and remarkable contributions which were made at the time of discovery, would require a whole book in itself, rather than just a preface. However, the early research into learning certainly showed the complexity of the field, as so many kinds and diverse forms of "learnings" were identified. Some of these have been investigated while others still remain to be explored. As soon as a particular learning problem was considered to be solved and a consistently designed model of learning was completed, a new learning problem would manifest itself. Just like an iceberg, the visible peak could be small, but there is a lot more to emerge under the surface. Another important discovery was that learning is so strictly bound to other equally complex aspects of natural intelligence such as reasoning, perception, knowledge representation, knowledge expression through natural language, concept abstraction, analogy recognition and more. Learning is fundamentally connected with teaching. If consistent models of learning are available, they should be of direct relevance to the design of teaching support systems. The discovery of possible links and interconnections is unlikely to ever end. This is the beauty of a pioneering field, for example, the study of the mind and human intelligence is primarily: if a lot has been discovered much still remains to be unveiled and explored (Jain, et al, ed. 2002).

There is a commonly found problem in communication between speakers and listeners which also extends to the comprehension of written documents. This is based upon discrepancies existing both at the perceptive and cultural levels. Models of reality and knowledge passed around throughout the different cultures, even if through the same language, may not necessarily be consensually shared. Frequently they are not even based upon common representations of the same concepts. E-communication is therefore substantially different to physical communication, as roles, channels, time-frames and space have been so radically modified by the new technologies. Just as e-speakers are not just speakers, able to check if the intended meaning is transferred, e-readers differ from readers too. Similarly, e-teachers and e-learners deeply differ from other teachers and learners. They are part of an entirely different context of interaction, which is a virtual one (Jain, et al, ed, 2002).

In previously described scientific revolutions, a paradigm shift was caused by the increasingly obvious inadequacy of the already existing paradigms in use to cover a whole set of expected problems. In contrast, what happened with the sudden introduction of internet and with indiscriminate web access world-wide, was that previous problems still to be resolved, were neglected and forgotten, as new and previously unheard problems manifested themselves and took priority as urgent issues to be resolve (Jain, et al, ed, 2002).

Seeking learning, selecting a specific domain of interest, nurturing the very pleasure inspiring individuals throughout their intense desire to see their dreams materialize as a result of a search among a few learning opportunities, heightening their motivation and creating the most solid platform for successful outcome has been abruptly substituted by an absolutely mandatory requirement, a real demand on each individual today just to survive in the information workload era. Learning has become a must today and is no longer a real option, whereas a huge variety of options, which may at times look alike, seem to be provided continuously to individuals; this is definitely the case when we think of e-learning opportunities more specifically. Of course we should now specify that learning as personal, progressive, day by day acquisition continuously occurs anyway, as we learn something every day as a consequence of our experiences in the world. This natural kind of learning is very enriching and somewhat very unstructured too, as we may not necessarily know what we are going to learn each day throughout a whole set of unplanned learning experiences. Besides different individuals exposed to different experiences are likely to learn naturally but in very different ways, according to the diversity and uniqueness of experiences they may have and in a different sequence of actions and order of time too. It is actually out of their own perception modes and it is by carrying on their daily life, elaborating on their own experiences and out of their own trials and mistakes, that individuals have constantly been able to learn, which means that they are able to perceive and experience and acquire new knowledge to be organized and packaged in ways, which may be retrieved and accessed to be used later on (Jain, et al, ed, 2002).

We define e-learning as instruction delivered on a computer by way of CD-ROM, Internet, or intranet with the following features: Includes content relevant to the learning objective Uses instructional methods such as examples and practice to help learning Uses media elements such as words and pictures to deliver the content and methods May be instructor-led (synchronous e-learning) or designed for self paced individual study (asynchronous e-learning) Builds new knowledge and skills linked to individual learning goals or to improved organizational performance (Clark and Mayer, 2008).

Some e-learning models have in fact emerged showing how the web may be presented as a learning environment in itself. Many academic programs have been activated as e-learning activities and advertised as a real substitute to more conventional teaching, Preface xvii therefore opening up a whole new market and a parallel teaching infrastructure. There is no debate that both the web and the internet are the most amazing learning resources in terms of access to a massive amount of information, and because of their

persuasiveness. But in order to really understand the meaning of this new and completely different set up, we need to carefully discriminate between learning and e-learning processes, as they do indicate in fact two separate acquisition paths, which certainly entail radically different attitudes leading toward entirely distinct output results. We do not need to create new words if they are not strictly needed, but we certainly may want to introduce new words or redefine old words, when the original meaning seems to have been so deeply affected as to make the word become a very fuzze them (Jain, et al, ed, 2002).

