ON LINE LEARNING IN PRACTICE

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Abstract: In educational research, theory and practice are praised and condemned. Many proponents of the theory argued that the theory allows us to even force us to look at the whole and allows us to examine their practices and research from a broader perspective than the one given to us or from our own familiar practice. This broader perspective helps us in connecting with the work of others, makes it easy to create a comprehensive framework and a deeper understanding of their behavior, and most importantly - allows us to experience gained in one context are transmitted to new experiences and new contexts. A critic of this theory (Wilson, 1999). Argues that too rigid adherence to any theoretical viewpoint often weakens our perception and prevents us from adopting important lessons and messages from reality. Our goal is to look at in this chapter the theory of learning in general, closer we will issue on-line learning, the advantages and disadvantages, and then we will focus on those features of online learning contexts that enable us to develop deeper and more useful theories of online learning as well as practical tips on online learning.
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INTRODUCTION

Wilson describes the three functions of good educational theory. First, it helps us to imagine new worlds. Rarely need help imagining new worlds in the crowd, commercials and numerous advocates of online learning that are flooding the popular press, but certainly we need a theory to help us imagine how education can best take advantage of improved communications, data mining and manageability offered by Internet . It's really easy to observe the new innovations as the "horseless carriage" and try to develop new treatment based on old adaptations obsolete context.

Second, a good theory helps us to create. We need theories of online learning that help us to invest time and limited resources most effectively. There are many possibilities, but always a critical shortage of funds, a situation which requires us to be maximally effective in the preparation and teaching. This article contains several sections with specific recommendations and proposals for the development and implementation of online learning. We hope that this article provides a theoretical entity that will give meaning to these specific recommendations.

Third, we believe that a good theory more transparent. Good theory relies on what is already known and helps us to clarify and plan for the unknown. It also forces us to look beyond the everyday circumstances and making sure that our knowledge and practice of online learning to be strong, thoughtful and constantly upgraded.

This begins with a general assessment of how people learn, based on the work of Bransford, Brown, and Cocking (1999).. And evaluates the unique characteristics of the web that allow a general improvement of learning contexts, ie, the benefits of the web. The article then discusses the six forms of interaction and their crucial role in encouraging and supporting the activities of students and teachers. He then presented a model of e-learning, the first step towards a theory in which they presented two predominant forms of e-learning - individual and group learning - with a brief discussion of their advantages and disadvantages. The article ends with reference to the new tools "semantic web" and the ways in which they will influence the future development of the theory and practice of online learning.

THE IMPORTANCE OF LEARNING

As theorists argue (Garrison and Shale, 1990.), And experienced practitioners themselves, online learning is a subset of learning in general, therefore, we expect that elements that are important for the general way of

teaching adults as significant for their learning in online context. The insightful book about the "new science of learning", proved to be an effective learning environment for shaping the amalgamation of four phases that are partially overlapping. They argue that an effective student-centered learning, knowledge, skills and assessment community. Consideration of each of these stages helps us to define learning in general, before the analytical model applied to the unique characteristics of online learning.

FOCUS ON STUDENTS

The context of students are not focused on one that is uniquely caters to the whims and peculiarities of each individual student. In fact, we know that the context has focused on students also meet the needs of teachers, institutions and the wider community that provides support to students and institutions, and often the needs of groups or categories of students.

Student-centered learning, according to Bransford et al. includes awareness of the unique cognitive structures and understanding that students bring into the context of learning. Therefore, the teacher seeks to understand the scope of the student's prior knowledge, including all the misconceptions with which the student moves in acquiring new knowledge. Further, the learning environment respects and accepts certain cultural traits, especially the language and certain forms of expression that students used to interpret and build knowledge. Activities aimed at students in large measure to use diagnostic tools and activities to structure knowledge becoming visible to the teacher and student.

Online learning can pose a challenge to educators, because the tools and the possibility of discovering previously created student's conclusions and cultural attitudes often limited by the speed and quality Internet connection, which precedes the observation of body language and paralinguistic signs. Some researchers argue that these limitations adversely affect the efficiency of communication. Others argue that the unique characteristics that define online learning (asynchronous interaction often text messages) can even lead to enhanced or hyper-communication.

There is evidence of significant social presence in the context of communication via computer, it must be said that the evaluation of personal and cultural predispositions of students more challenging in the context of online learning, because teachers are less able to transparent interaction with students - especially in the key early stages of forming a learning community. Therefore, all experienced online teachers give enough time at the beginning of interaction in order to give students an incentive and opportunity to present their ideas, their culture and their identity. This exchange can be done formally, through electronic surveys and questionnaires, but often more effectively done through a virtual conversation about topics that "break the ice", and provide opportunities for students to present and that the class teacher and express any questions or problems.

