

The Evolution of the e-Learning Process and its Future

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Abstract

Living alongside the dramatic changes and the rapid evolution of the life style that we are witnessing every day, with the significant growth of responsibilities on everyone, and with multitasking that has already replaced the simple work style; born are the necessities and the needs even more. Half a century or more ago, the conventional classroom learning was not enough to accommodate the needs of every day learners. With the availability and easy use of electronic media and Information Communication Technology (ICT), this became accessible to almost everyone with just a few fingertips away, with numerous amount of information flooding in where learners can greatly benefit from. This paper will look into the history and development of the different learning methodologies and see where are we heading, from the conventional classroom learning to E-learning; then from E-learning to M-learning and then, where to?

Key Terms Electronic / Multimedia / Technology-Enhanced Learning, Computer-Based / Computer Managed / Computer-Assisted / Computer-Aided Instructions / Training, Internet-Based Training, Online / Virtual Education / Learning Environment, M-Learning, Digital Education

1. Introduction

In the middle of the nineteenth century the idea of distance learning was born, when the postal services were used for correspondence (California Distance Learning Project, 2005-11). It took almost a century or more to develop another style of learning to facilitate and provide education for those who could not enroll or attend the conventional schools, a new learning method appeared; E-learning was first initiated in 1960 at the University of Illinois where a classroom system linked computer terminals and students could access informational resources on a particular course while listening to the lectures that were recorded via some form of remotely linked device like television or audio device (E-Learning, Woolley, 2013).

1.1 E-Learning:

E-Learning (also known as e-Learning or eLearning) is a type of education that uses electronics, i.e. Information and Communication Technology (ICT), during the learning process. E-learning is broadly inclusive of all forms of educational technology in learning and teaching. E-learning is inclusive of, and is broadly synonymous with: Multimedia Learning, Technology-enhanced Learning (TEL), Computer-Based Instruction (CBI), Computer Managed Instruction, Computer-

Based Training (CBT), Computer-Assisted Instruction OR, Computer-Aided Instruction (CAI), Internet-Based Training (IBT), Web-Based Training (WBT), Online Education, Virtual Education, Virtual Learning Environment (VLE), M-Learning, Digital Education collaboration etc.. These alternative names emphasize a particular aspect, component or delivery method.

E-learning includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and Computer-Based Training (CBT), as well as local intranet/extranet and web-based learning. Information and communications systems, whether free-standing or based on either local networks or the internet, in networked learning and underlays many E-learning processes (Tavangarian, Leybold, Nolting, Roser, 2004).

With the revolution of Information and Communication Technology (ICT) E-learning was not enough as people moved as potential learners not being stationary and always being on the move, the need for new learning methodologies that matched new life styles increasing.

1.2 Scope and Limitations of E-Learning

Limitation does not refer to the methodology of the research, but to various teaching methodologies discussed in this paper. E-learning (also called e-learning or eLearning) is growing to multi-billion dollar industry worldwide. This section provides information about the scope of the eLearning industry and provides an insight into its different aspects. Today, learning and development is increasing in importance. This section is part of a comprehensive tour about eLearning.

When a decision is been taken to implement eLearning, the first idea that comes in mind is to plan the immediate migration of all existing classroom teaching materials to the eLearning mode, without paying much attention or thought to different factors starting with the nature of various kinds of classroom teaching methods that need to be migrated, the current classroom teaching capabilities and limitations, assessment goals and learning outcomes, program goals and learning outcomes to be achieved with eLearning and the cost in comparison of conventional learning.

It requires significant effort to plan and implement an eLearning solution although it might appear a simple conversion of the existing conventional module into eLearning module. The whole issue has to be dealt with at different levels of program goals and specific course learning outcomes.