As you can see, this definition has several elements concerning the what, how, and why of e-learning. *What*. e-Learning courses include both content (that is, information) and instructional methods (that is, techniques) that help people learn the content. *How*. e-Learning courses are delivered via computer using words in the form of spoken or printed text and pictures, such as illustrations, photos, animation, or video. Some forms of e-learning (asynchronous) are designed for individual self-study. New e-learning formats called virtual classrooms or synchronous e-learning are designed for real-time instructor-led training. Both formats may support asynchronous collaboration with others through tools such as wikis, discussion boards, and email. *Why*. e-Learning courses are intended to help learners reach personal learning objectives or perform their jobs in ways that improve the bottom-line goals of the organization (Clark and Mayer, 2008).

According to Clark and Mayer (2008), explanation in short, the "e" in e-learning refers to the "how": the course is digitized so it can be stored in electronic form. The "learning" in e-learning refers to the "what": the course includes content and ways to help people learn it; and the "why" refers to the purpose: to help individuals achieve educational goals or to help organizations build skills related to improved job performance. Our definition indicates that the goal of e-learning is to build jobtransferable knowledge and skills linked to organizational performance or to help individuals achieve personal learning goals. Although the guidelines we present throughout the book do apply to lessons designed for educational or general interest learning goals, our emphasis is on instructional programs that are built or purchased for workforce learning.

The quality of the work of schools and especially the effectiveness with which pupils learn and taught, have in many countries become increasingly important and contentious political issues in recent years (Cooper and McIntyre, 1996). Traditional teaching is definitely based upon common sharing and synchronous interactions, and it is certainly very much bound to personal identities, preferences and styles. Connections and relationships established among students, and between each student and each teacher do have a very significant impact on the success of teaching and learning outcome. The personal and the affective component is very evident, whereas e-teaching is not intended to be affective, rather to be effective. In so many ways may e-learning facilities enhance solitary learning, by providing support available just where and when requested and needed. Personal acquisition to take place in context is somewhat replaced by personalized packages of knowledge to be accessed easily. We need to be reminded that 'personal interaction' and

'personalized interaction' may sound phonetically and morphologically close words, but they certainly represent very different concepts. A personalized package in e-learning may actually be even more effective than a personal interaction between learner and teacher at some point, but it is quite evident that it is really indicated for those learning phases, which do require a more solitary kind of behavior as time for acquisition and mode of acquisition may significantly differ among individuals (Jain, et al, ed, 2002).

2. Concepts Of Virtual University

One of dimension for implementing program virtual learning is university. What is the Meaning of "Virtual"? Recently many universities have started projects, written papers, and organized meetings and workshops dealing with the development of "virtual university." Analyzing what is really done or meant with this, you may find the following activities:

a. Teaching materials—programs, syllabi, courses, assignments, etc.—are posted to the intranet/Internet in a way that allows students to access them from anywhere at anytime.

b. All the course and teaching materials could be accessible by all branches of the university and other partner universities in order to deliver them simultaneously to different students at different locations.

c. Study programs could be as selectable and flexible, as they on one hand meet the demands of quality education; on the other hand, they meet exactly the needs and goals of the students.

d. All university services and functions (such as administration, library, social life, meetings with staff and lecturers, cafes and so on) are simulated on the Internet so that no physical interaction will be needed any more to complete a study program.

e. A central institution offers combinations of study programs or courses from different universities to create one's own curriculum (broker institution). The above mentioned are just some representative features of a VU. They don't claim to be complete coverage of such features. In reality, VUs and related features progress and change so dynamically that it is hard to make any ultimate list of features. The Information Age and the ICT developments provided an opportunity for new levels of multi-institutional, multistate and multinational collaboration to provide postsecondary education and training through existing and emerging global networks. Collaborating institutions can deliver modules, courses and degrees to individuals and groups of learners who interact with faculty and with organized learning materials, in both real-time and delayed-time (asynchronous) modes. This enriched educational environment envisioned by many academic leaders is captured in the phrase "the virtual university (Albalooshi, 2003:2).

In our ever-continuing changing life and ongoing technology application to all spheres of the life of the society, sustainable self-development is a key to competitiveness in the information age. With application of new and modern information communication technology, more and more possibilities become accessible to each member of the society.

