

E-LEARNING METHODS IN THE 21ST CENTURY

E-LEARNING MÓDSZEREK A 21. SZÁZADBAN

Nguyen Huu Phuoc Dai ¹, Duong Van Thinh²

¹ EPITA Graduate School of Computer Science, Cedex, France / Óbudai Egyetem, Biztonságtudományi Doktori Iskola, phuoc.daiit@bgk.uni-obuda.hu

² Óbudai Egyetem, Bánki Donát Gépész és Biztonságtechnikai Mérnöki Kar, 1081 Budapest, Népszínház utca 8; duongvan.tinh@kgk.uni-obuda.hu

Abstract

E-learning is a term used to express the novel method of education. It enhances the way of learning and teaching many times in comparing to the traditional education. It usually concerns with the instructors, learners, teachers, trainers who are the direct objects using Internet technology and executing via web applications on it. This study showed that the effectiveness and the attitude of the students; especially in Viet Nam, toward E-learning system in case it can replace the old traditional teaching methods or not in the XXI century. Furthermore, in this research, we mainly focused on how E-learning influences to the Vietnamese students on some different learning ways.

Keywords: *E-learning, E-system, learning in XXI century, learning attitude, online learning.*

Összefoglalás:

Az E-learning kifejezés egy új oktatási módszert takar. Növeli a tanulás és tanítás hatékonyságát, összehasonlítva a hagyományos oktatással. Mindez általában érinti a tanárok, tanulók, oktatók széles skáláját, akik a közvetlen használják az Internet-technológia és a web alkalmazások adta lehetőségeket. Ez a tanulmány bemutatja, a vietnámi diákok hatékonyságát és hozzáállását a különféle e-learning rendszerek alkalmazása esetén, cserélhető-e a régi, hagyományos tanítási módszerek vagy sem a 21. században, továbbá ebben a kutatásban azt is bemutatjuk, milyen e-learning hatások jelentkeznek a vietnámi diákok különböző tanulási módszereiben.

Kulcsszavak: *E-learning, e-rendszer, tanulás a 21. században, tanulási attitűdök, online tanulás.*

1. Why E-learning is very important?

Nowadays, Internet plays an important role in our life at any time, at any place and in many aspects. It brings people get closer and closer by many means of communication such as chatting, email, social networks and so on. Moreover, it can make an inno-

vation to boosting the technology in altering from the traditional education method to the novel education one (E-learning system). E-learning is an essential way for training people not only at school but also at many organizations because of some reasons. First of all, with the new technology called E-learning system, it can reduce the initial deployment cost traditionally associated with education like classrooms, materials,

and so on; especially in developing countries, they don't need to spend a lot of money to build the infrastructure for education. Secondly, E-learning can be widely used in different levels of education: continuous education, company training, academic courses, etc [1]. For example: students or clients can take the online courses, the exams; send their feedbacks or homework to the trainers easily everywhere. In addition, teachers can communicate with their students, workers via a forum on this system; prepare the tests, exercises, projects and send the feedbacks to the students quickly. In summary, E-learning is the best method to help the instructors and the students become more active in teaching and learning in comparing to the traditional method.

2. Research content

In this chapter we present our research questions, the data collection process, and the key data analysis methods used. In order to explore the perceived students opinion about E-education an online survey has been initiated that has been circulated (via Facebook groups) among students in Vietnam. The online quantitative survey contained 24 structured questions with required fields. Because of the quantity of elements our database cannot be considered representative.

2.1. Introduction of the Sample

107 Vietnamese students have filled out the online questionnaire; however, possibly owing to its lengthy nature only 97 could be evaluated. The sample included 69 male and 28 female students' answer hence providing a good opportunity for their opinions on the E-learning system under investigation. 14 (14, 3 %) of the respondents did not have any experiences with the E-learning system. Meaning that most of them could evaluate this "tool" on the basis of what his/her experiences were. The data of the survey have been analyzed with the help

of the SPSS 20 program. Besides descriptive statistics, cross table were run in order to explore the connection of the variables. Since the paper presents the preliminary results of a still ongoing research, all relationships described below should be regarded as indicative and not as evidential statements.

2.2. Students' Evaluation of the necessity of E-learning system

According to the students' point of views nowadays during their academic years E-education system is absolutely necessary for them, even for the full-time students 61,3% thought E-education is absolutely necessary, 71,4% of part-time students had the same opinion. Though there is no statistical connection between the examined variable (Pearson Chi-Square = 0,175)

Table 1: Students' opinon about E-education system

Training status		E-Education System				Total
		Absolutely not necessary	Rather not necessary	Rather necessary	Absolutely necessary	
Full-time	Count	2	1	26	46	75
	% within Training status	2,7%	1,3%	34,7%	61,3%	100,0 %
	Std. Residual	,4	-,9	,5	-,2	
Part-time	Count	0	2	2	10	14
	% within Training status	0,0%	14,3%	14,3%	71,4%	100,0 %
	Std. Residual	-,5	2,4	-,1	,4	
Distance-learning	Count	0	0	2	5	7
	% within Training status	0,0%	0,0%	28,6%	71,4%	100,0 %
	Std. Residual	-,4	-,5	-,1	,3	
Total	Count	2	3	30	61	96
	% within Training status	2,1%	3,1%	31,3%	63,5%	100,0 %

2.3. Students' Evaluation of the preciousness of studying materials

We have found statistical correlation between training status and the evaluation of web materials preciousness (Pearson Chi-Square = 0,002.) Among the full time student there were 60% of students who think that web materials are at least quite valuable for them during their studying. Accord-

ing to our results it can be said in the views of students' web materials are at least quite valuable for studying regardless their training status.