Defining the scope of eLearning involves an analysis of various aspects such as evaluating current leaning process capabilities and limitations, target audiences, the expected and desired outcomes, and the business impact. Eventually, these will all help in planning and implementing the correct scope structure and as follows:

1. **Program Description:** This defines the need of the target audience that will be addressed by the overall program development and the course that will form the program; i.e. mapping of the program objectives and goals to the courses learning outcomes. This will provide a justification for the program which will form the basis for its evaluation in the future, and what learners are expected to know at the end of each course.
2. **Program Goals:** This it is the major statement that clarifies the specific objective that the program aims to achieve on completion. The main objective of the designed courses should be highly effective eLearning course that will address the audience needs and the program goals as well. This must also include the different parameters which all the stakeholders need to adhere to, that are quantifiable aspects of the program such as schedules, cost, scope, and quality of the process.
3. **Program Requirements:** These state the audience needs and special requirements with respect to the course. It could pertain to the need of a particular tool or application, a specific GUI design, the need of an interaction in the course, streaming animation and audio, other features or particular training on LMS and so on.
4. **Course Duration:** This defines and states the proper course duration that will be sufficient to cover the course learning outcomes, allowing for successful completion of the course and achieving its outcomes.
5. **Challenges:** The eLearning process depends on a number of important aspects such as the Internet connectivity and the availability of the World Wide Web, the effectiveness of the

learning management system in use, mobile devices availability, relevant resources and prompt support, and the quality and relevance of the materials used.

6. **Assessment:** There are different types of assessments that can be used depending on the nature of the course and how it has been designed. The assessment can be diagnostic when assessing the current understanding and competency, formative by giving an instant feedback, summative by evaluating the achievement of learning outcomes, or peer assessment that can be conducted by other students.
7. **Learning Outcomes:** To map learning outcomes needed to be mapped to different levels of the bloom's taxonomy alongside the digital technologies so students will learn how their learning will be measured. Also, how to use the active verbs and how to align the assessment activities.

It might require further insight while examining existing modules, to decide customizing the courseware and choosing what is best suited for blended eLearning approach to best achieve program goals set at the beginning.

1.3 Significance of the Study

We have only recently started steering the power of the World Wide Web for delivering, managing, and administering learning. Indeed, even without a reasonable evidence that eLearning is better than conventional learning; the utilization of web based learning can give a few issues with conventional learning, particularly in the area of medicine. With expanding imperatives being set on instructors, one needs to discover different ways for viable exchange of learning for students particularly in health education. eLearning gives adaptability in both time and place, while educational modules available on the web. The advantage of information technology and computer applications, particularly the advance web-based tools and online applications open pathways for joint efforts among both learners and instructors. E-learning adds many new dimensions to the education and if used well, can enhance both student and educators' instructive experience. It may never replace conventional learning however can positively expand the size of knowledge allotment to the constantly expanding learning needs of a student that basically remains the main impetus to exceed expectations in this world. E learning has come to remain for long period in time and space.

1.4 Operational Definition of Terms in the Study

This article uses some terminologies used across various countries understood by a technical person that are explained here for non-technical readers as follows:

- **Multimedia Learning:** learning through hearing and seeing presenting a mix of graphics and words.
- **Technology-Enhanced Learning (TEL):** learning through creating, using, and managing different means of technology.
- **Computer-Based Instruction (CBI):** learning by running an application program on the computer.
- **Computer Managed Instructions:** using computer systems to help communicate knowledge.
- **Computer-Based Training (CBT):** using the computer step-by-step instructions.
- **Computer-Assisted Instructions or Computer-Aided Instructions (CAI):** interactive instructional method using the computer to present learning materials.
- **Internet-Based Training (IBT) and Web-Based Training (WBT):** using the web for learning management systems like Moodle.
- **Online Education:** using the Internet and online means to deliver instructions to students in their homes.
- **Virtual Education:** it is a learning environment where the instructor and the student are separated in time and/or space. Materials and course content are delivered by course management application, multimedia resource, or videoconferencing.
- **Virtual Learning Environment (VLE):** is a system for delivering the learning materials through the web including assessment, tracking, and communications.

- **M-Learning:** uses personal mobile devices to obtain learning materials and content interaction
- **Digital Education Collaboration:** facilitates the support for behind the institutions commitment academic success and pedagogical excellence using digital technology.
- **S-Learning:** Smart Learning is a brilliant learning methodology that combines the topic delivery, assessment, student interaction, and game-based learning applications, all-in-one package to enriches a student's learning experience.

