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DEVELOPING AN E-CONTENT MODULE ON THE POEM  
“THE ROAD NOT TAKEN” – AN EXPERIMENTAL STUDY

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ABSTRACT

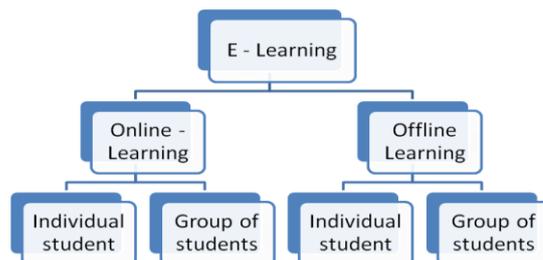
The world is breathing the air of technology. In the field of education, E-learning makes the teaching and learning process (TLP) easier and interesting too. Teaching and learning through E-content module is one of the effective modes to teach or learn through pictures, videos, animations, etc. It encompasses of different learning styles such as auditory, visual and kinesthetic. E-content module on a poem is created and implemented to post-graduate students to test its effectiveness. This paper aims to show that E-content module is one of the finest ways through which the learners can learn at anytime, at anywhere and at any pace. It is user friendly and flexible for the learners. It also paves way for language acquisition rather than language learning.

**Key words:** E-learning, E-content, Teaching and Learning, anytime anywhere learning, user-friendly.

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INTRODUCTION

In this competitive world, education paves way to attain peak in life. In order to get the best education, there are various path ways. One of the best ways is E-learning, a learning takes place as a result of experiences and interactions in an internet environment. The letter ‘e’ in e- learning stands for “Electronic” version of learning. There are two kinds of learning namely “online learning” and “off-line learning”, it can be either individual student or group of student based learning. It is not restricted to a traditional classroom learning and can take place outside the classroom such home, café, playground, etc.



**E-CONTENT**

E-Content is digital information delivered over network-based electronic devices, i.e. symbols that can be utilized and interpreted by human actors during communication processes, which allow them to share visions and influence each other’s knowledge, attitudes or behavior. It allows for user involvement and may change dynamically according to the user’s behavior.

**ADVANTAGES OF E-CONTENT DEVELOPMENT**

To be meaningful e-content must be able to make a difference i.e. from being unknown to known, from being known to being better understood, from being understood to providing enlightenment, from being just stored knowledge something that is shared and made available to others. .

**FORMS OF E-CONTENT**

There are two forms of E-Content, they are SLO and Module.

**SLO** -Short Learning Objects (SLO) is a new way of thinking about learning content. They are much smaller units of learning, typically ranging from two to three minutes. It may be a description about an item, equipment, a concept, a process, an activity, etc.

**MODULES**-E-Learning modules are larger independent structural experiences, containing objectives, learning activities and assessment. In other words, it is a comprehensive package containing a lesson. It contains lecture modules with inbuilt visuals, text, quiz, FAQs, assignments, glossary, case studies, references, discussion and download. The output is deployable on the web or CDs.

**STEPS INVOLVED IN THE PROCESS OF E-CONTENT DEVELOPMENT**

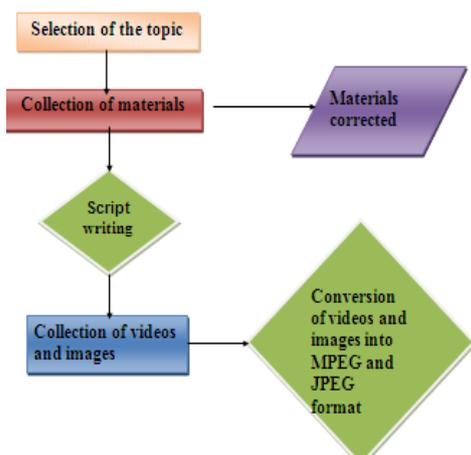
The following steps have to be taken in the process of E-Content development:

- Step 1: Writing the Script
- Step 2: Making required corrections (grammar, spelling, consistency, meaning, factual items, names, etc.)
- Step 3: Collecting all visuals and pictures needed.
- Step 4: Preparing a story board (show details line by line in three columns)
- Step 5: Video Shooting (Practice for Camera)
- Step 6: Editing the Video

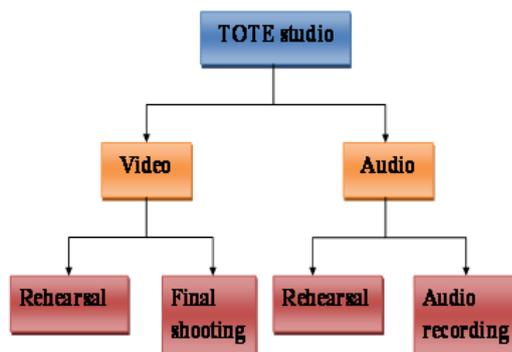
**FLOW CHARTS**

Flow charts have been prepared for the process of developing E-Content. The E-content module was developed at Bharathidasan University, Trichy, TamilNadu with the help of the technicians. The flow charts are divided into four types, they are, Pre-production Process, Shooting and Recording Process, Editing Process and Post-production Process.