Online learning environment is also a unique cultural context. Benedict argues that cyberspace "has a geography, physics, nature, and that is dominated by human laws." For many students this context is new, but all the more students access to online learning has created the conclusions gathered from formal and informal experience in virtual environments. They will show a high degree of knowledge of communication norms and tools, some of which are suitable for online educational context.

Researchers have attempted to quantify the skill and ease in the online environment by using surveys that measure student performance on the Internet. They argued that students' ability not only determines their skills using the Internet, but that the strong impression about their performance on the Internet allows users to better adapt to the requirements of work in that environment. Therefore, the effective online teacher continually examine the student's relaxed and skill in using technology and provides a safe environment for increasing the awareness of students on the effectiveness of the Internet. Thus, the context of online learning aimed at students is sensitive to cultural content made in the offline context, and the relationship of that content with the advantages of the web.

FOCUS ON KNOWLEDGE

Effective learning does not take place in a content vacuum. McPeck and other critical thinking theorists argue that teaching generalized thinking skills and techniques useless outside a particular domain of knowledge on which it is based. Similarly, Bransford et al. argue that effective learning is defined and limited epistemology, language and context of scientific disciplines. Each discipline or field of study contains a world view that provides often unique ways of understanding and talking about knowledge. Students needed opportunities to experience the language and structure of knowledge that offers undergraduate degree. They also need opportunities to reflect on own knowledge: automatism is useful and necessary skill for expert opinion, without thinking abilities can greatly limit the ability to transfer

knowledge in unfamiliar contexts or to develop new knowledge structures.
Compared with classes on campus, online learning is not affected positively or negatively to focus on knowledge. As explained below, it offers greater possibilities of a deeper immersion of students into the sources of knowledge, allowing almost unlimited opportunities for students to develop skills, find their own way to knowledge of the discipline and benefit from the demonstration of knowledge in thousands of different forms and contexts. However, such an approach to a variety of sources of knowledge can overwhelm students and skillful e-teacher must build a support system through which students will construct their own knowledge and findings from various disciplines.

FOCUS ON EVALUATING

The third perspective is presented by Bransford et al. suggests that effective learning environment must be aimed at assessing knowledge. Claiming that, Bransford et al. do not give unconditional support to the cumulative assessment (especially the one that should be used at national or regional level), but at the same time think of formative assessment that serves to motivate, inform and provide feedback to students and teachers.
Quality online learning provides many opportunities for the assessment of knowledge: not only opportunities that involve teachers, but also those that use peer influence and knowledge, those that use simple and complex mechanisms for assessing student performance, and perhaps most importantly, those that encourage students to thoughtfully assess their own learning. The challenge for designers of online learning to understand what is most useful, not what is easiest to assess.
Advances in cognitive learning theories and their application to design assessment of knowledge helps us to develop assessment skills and are compatible with the contents of the case and that evaluates and cognitive processes, and final results. Baxter, Elder, and Glaser have found examples that students should be able to provide more explanations, create plans to solve problems, implement solutions and strategies to monitor and adjust their activities. Always be disappointed again when a test, where children are subjected to at school and at university, we find a very high percentage of recall questions and the lack of strategies to assess the knowledge that effectively measures the ability of all four groups identified by Baxter and other analysts.
Can we in online learning do better? Reducing the opportunities for direct interaction between students and teachers we could reduce the possibility of assessment procedures, however, a better ability to communicate in online learning and focus most of online learning for adults in the real world of work, provide opportunities to develop such activities for the assessment of knowledge that is based projects and actual work tasks that are performed in groups, in which each staff grades (Eng. peer review), and seeking and allow self-assessment.
The danger of learning focused on the assessment of knowledge about the potential increase in the amount of work that falls on the busy online learning teachers. Urgently needed are strategies for formative assessment and the cumulative knowledge that has minimal direct impact on teachers' workload. There is a growing list of tools that provide such assessment without increased teacher participation, including:

• The use of online tests, which automatically ocenjuje computer, which with minor cross examination of simulation exercises, virtual labs and other automated assessments of active learning methods;
• Environments for group work in which students document and evaluate their own learning in virtual groups;
• Mechanisms for example. automated instructors who support the students' evaluation of their work, and work of their peers;
• Selected students are entrusted to help monitor their peers and thus allows students to interact informally assess and help;
• The use of sophisticated software tools, such as latent semantic analysis (LSA) or neural networks for computer evaluation even more complex materials, such as student essays.
Therefore, the challenge of online learning is to provide high quantitative and qualitative assessment of knowledge, maintaining interest and commitment to students. These goals are often best achieved through the development of a learning community, where we will talk about in this article.