2. Review of Related Literature and Studies

Within the United States and many other places all over the world, the phrase “e-learning” is often treated by users as a synonym for “online learning” – a more recent term, the very construction of which implies a fundamental relationship between e-learning practices and Web-based technologies like the Internet (Barbour & Reeves, 2009 & Stewart, 2004). However, as many educational scholars have pointed out, the earliest examples of e-learning practice significantly pre-date the invention of the Web, beginning with the invention of email in the early 1970s and continuing with the establishment of innovative “virtual schools” in the early 1990s (Barbour & Reeves, 2009 & Harasim, 2000). Consequently, most educational scholars have rejected the synonymous use of the terms “e-learning” and “online learning,” and promoted instead the development of more inclusive e-learning definitions, such as “the use of new information and communication technologies in education” (Bates, 2001). This movement to come to some practical consensus about scope of e-learning suggests a significant step in the collocation, and hence development, of future e-learning research.

In the late 1990s and early 2000s, interest in e-learning, both scholarly and commercial, increased substantially, particularly in the United States, Canada, and Australia. Studies of American students in virtual programs at both the elementary and secondary level led researchers to tout e-learning's many benefits, including but not limited to its flexibility in geography and scheduling, its ability to address various learning styles, and its overall expansion of educational access to people in remote communities (Kellogg and Politoski, 2002; Cavanaugh et al, 2006). While some of these studies have since been criticized for not being based on “robust [enough] research” (Barbour and Reeves, 2009), the general impression of, and evidence for e-learning as a paradigmatic shift in the field of education (Harasim 2000) remains basically intact. Indeed, according to a 2009 report on the state of online-based e-learning in U.S higher education (Allen and Seaman, 2010), over 4.6 million American students took at least one online course during the fall 2008 academic term – a 17 percent increase over the number of students reported in fall 2008. With student participation in e-learning increasing in this way, a number of educational researchers – particularly those interested in post-secondary education – have attempted to explore variations in e-learning programs' curriculum designs, delivery modes, social communities, and instructional training methods (Bawane and Spector, 2009; Maher, 2009; Stewart, 2004; Bates, 2001). Furthermore, over the past five years, such explorations have gradually but distinctly shifted the geo-cultural scope of e-learning discussions beyond the boundaries of the North American and Australian higher education systems, and into the higher-education options of students in regions such as South Asia (Bawane and Spector, 2009), Africa (Muhirwa, 2009), the Netherlands (Van der Meij and Boersma, 2002), East Asia (Hseih, 2010; Rye, 2009), and Latin America (Hamuy and Galaz, 2010; Scagnoli, 2009; Cambell, 2008; Stewart, 2004; Valente, 2003). As a result of this widening and deepening of twenty-first century e-learning research, more results have also emerged in critique of the so-called “benefits” of certain e-learning models and components. For example, several authors have published recent papers highlighting the hidden costs of bringing e-learning to new countries' higher education systems, from the cost of putting in place a widely accessible national telecommunications infrastructure (Bates, 2001) to those costs associated with the establishment of national accreditation agencies for e-learning programs and institutions (Bollag, 2001). Such discussions of cost are particularly significant to researchers investigating the potential and/or presence of e-learning programs in the most economically-challenged developing countries, and will likely play an important role in bringing together researchers interested in e-learning pedagogy with those who are more broadly interested in ICTs and global socioeconomics.