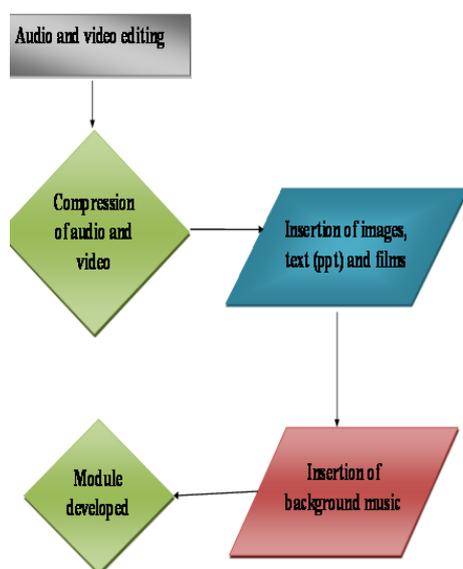
**1. Pre-Production Process**



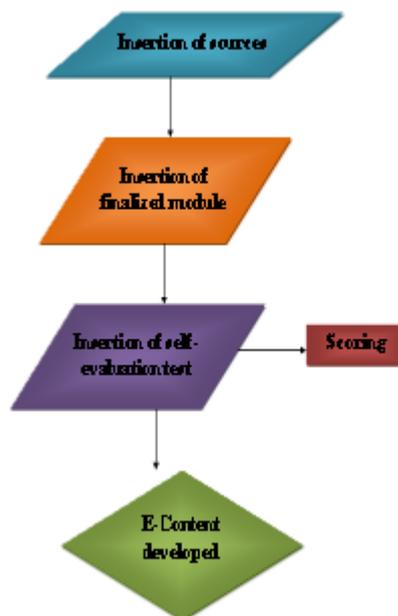
**2. Shooting and Recording Process**



### 3. Editing Process



### 4. Post-Production Process



#### **GUIDELINES FOR THE E-CONTENT MODULE**

To develop the E-Content module in an effective manner certain guidelines to be followed

##### **Home page:**

The home page of the module contains objectives, author, poem, module, quiz, Frosty films.

##### **Objectives:**

Objectives are the first and foremost essential component of the development of any e-content material. It helps the e learners to learn the content effectively.

##### **Author:**

Author is the component which provides the intense information of the author. It gives information about the life of the author, the awards, historical background and setting of the poem.

##### **Poem:**

Poem is the component, which supplies the text of the poem. It consists of glossary, explanation of the poem, themes, poetic devices and interpretation.

##### **Module:**

Module consists of introduction of the poem and the author with the insertion of audio, video, images, background music, and insertion of film.

##### **Frosty films:**

Frosty films were used for the purpose of learning as well as for entertainment. It consists of two films which are converted into MPEG format.

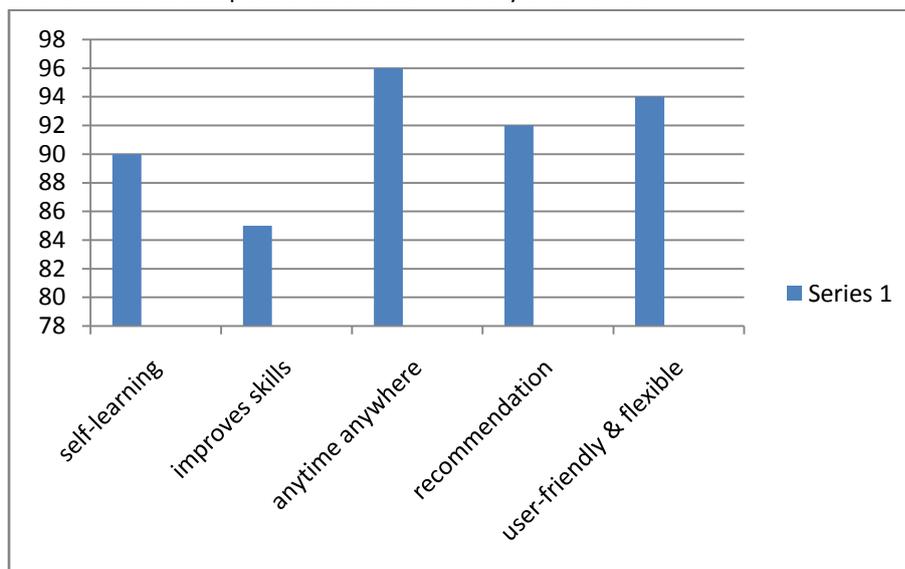
##### **Quiz:**

Quiz is useful for self evaluation. It consists of eight objective type questions. When the answer is clicked, it shows whether the option is correct or incorrect. Finally it will show the overall scoring of the e-learners.

#### **RESULT**

After implementing the E-Content module to the post-graduate students, the result is found through their feedbacks. 90% of the students accepted that the E-content module paves way for self learning. 85% of the students agreed that it improves language skills. 95% of the students conveyed that it helps to learn at

anytime, at anywhere and at any pace. 92% of the students recommended e-content module for other subjects too. 95% of the students accepted that it is user-friendly and flexible.



#### SUMMATION

E-Content learning on a poem had a qualitative impact on the postgraduate students. It provides flexibility through which the students can learn outside the lecture hall at anytime, anywhere and at any pace. It makes them to become self-directed independent learners. It is an effective mode for teaching poem with appropriate images, films, metaphors and other poetic devices. This mode facilitates the teacher and it can be used in the absence of teacher but it cannot replace the teacher.

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