Worldwide use of the Internet makes it possible for educators and learners to reach each other without barrier of space and time. In its turn, it opens the door to continuing education, sharing experience and knowledge, learning as often as the modern technology demands for new and new skills. In-depth discussion and arguments about the mentioned issues will be given later on in the related sections of this chapter. This expalene is designed as three sections, each dedicated to one of three key directions of the virtual university study. The first section focuses on the virtual university ISSUES (problems, obstacles, lacks). The second section covers the virtual university CONCEPTS (basic definitions, concepts and ideas behind a virtual university). In addition, the section introduces some models of VU. The third section is dedicated to current TRENDS of virtual universities from educational and technical perspectives. It concludes with brief information about some existing VU. The conclusion summarizes results of this chapter and indicates future research related to the topic (Albalooshi, 2003).

Web-enhanced learning describes this approach to leveraging technology in the classroom. Web-enhanced learning is flexible, interactive, and media rich, and it supports both collaborative and individualized instruction. The focus of Web-enhanced learning is not so much on using the Web for content delivery as it is on using Web resources to enable project-based learning in the classroom. The use of information and Internet technologies can promote active learning environments, which empower students to exercise greater autonomy in their own learning (Mills, 2006).

In a word, the VU idea is to bring the university to students instead of calling on students to universities, to adapt the university to students instead of adapting students to the university—this is not anymore an instructor-centric process, but student-centric. To use the power of modern information technologies to dramatically increase access to global educational resources throughout the world—this must be top priority in the mission of virtual universities. Online learning gives you the flexibility to meet your education goals at your convenience—anyplace, anytime! All you need is access to a computer and the Internet, and you're ready to take advantage of the many online programs and courses offered by the best colleges and universities and other providers. VU Models An important role in the success and growth of VUs is information technology. It is technology that makes it possible for distance learning universities to be successful, just in time and up-to-date. Some of these technological components, that comprise a technical environment for virtual universities. These components are the most important technological aspects of a virtual university system that together provide a Distance Learning Support System (DLSS). A Model and Components of a Virtual University Remote Communication Distributed Environment Advanced Multimedia Intranet/ Internet DLSS An Overview of Virtual University. Integration of satellite and Internet technologies that allows it to provide quality educational content from all over the world at an affordable cost, while taking into account the technological and infrastructure limitations. AVU places a high premium on interactivity and local learner support so as to ensure pedagogical effectiveness.

Now days, we have created global learning community. A good distance learning program should adhere to the same academic standards as the institution's traditional courses and programs. The institution should provide students with complete information regarding: the course and degree requirements, the nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, and any difference between on-campus and distance learning tuition and fee charges. Students should also expect equivalent access to academic and administrative support services, such as library and learning resources, advisement and counseling, registration, financial aid resources and other appropriate services. Distance learning offerings that provide for discussion groups and other opportunities for participants to share ideas and learn from each other further enrich the academic experience, as does timely interaction with faculty. In most cases, distance education is learner-centered, with faculty functioning as a facilitator or moderator rather than a lecturer. It is a mistake, however, to think that distance learning will be easier than learning in conventional classes; you may find it requires more work, and it certainly requires self-discipline. To summarize all the mentioned concepts, definitions and features related to virtual universities, the following statement can be made: each institution strictly following the following characteristics can be considered as an information age university, consequently as a virtual university.

CONCLUSION

So, summarizing all above, virtual universities' specialists need to worry about the standards for virtual education, appropriate interactive technologies, public awareness, etc. It must be stressed that despite the all existing obstacles and problems, the future dictates in favor of distance and virtual education.

The kinds of virtual learning in universities is process of e-learning. The concepts of E-learning is not meant to create symmetry as its tools reach out to a dispersed community, whose individuals are asked to move along according to their own personal time frame as in acquisition. E-learning is likely to produce asymmetrical learning conditions, as individuals may at a "same time" have reached completely different stages even if along a common learning trajectory. The very same concept of collaboration needs to be therefore radically reinterpreted. Symmetrical collaboration in a group may only happen when each member of the group has reached a certain level of acquisition at a "common time", so that expertise required is considered to be part of a common background, and different roles and tasks may be assigned to various participants present.

E-learning technologies provide users with opportunities to e-collaborate, which means to pass information and advice from their own experience, which is packaged and transported out of each individual's context. Context shifts and time and space variables are very likely to affect interaction, so that we need to think of "group-ware" as an e-collaborative tool, which cannot resemble a classroom interaction where real time practice and feedback are on, all the time. Finally, this system is designed for those who want to

make education their lifelong learning business. Furthermore, this system is designed to transform your life experience and practical skills into academic credits and achieve your goal faster, easier and better.

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