One of the key geo-cultural regions that is just starting to draw serious attention from both e-learning scholars and ICT researchers is that of Latin America – in particular Latin American countries with large universities such as Brazil and Chile, as well as those with explicit ties to foreign, for-profit e-learning programs. Indeed, over the past three to five years, a significant number of for-profit companies have established e-learning programs in Latin America, moving in response to the unmet demand for higher education in developing countries in general (Campbell, 2008). Such companies, which include Bermuda-based Whitney International University System and Baltimore-based Laureate Education, are essentially unregulated entities, yet they have still managed to establish partnerships with many Latin American campuses, such as the Technological University of Mexico and the Latin University of Costa Rica (Campbell, 2008). Simultaneously, several major Latin American universities, like the Universidad de Chile in Santiago, have been begun to invest heavily into interactive e-learning technologies such as course management systems (CMSs). While researchers in both e-learning and ICT have been aware these trends for several years, studies are have only recently begun to appear regarding the effectiveness of such programs from a pedagogical perspective (Hamuy and Galaz, 2010; Scagnoli, 2009). What's more, in several of these studies, researchers noted a complex mix of enthusiasm for and resistance to e-learning in Latin American higher education institutions – a paradox explained, according to some, by a strong cultural interest for the technologies of e-learning, but a moderate disinterest towards the new pedagogical processes associated with e-learning in North America and elsewhere (Hamuy and Galaz, 2010; Valente, 2003). Consequently, issues of geo-culture-based pedagogical flexibility, or how to improve the utilization of current e-learning technologies in Latin American institutes of higher education, will likely be fruitful grounds for future e-learning research, if not research into educational ICTs.

Since the advent of the Internet, ICT use has risen exponentially across the globe – a rise largely due to the rising speeds of data transfer, the pace of technological advancement, the falling cost of computer technology, and the popularity of mobile phones and the Internet (Sciadas, 2005). As a result of these trends, the ideal of the information society has begun to take shape. Unfortunately, these technologies have not been distributed equally. Overwhelmingly, mobile phone and broadband Internet users are concentrated in parts of North America, Asia, and Europe. The inequities are so vast that developed nations have recognized the need to address them as a crucial problem, and have made concerted efforts to bridge this 'digital divide,' bringing ICTs to underserved populations such as rural communities and women (Guttman, 2003 & Abou, 2006).

This focus on increasing access is most pressing when one considers the relationship between ICT access, economic growth and poverty reduction (Batchelor and Scott, 2005; Sciadas, 2005). As a result, several researchers have advocated ICTs as a route to meet some of the ambitious Millennium Development Goals recently proposed by the United Nations, such as reducing poverty, empowering women, aiding in primary education, and furthering the development of global partnerships (Batchelor and Scott, 2005; Guttman, 2003; Wagner, Day, and Sun, 2004). Early projects in this area considered little beyond providing access and, consequently, met with little success. The view that prepackaged solutions can solve the needs of underserved and indigenous populations, otherwise known as 'technological determinism,' is no longer a prevalent view among researchers (Barreto, 2008).

Adequate penetration of ICTs in underserved communities has been determined to take place only once barriers of access, capacity, and environment (ACE) have been addressed (Gomez, Ambikar, and Coward, 2009). These barriers are often political or socio-economic in nature, and are further complicated by gender inequality and lack of trust in technology (Gomez, 2002). Most recently, expansive surveys have been undertaken to better understand how ICTs are used by rural and indigenous communities with the goal of more effectively facilitating social appropriation of the technology (Gomez, 2009; Kwapong, 2009). Once ICTs have been fully incorporated into a community they have much greater potential to solve concrete problems.

Some controversy exists within the discussion of where the growth in ICTs should stem from in developing countries. While some argue that the market economy or developments in information technologies should be the engine behind ICT expansion (Sciadas, 2005), others advocate that the digital divide would be more easily bridged using social capital. While the former methods are helped

by policies that promote competition and support consumption, the latter is supported by policies promoting access, and is conducive to better integration of the needs and concerns of users (Marsical, 2005).

