

EFFECTIVE INTEGRATION OF LEARNING MANAGEMENT SYSTEM INTO TERTIARY EDUCATION

Nargiza Masharipova,

PhD, Senior Lecturer, Department of English language and literature,
Faculty of Foreign Philology, Urgench State University

Dilafuz Xudayberganova

Student, Department of English language and literature,
Faculty of Foreign Philology, Urgench State University

ABSTRACT

Nowadays, higher education is being intensely influenced by modern educational changes, the advent of the knowledge society, societal alterations, as well as globalization which resulted in quality of education introducing online learning or more precisely, technologically enhanced learning. The presented overview of this paper points towards how to effectively integrate Learning Management System into tertiary education in order to achieve successful outcome in learning and its role both in teaching and learning processes. Through LMS teachers can teach their students meaningfully by various learning styles, promoting flexibility in learning as one can study virtually from any distance and at any time with no tensity in place and time.

KEYWORDS: Tertiary education, Learning Management System, Teaching and Learning Process, Online learning

INTRODUCTION

Being one of the paramount area in our life, tertiary education significantly contributes to the individual's development, economic growth and changes in society leading to the integral evolution of the nation. Having a wide range of services and products, Learning Management System can fully satisfy present day's learners and instructors' requirements. Because of its convenience in terms of saving time and money and efficient delivery of instructions, LMS become more popular among institutions and universities in order to make a shift from traditional style of learning to online style of learning to create an active and interactive learning environment. LMSs are focused on online learning delivery but support a range of uses, acting as a platform for online content, including courses, both asynchronous based and synchronous based. In the higher education space, an LMS may offer classroom management for instructor-led training or a flipped classroom.

BACKGROUND

The concept of e-learning began in the early 20th century, marked by the appearance of audio-video communication systems used for remote teaching. In 1909, E.M. Forster published his story “The Machine Stops” and explained the benefits of using audio communication to deliver lectures to remote audiences. The earliest networked learning system was the PLATO Learning Management system (PLM) developed in the 1970s. In the 1980s, modern telecommunications started to be used in education. Computers became prominent in the daily use of higher education institutions, as well as instruments to student learning.

WHAT IS A LEARNING MANAGEMENT SYSTEM?

Technical definition for a learning management system is “A Learning Management System is a software application for the administration, documentation, tracking, reporting and delivering by e-learning education courses or training programs.”(Ellis, Ryan, 2009). As it is vivid, during the COVID-19 pandemic LMSs have encountered a massive growth in application owing to the emphasis on the distance learning. The following two specific characters of LMS are considerably affected its users :

- 1) Usage of LMS lies in particular needs of a person or an organization which means that Learning Management System cannot be suitable for any purpose. For instance, it can be very effective and useful for the university or academic purposes, but not for the industries ;
- 2) Well-organized technical assistant for the continual support. Thus, due to the technical support of LMS we can settle any fault or other problems. Instead of LMS following popular names can be used interchangeably : Virtual Learning Environment (VLE), Course Management System (CMS), Personal Learning Environment (PLE), Courseware and Training Management System (TMS) where TMS best suits for industries and business purposes and others like CMS, VLE and PLE mostly used in the field of education.

HISTORY OF LEARNING MANAGEMENT SYSTEM

For about two decades LMS has been a paramount part of our remote learning system. Online education has several historical stages that introduced the implementation of the LMS :

The creation of the first LMS is connected with the name of Sidney Pressey when he invented the first “ teaching machine ” in 1924. The appearance of this machine resemblance to a type writer with the window showing the questions. Then in 1856 Charles Toussaint and Gustav Langenscheidt began the first European institution of e-learning which was the innovative landmark in online language teaching. In 1960 Control Data Corporation created PLATO Learning Management System (PLM). It is Programmed Logic for Automated Teaching Operations was the earliest networked learning system. In 1990s and 2000s the United

<https://conferencea.org>

Kingdom's Open University started to use FirstClass designed by SoftArc to provide e-learning across Europe, which was considered to be one of the earliest internet-based LMSs. Norway's NKI Distance Education Network developed the first fully- featured Learning Management System called EKKO in 1991. LMS's open-source revolution started with Moodle in 2002 which proposed free opportunities both for teachers and trainers worldwide to control training. From then on continuous expansion of technology has contributed to enormous modifications to LMS with the latest update in 2012 when the LMS is hosted in a cloud technology.