Table 2: Preciousness of Web materials for studying

Training status		How valuable of Web materials for studying are				Total
		Not at all	Not very	Quite	Very	
Full-time	Count	0	9	39	21	69
	% within Training status	0,0%	13,0%	56,5%	30,4%	100,0%
Part-time	Count	2	0	3	5	10
	% within Training status	20,0%	0,0%	30,0%	50,0%	100,0%
Distance-learning	Count	0	1	1	3	5
	% within Training status	0,0%	20,0%	20,0%	60,0%	100,0%
Total	Count	2	10	43	29	84
	% within Training status	2,4%	11,9%	51,2%	34,5%	100,0%

We have found statistical correlation between training status and the evaluation of video lectures' preciousness (Pearson Chi-Square = 0,009.) Among the full time student there were 88, 2% of students who think that web materials are at least quite valuable for them during their studying. According to our results it can be said in the views of students' video lectures are at least quite valuable for studying regardless their training status.

Table 3: Preciousness of Video materials for studying

Training status		How valuable of Video lectures for studying				Total
		Not at all	Not very	Quite	Very	
Full-time	Count	0	8	30	30	68
	% within Training status	0,0%	11,8%	44,1%	44,1%	100,0%
Part-time	Count	2	0	3	5	10
	% within Training status	20,0%	0,0%	30,0%	50,0%	100,0%
Distance-learning	Count	0	0	2	3	5
	% within Training status	0,0%	0,0%	40,0%	60,0%	100,0%
Total	Count	2	8	35	38	83
	% within Training status	2,4%	9,6%	42,2%	45,8%	100,0%

2.4. Online studying

According to the students' point of views nowadays during their academic years stu-

dents' comfort level of studying online with E-tutor or mentor are quite high. 50% of full time student are already fine with the fact that they may have to study with their teacher online. In our opinion it is caused by the globalization and the fact that they have grown up in the information society.

Table 4: The attitude of student toward E-tutor

Training status		Online with your E-tutor				Total
		I am not comfortable with the idea of discussing topics with others.	I don't really want to and I will not get used to it	I don't really want to, but I think I could get used to it.	I am already comfortable.	
Full-time	Count	7	10	17	34	68
	% within Training status	10,3%	14,7%	25,0%	50,0%	100,0%
Part-time	Count	1	1	3	7	12
	% within Training status	8,3%	8,3%	25,0%	58,3%	100,0%
Distance-learning	Count	0	0	2	2	4
	% within Training status	0,0%	0,0%	50,0%	50,0%	100,0%
Total	Count	8	11	22	43	84
	% within Training status	9,5%	13,1%	26,2%	51,2%	100,0%

Furthermore students' comfort levels of studying online with fellow students are also quite high. 56, 1% of full time student are already fine with the fact that they may have to study with each other online.

Table 5: The attitude of student toward fellow students

Training status		Online with your fellow students				Total
		I am not comfortable with the idea of discussing topics with others.	I don't really want to and I will not get used to it.	I don't really want to, but I think I could get used to it.	I am already comfortable.	
Full-time	Count	6	8	15	37	66
	% within Training status	9,1%	12,1%	22,7%	56,1%	100,0%
Part-time	Count	0	3	5	4	12
	% within Training status	0,0%	25,0%	41,7%	33,3%	100,0%
Distance-learning	Count	0	0	0	4	4
	% within Training status	0,0%	0,0%	0,0%	100,0%	100,0%
Total	Count	6	11	20	45	82
	% within Training status	7,3%	13,4%	24,4%	54,9%	100,0%

3. Conclusion

E-learning is an effective way in altering of the traditional teaching method. Moreover, Web-based training facilitate the

learners and the instructors in studying and teaching ways comparing with the face-to-face education. Many universities, colleges implement E-learning system in their own training programs to satisfy the learners' needs. The survey results of the students' attitude toward to E-learning showed that the Vietnamese students satisfied with E-learning method in their course programs. Furthermore, in this research, we recognized that Vietnamese students extremely necessary E- education system not only for full time training courses but also for part-time education courses. In addition, according to our results, it can be said that web materials are quite valuable for studying regardless their training status. Although this research only expressed that the effectiveness of E-learning for the users, there are some limitations. Therefore, the security of E-learning environment to ensure the safety of the learners and the teachers will be continued in our research efforts. We believed that it will make the users feel comfortable and secure in using E-learning environment in the future.

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