FOCUS ON COMMUNITY

The perspective focusing on the community to include the basic components of social learning in shaping our learning. Here it is important to mention Vygotskyev (1978.) Popular concept of social cognition in thinking about possible ways of mutual cooperation in the context of students' online learning to jointly create new knowledge. This concept expands on the idea Lipmanovoj (1991.) Community learning (Eng.

community of inquiry) and Wenger (2001) community of practice (Eng. community of practice) that show that the learning community members support each other but also pose challenges to each other, resulting in an effective and substantial construction of knowledge. Wilson (2001.) Stated that members of online communities have a sense of belonging, confidence, expectations for learning and a willingness to participate and contribute to the community.

Although there are many online learning researchers who extol the ability of a community of distance learning (Harasim, Hiltz, Teles and Turoff, 1995.), There are those who talk about issues related to a lack of attention and participation (Mason & Hart, 1997.) Limits costs related to (Annand, 1999). and the inherent resistance of many teachers and institutions to competition posed by virtual learning environments (Jaffee, 1998).. Ethnographic Studies Internet (Hine, 2000.) Indicate that the lack of "smještenosti" (Eng. placedness) and complications due to the anonymity attenuate different components of the community where it resides only in the virtual space. In short, the creation and maintenance of these communities may be more problematic than we think, and the differences - associated with lack of smještenosti and sinkroničnosti, or presence at a particular place at a particular time - may be more important than the mere absence of body language and social presence.

We observed large differences in expectations of student participation in a community of learners. Traditionally, distance education has attracted students who value the non-attachment to place and time provided by distance education. Contrary to received wisdom, the main motivation for joining the distance education approach is not physically but rather the freedom to choose when to attend courses at a pace that suits the student. Participating in a community of learners almost inevitably hampers this independence, even if it does not require the simultaneous presence on the network, but only the use of asynchronous communication tools.

Requirements aimed at learning contexts we sometimes can lead to somewhat alter the required participation in learning communities, in favor of this you may know that such participation further enhances the learning and attention. The flexibility of virtual communities to universal participation, but there is no single environment to suit all students, hence the need for diversity that match the diverse needs of students and teachers in their various life stages.

Because of these obstacles we need a theory of online learning that meets, and does not prescribe any specific place and time limits, allowing independent replacement of appropriate teaching and learning centered on the community. This condition is added the need for a theory of e-learning which is focused on learning, which offers various possibilities of knowledge and assessment that is based on existing knowledge.

THE ADVANTAGES OF THE INTERNET

Effective educational theory must also address the advantages and limitations of the context for which it was designed. World Wide Web is a technology that provides a comprehensive set of communication tools and information management tools, which can be used for effective education. It also contains a number of limitations which are summarized in this article.

Online learning, as a subset of the entire distance education, has always allowed access to the educational experience, at least for the time and space, it is more flexible than education on campus. Web access is now available in almost all developed countries.

2002nd The Wall Street Journal reported that 54% of U.S. adults regularly use the web, while 90% of youth aged 15-17 years, regular web users. Such a high percentage of users likely to include more than 90% of people interested in writing on a course of formal education. Web access is primarily via computer from home or at work, but thanks to their appointment to public places and clubs, and Internet connections through wireless devices, web access is not a problem the vast majority of citizens in developed countries. For example, free use of the Internet in McDonald's restaurants in Sao Paulo, Brazil, and numerous Internet cafes in most Chinese cities.

Access is still problematic for people with various disabilities, however, in comparison with books or video materials, web offers much higher quality and more comprehensive access to nearly all citizens, regardless of disability.

Not only increases access to technology, but also a growing amount of content. Number of scientific journals, learning objects, educational discussion lists, courses, and general reference to the millions of pages of commercial, educational and cultural content is very large and increases exponentially every day. Therefore, online learning theory must acknowledge that it happened transition from the era of shortage and restrictions on the content in an era in which content sources are so large that it has become equally important to refine and reduce choice and provide a sufficient amount of content.

