

ACTIVE-COLLABORATIVE TEACHING WITH PLATFORM OF IT-AN ILLUSTION OF THE DEPLOYED ENVIRONMENT

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Nowadays, teaching and learning in 21st century have been involved in the applying or integrating information technology (i.e. IT). Indeed, the development of electronic technique and computer science has made an enormous improvement in the integrating technology into teaching. It is typical the introduction of training forms, modern teaching methods which have been exploited effectively the strengths of technology to create a flexible learning environment towards learners.

One of the training forms that has been developing and attracting the attention of education community is e-Learning. The term of e-Learning is no longer strange to everyone; however, e-Learning today is viewed more in the general meaning that “*the purposed application of information technology to enhance and/or support teaching*” [3][4][7]. Therefore, the applying or integrating technology into teaching will be considered in form of e-Learning such as: computer-aided, blended-learning, or distance learning (full e-Learning).

Recently, researchers in the field of IT have proposed various instructional design models and on-line learning systems (called that e-Learning system in general) to satisfy educational needs with the different levels. With the advantages of technology, almost the systems are designed towards the development of many useful services, and learning activities. Some common learning systems are: Blackboard, JoomlaLMS, SharePointLMS, Sakai, Atutor and Moodle. According to the actual results of applying e-Learning, learning systems gain some advantages such as learners, space and time study, but they also reveal some limitations such as the communication between teachers and students, unattractive learning activities, especially in the self-study activities. Furthermore, the deployment of an e-Learning system may succeed or fail since it depends entirely on *pedagogical strategies* of designers, and the system only plays as the learning environment providing convenient services or activities to realize the proposed strategies. Pedagogical strategy or teaching and learning scripts of an online learning system is “*nearly identical*” to teaching plan (syllabus) of traditional teaching in class, and how to design a pedagogical strategies that meet learning goals for an online learning system is always a major issue for researchers and e-Learning developers.

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Following perspectives of modern teaching, active learning and collaborative learning methods have been widely applied in the learning activities of both a traditional and online environment. Active learning pays attention to exercising self-study and self-research skills for individual learners, while collaborative learning focuses on the development of abilities/skills for learners to do in teamwork, to collaborate and share information with communities and to meet the four 21st century learning standards recommended by UNESCO. Active interaction teaching is a study proposed based on the involved model as: *blended-learning* [8], *TPCK* [5] satisfies the basic requirements of a learning system with a learner that is the main object, specifically:

1. Exploit the activeness of learners when they participate in the system;
2. Exploit the collaboration when learners work in groups and in study communities; and
3. Support two-way interaction between teachers and learners with the system.

Thereby, the design of pedagogical strategies and development of corresponding learning systems have to ensure the requirements to help learners join to the system “conveniently” and “closely”.

In summary, e-Learning continues developing in many countries during the upcoming years (including Viet Nam) and a variety of learning systems will be come out to satisfy the development demand of a new training form. Thus, the problem is that “*how to develop an online learning system efficiently and attractively for the teaching context in Vietnam?*” This presentation will address the issues mentioned above, and point out some technology environments which have been deployed and tested in practice.

¹UNESCO: “learning to know – learning to do – learning to be – and learning to live together”

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