Regardless of high ACE rankings for many developing countries (Gomez, 2009), the costs associated with ICT access remain a significant barrier to widespread implementation in Latin America. Even with the regular advancements in microprocessor speed and recent cost-cutting wars between laptop manufacturers, it is estimated that ICT prices would have to be cut to as low as 4% of their 2009 levels before such technologies could be brought into the poorer households of Mexico, Uruguay, Costa Rica, and Mexico (Hilbert, 2009). As an alternative solution, some projects designed to serve these populations have been heavily subsidized, while others have found more creative solutions. One popular alternative, stemming from successful programs in Bangladesh, is to provide microloans to individuals in remote, developing regions in order to enable them to start small ICT enterprises. These microloans, such as those granted through the Grameen Foundation, are often only enough to finance a single mobile phone or computer, yet they have been surprisingly effective in bringing ICTs to remote areas, and in empowering women to entrepreneurship and positions of responsibility in their communities. Indeed, as several researchers have noted, women are more often than not the recipients of such loans (Batchelor and Scott, 2005 & Sciadas, 2005).

Several projects have had as their focus to bring ICTs to indigenous communities, the first of which was the 'Solar Village Program,' or 'Solar-Net Program.' This project financed the creation of two solar power supply systems in remote villages of Honduras, each of which powered a telecenter (Lallement, 2006). The project hoped to circumvent an unreliable regional power grid and the costs associated with it, replacing them with a more self-sustaining alternative. Another ongoing project in bringing ICTs to indigenous populations has entailed the providing of palm-sized mobile learning devices to children with Spanish language software specially tailored to their development needs (Kim, 2008). Analysis of these and other projects covering Latin American indigenous communities have led to the conclusion that access to ICTs is capable of aiding in indigenous knowledge management. They do this by preserving indigenous oral tradition and thereby allowing the community to take part in the documentation of anthropologically significant information (Hunter, 2005).

In the field of education, ICT use has been found to correlate positively, not just to literacy, but to cognitive development and creativity in students (Tchombe, Maiga, Toure, Mbangwana, Diarra, and Karsenti, 2008). When teachers are provided with ICTs and are trained in their use, they quickly transfer those skills to their students (Salinas and Sanchez, 2009). Similarly, librarians with proper ICT training are often viewed as gatekeepers of knowledge to their patrons and in their communities (Omekwu, 2006). One major project in the region has reinforced these findings and is the subject of ongoing research.

After an aggressive privatization of industry that it undertook in the 1970s and 1980s, Chile positioned itself as a leader in telecommunications among Latin American developing countries, and a prime candidate for projects testing the effectiveness of ICT integration in education (Silva and Figueroa, 2002). The most significant program to take advantage of and build on Chile's telecommunications infrastructure is 'Enlaces.' Begun by the Catholic University of Chile, it soon drew the attention of the World Bank, who agreed to fund it. The purpose of Enlaces was to reduce inequalities and increase effectiveness of primary, secondary and higher education in Chile while furthering ICT use. To meet these goals, partnerships were formed between public and private entities to provide the necessary hardware and software, and to offer the pedagogical support for Chilean teachers to integrate the technologies into curriculum (Sanchez & Salinas, 2008).

Analysis of educational ICT use in Chile under the Enlaces program shows that it has had positive impacts on the creativity of students and has increased ICT usage in schools generally (Silva & Figueroa, 2002). However, the extent to which teachers used ICTs in the classroom was in some cases minimal (Salinas & Sanchez, 2009). Furthermore, test scores and survey data illustrate that the gap between rural and urban ICT access within Chile, and the gap between Chilean ICT access and that of developed countries, are still disappointingly large (Silva & Figueroa, 2002).

2.1 Conventional Learning Framework of the Study

The following is the conventional learning framework outlining the most important aspects:

| | Conventional Learning |
|-----------------------------|---|
| Learning Orientation | Faculty oriented where the class has to be conducted face-to-face between the faculty and the students. |
| Faculty Role | The presence of the faculty is necessary for lecturing, explaining, delivering knowledge, and immediate follow up with the students. |
| Learning Techniques | Outgoing, spoken verbal lecturing, open discussion where the learners participate the most and relies on the learners communication skills. |
| Learning Mode | Students are more dependent on the faculty especially in the classroom and waits for the faculty to trigger the learning actions, i.e. quizzes/assignments...etc. |
| Technological Use | Technology may be used, and to its extent, it will be like a data show for written support as the delivery of knowledge will be through lecturing spoken words. |
| Media Use | Various media types can be used where the audio/video media get involved but most of the delivery of knowledge will be by lecturing and spoken words, sometimes with written support. |
| Knowledge Access | In class access to the knowledge, group discussions, assessment tools like quizzes, assignments, or any other form of assessment. |