Web is rapidly changing the context of which the content and interaction based on the text in the context

in which all media are supported. In many early works on Internet use in education assumed that asynchronous text-based interaction defined the medium. Techniques have been developed to maximize interaction using this relatively scant media.
Today we are entering an era in which videoprenos, video and audio conferencing and virtual worlds quickly available for education. Therefore, the theory of online learning to help educators decide which of the many technology options best suit their needs.
Finally, thanks to all the easier updating and revising the content (manually or with the use of technology), the content of online learning is becoming much more accessible and perhaps more modern than content developed for other media. The explosion of web blogs and user-friendly system for managing courses - built-in web content systems such as WebCT or Blackboard, is creating an environment in which teachers and students can create and update content without the assistance of teaching programmers or designers. Of course, this ease of creation and revision leads to mistakes and unprofessional results, however, educators who want to keep control of their educational content and the context is ready to accept this openness and freedom. However, education is not only about access to content. The biggest advantage of the Web for educational use lies in the large and increasing number of multiple opportunities for communication and interaction that the web provides.

TOWARDS A THEORY OF ONLINE LEARNING

Educators site offers a host of powerful advantages. Current and former education was defined techniques and tools designed to overcome these constraints and to take advantage of earlier media. For example, the earliest universities and schools were built around the medieval bookstore which provided access to rare books and handwritten documents. Early forms of distance education are implemented using text and asynchronous communication (with large time intervals) that allowed the postal service. Educational systems located on the campus are built around physical buildings that teachers and student groups provide a place for meetings and lectures.
Web provides a virtually complete access to many facilities which highly exceeds the amount of the contents of all other known media. In the previous discussion we argued that the Web offers enormous potential for teaching, which includes almost all types of previously used and methods of education, with perhaps the exception of a very rich interaction in the classroom. We have also seen that the main component of formal education through an interaction between the more active participants, people and computer programs involved.
Therefore, we conclude this article focus on the theory of online learning interaction that suggests that different forms of student interaction can replace each other, depending on the cost, content, learning objectives, convenience, technology and time available. The consequence of such substitution is not reducing the quality of learning.
We will simplify, it is possible to develop a sufficiently deep and meaningful learning as long as one of three forms of interaction (teacher-student, student-student, student-content) to a very high level. The other two may be present at minimal levels or even be excluded, and that when it does not harm the educational experience.
Building a learning environment that is both focused on learning, content, community, and evaluating a real challenge for teachers and education professionals for the development of working in the field of online learning. There is no single, right medium of online learning, or form that determines the kind of interaction najpodsticajniju learning in all domains and among all students. In other words, teachers must learn to develop their skills so they can respond to the needs of students and programs by developing a set of activities for online learning, which can be adapted to different needs of students. Figure 1.1. shows that the benefits of IT can focus on creating an environment that najpdsoticajnije effect on "the ways people learn."

Model " how people learn"	The advantages of actualy web	The advantages of semantic web
Focus on students	Capacity to support individual and community oriented learning activities.	The content that is changed according to the needs of individual or group tuition
Focus on knowledge	Access to huge collections of content and learning activities organized from different disciplines.	Agents to select, personalize and re-use of content
It focuses on the community	Asynchronous and synchronous, group and individual interaction in various forms.	Agents for translating, reformatting, record programs, monitoring and summarizing the group interactions
Aimed at assessing the knowledge	Multiple recording options and prienosa programs over the Internet for formative and cumulative self-evaluation and evaluation conducted by peers and teachers.	Agents for the assessment of knowledge, commenting and providing "timely feedback"

Figure 1.1. The advantage of Information technology

CONCLUSION

In this review we highlight the many and varied forms of teaching and learning that supports web today, and the realization that the educational Semantic Web will further enhance the capabilities and advantages of the Web, making it too early to determine the specific theory of learning.

However, we expect that online learning, like all forms of quality learning, will be focused on knowledge, community knowledge and assessment of students. Online learning will enhance the key role of interaction in education in different shapes and styles of all participants. These interactions will be supported by autonomous agents to act on behalf of all participants.

The task of designers and online teachers is to select, adapt and improve (through feedback, assessment of knowledge and reflection) educational activities that maximize the benefits of the web. They thereby create an educational experience focused on learning, knowledge, assessment of knowledge and community that result in high levels of learning for all participants. Integration of new tools and advantages of semantic web further enhances the quality, availability and affordability of online learning experience.

Our challenge as the creators of the theory and online practitioners is to describe what are the ways, methods, activities and factors most effective in terms of cost and learning, creating and distributing high-quality e-learning programs. Creating models is often a first step towards the development of theory.
The model shows most of the key variables that interact to create online educational experiences and contexts. The next step is to express the theoretical and measured the direction and force of impact of each of these variables on the results of the appropriate variables, including learning, cost, the program's completion and satisfaction.

The models presented in this article does not yet constitute a theory of online learning, we hope that they help us to deepen your understanding of this complex educational context and lead us to hypotheses, predictions and, most importantly, improve our professional practice. Hopefully our model and discussion in this and our other articles and your focus to the theory of online learning.

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