Table 1 – Conventional Learning Framework

2.2. E-Learning Framework of the Study

The following is the e-learning framework outlining similar important aspects as outlined in the conventional methods above:

| | E-Learning |
|-----------------------------|--|
| Learning Orientation | Student oriented as the presence or the physical attendance of the faculty is not necessary. |
| Faculty Role | Faculty only guides the students through the learning process and makes the learning materials available to them. |
| Learning Techniques | Faculty models a various good learning techniques where the students will be able to discover their abilities and qualities that they will use heavily in the learning process. |
| Learning Mode | Students are more active in the learning process as they have to depend on themselves working on their different skills and qualities to fulfill the learning requirements. |
| Technological Use | Technology is exhaustively used as it is the medium of communication between the faculty and students. It is used to build up learning strategy, deliver the course materials and learning tools, construct learning activities, and assess the students' performance. |
| Media Use | Media and Technology will definitely help the faculty to use multiple forms of media including –but not limited to- audio support, video support, electronic file systems, learning management systems, online exam systems, online grading systems... etc. |
| Knowledge Access | Unlimited access to knowledge where the ability to use, reuse, |

| | |
|--|---|
| | share, and post related materials and learning aids online where practically the students will be able to access it and make a full benefit of. |
|--|---|

Table 2 – E-Learning Framework

2.3 Synthesis of Conventional and E-Learning Thinking

There are more aspects and criterions that need to be addressed in the future as the dramatic changes in the technology take place every day.

| | Conventional Learning | E-Learning |
|-----------------------------|--|---|
| Learning Orientation | Faculty oriented | Student oriented |
| Faculty Role | The presence of the faculty is necessary | Faculty only guides |
| Learning Techniques | Learners participate | Faculty models learning techniques |
| Learning Mode | Students are more dependent on the faculty | Students are more active in the learning process |
| Technological Use | Technology may be used | Technology is exhaustively used |
| Media Use | Various media types can be used | Media and Technology will definitely help the faculty |
| Knowledge Access | In class access to knowledge | Unlimited access to knowledge |

Table 3 – Comparison between Conventional and E-Learning

3. Effectiveness of E-Learning

The effectiveness of E-learning has been demonstrated primarily by studies of higher education, government, corporate, and military environments (Gibbons & Fairweather, 2000). However, these studies have limitations, especially because of the variability in their scientific design (Bernard, Abrami, Lou, Borokhovski, 2004). Often they have failed to define the content quality, technological characteristics, and type of specific E-learning intervention being analyzed. In addition, most have included several different instructional and delivery methodologies, which complicate the analysis (Peimme, 1988). Most of these studies compared E-learning with traditional instructor-led approaches (Johnson, et al, 2004).

Yet three aspects of e-learning have been consistently explored: product utility, cost-effectiveness, and learner satisfaction. Utility refers to the usefulness of the method of e-learning. Several studies outside of health care have revealed that most often e-learning is at least as good as, if not better than, traditional instructor-led methods such as lectures in contributing to demonstrated learning (Wentling, Waight, Gallaher, La Fleur, Wang, Kanfer, 2000).

(Gibbons & Fairweather, 2000) cited several studies from the pre-Internet era, including two meta-analyses that compared the utility of computer-based instruction to traditional teaching methods. The studies used a variety of designs in both training and academic environments, with inconsistent results for many outcomes. Yet learners' knowledge, measured by pre-post test scores, was shown to improve. Moreover, learners using computer-based instruction learned more efficiently and demonstrated better retention.

4. M-Learning: The New Learning Methodology

The M-Learning has recently been introduced. The M-Learning or Mobile Learning has different meanings for different communities, covering a range of use scenarios including –and in my opinion not limited to- E-learning, Educational Technology, and Distance Education, that focuses on learning with mobile devices. Mobile learning is defined as “learning across multiple contexts, though social and content interaction, using personal electronic devices (Crompton, 2013, pp. 3-14). In other

words, with the use of mobile devices, learners can learn anywhere and at any time (Crescente, Mary Louise, Lee, Doris, 2011).

M-learning technologies include handheld computers, MP3 players, notebooks, mobile phones, and tablets. M-learning focuses on the mobility of the learner, interacting with portable technologies, and learning that reflects a focus on how society and its institutions can accommodate and support an increasingly mobile population. There is also a new direction in M-learning that gives the instructor more mobility and includes creation of on the spot and in the field learning material that predominately uses smart-phone with special software such as AHG Cloud Note. Using mobile tools for creating learning aids and materials become an important part of informal learning (Trentin, Repetto, 2013).

M-learning is convenient in that it is accessible from virtually anywhere. M-learning, like other forms of E-learning, is also collaborative. Sharing is almost instantaneous among everyone using the same content, which leads to the reception of instant feedback and tips. This highly active process has proven to increase exam scores from the fiftieth to the seventieth percentile, and cut the dropout rate in technical fields by 22 percent (Saylor, Michael, 2013).

5. S-Learning: The Future of E-Learning

Because of the rapid and dramatic advances in the technology every day, our life styles are rapidly changing as the technology. So as learning styles vary cost effective evolution of Information and Communication Technology also makes it necessary to have new educational styles. This made the educational institutions take the initiative and respond to these changes by offering a flexible learning environment that attracted students, especially those who could not enroll in conventional classes due to their work schedule. This learning environment became their first choice.

Educational institutions should consider the need for offering this new style of learning to facilitate education to a broad number of students. They should start building up and reshaping their practices and culture to be able to adapt and accommodate learners needs.

Smart-Learning should be able to provide key features including but not limited to-educational flexibility that is directly reflected on class location and schedule with the help of the day to day changes and advancements in the technology. Software packages can be provided to extend students' activities. These software packages may contain but not limited to course topic delivery and explanations, course assessment tools, student feedback or questions, game-based learning, and explore more learning experiences.

6. Conclusions

Taking everything into account, the time is ready for the ebb and flow of e-learning teaching method, which has as of late expanded to envelop the geo-social scenes of creating nations, to united all the with the conclusions of specialists in the instructive ICT group. The development to widen the extent of e-learning grant, and additionally the accentuation on the occasionally unequal instructive employments of ICTs in creating nations, proposes the double advantages of such joint effort, especially with respect to developing countries. In light of the strong establishment of research in each of these zones and overabundance of information accumulated from past and continuous ventures, additionally justifies these two zones of study is justified.

The power of E-learning with the use of ICT is to bring the amazing features of virtual classes and portability. It replaces conventional books, thick notes, and handouts converting them into a tiny electronic versions with the same context that can be saved and used within a small device. As I always used to tell my students; "ENJOY EDUCATION!" and this is one of the most entertaining experiences when it comes to Mobile Learning with all the available technologies that we have handy nowadays.

7. Recommendations

How will the conventional classroom look like in 10-15 years? If we rephrase the same question asking how did the Information Communication Technology look like 10-15 years ago? It would be much easier to answer the first question, as the technology is drastically changing to better

performance every day. The nature and activities of the conventional classroom is going to be changed accordingly. In a timespan of a couple of decades or little more, there have been dramatic technological advances, which are changing the entire education concept and the way classrooms are being conducted. The ICT made almost everything available at ones fingertips, from the very little tiny piece of information to the relatively sophisticated procedure and more; so why not education? Educational resources are available by different means, as stated earlier in this paper (section 1.4), the most popular E-Learning trends are Computer Based Trainings, Internet Based Training, Virtual Learning Environment, and M-Learning that can basically take education to the next level and shift the whole concept of classrooms, schools, and all other educational institutions into the sole use of technology. Furthermore, S-Learning will be based on a solid ground by providing smart phone applications that will become positively a key factor of the future of education.

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