LMS AND TERTIARY EDUCATION

Nowadays, tertiary education thanks to the LMS can fully assess learners' level of skill and their present knowledge, determine and select proper instructions for the individual learners, and identify appropriate learning goals by working with learners and instructors. Eventually, LMSs playing bigger role in higher education and can be seen as follows:

1-provide more constructivist theory-based instruction, focusing on flexibility, learner defined goals (Reigeluth & Garfinkle, 1994);

2-support collaborative learning inside and outside of the school in order to extend the learning environment to the home and further involve parents (Taylor, 2004);

3-better address personalized assessment, progress tracking, reporting, and responsiveness to learner needs (Reigeluth & Garfinkle, 1994);

4-truly become systemic, integrating systems seamlessly to allow for improved collaboration across systems and among stakeholders (Sherry, 1993);

5-improve support for professional diagnosis and development for stakeholders, including teachers, and improve cost effectiveness and better leverage existing resources currently available in schools and LMSs (Szabo & Flesher, 2002).

One of the most obvious benefits of LMS is to ensure an environment for teaching and learning processes without any limitations of time and distance. For that reason in present days it come into usage of numerous higher education institutions.

According to Morris (2004), Allen and Seaman (2005), If any institutions planning to operate traditional courses online, a Learning Management System is the top most necessities in order to the proper organization of content, courses, faculty, students and grades. LMS also provides tools for multimedia contents, assignments, and supporting interaction, including discussion groups, chat sessions, and online quizzes and examinations. Bonk and Graham (2006) discussed the benefits of online learning which can be categorized into three aspects: Pedagogical Improvement: 1) Each LMS follows more or less some pedagogical strategy regardless of whether developers used it intentionally or not. However, only some LMSs seem to be built intentionally based on a specific pedagogical strategies. MOODLE is a good

example of such pedagogical strategies, these pedagogical strategies can be based on concepts of learning theories such as behaviourism, cognitive theory, and constructivism. Another good example is that LMSs can emphasize from a pedagogical point of view is a more learner-entered approach or teacher-centred approach. Increased Access and Flexibility: 2) Access is one of the most important key factors which influence the growth of learning environments, LMS makes learning possible, even when learners have most of their learning experiences far from instructors or other learners. Cost-Effectiveness: 3) Online learning is one of the best solutions in cost effectiveness in higher education as it provides an opportunity for reaching a large, globally dispersed audience in a short period of time with consistent content delivery.

CONCLUSION

Learning Management System provides a very authentic and structured experience of virtual learning. Without Learning Management System it would be most difficult to plan, implement and deliver the instruction and training in an effective way. Though LMS is a web-based system, the use of the LMS is not limited to online classes only. LMS has been widely used and will continue to grow in future in higher education institutions and Industries. It does not limit to the online environment, but also improve and integrate into the hybrid and web-enhanced teaching and learning environment. The uses of LMS to facilitate interaction enhance learning abilities and support higher-order learning, including problem solving, critical thinking, and collaboratio. The presented overview of this paper points towards how to effectively integrate Learning Management System into tertiary education in order to achieve successful outcome in learning and its role both in teaching and learning processes.n skills (Smaldino, et al, 2005; Suwannatthachote and Monsakul, 2007). . The presented overview of this paper points towards how to effectively integrate Learning Management System into tertiary education in order to achieve successful outcome in learning and its role both in teaching and learning processes.

REFERENCES

1. Levensaler, Leighann; Laurano, Madeline (2009), Talent Management Systems 2010, Bersin & Associates
2. Ellis, Ryann K. (2009), Field Guide to Learning Management, ASTD Learning Circuits, archived from the original on 24 August 2014, retrieved 5 July 2012
3. E.M. Forster, "THE MACHINE STOPS" Archived 15 May 2014 at the Wayback Machine, archive.ncsa.illinois.edu.
4. Smaldino, S.E., Russell, J.D., et al. "Instructional Technology and Media for learning" (8th ed). Upper Saddle River: Pearson Education, (2005).

5. Suwannatthachote, P., and Monsakul, J. Blended Instruction with Blackboard LMS: A case study of Educational Technology Undergraduate Courses at Faculty of Education, Chulalongkorn University". Proceedings of the Conference on Opportunity and Prospect of Thai Educational Development organized by Faculty of Education, Chulalongkorn University, Thailand, (2007): 311-317.
6. Allen, I. Elaine, and Jeff Seaman. "Growing by degrees: Online education in the United States, 2005." Sloan Consortium (NJ1) (2006).
7. Morris, John. "Features and functions are merely trifles in the selection of a course management system." THE Journal (Technological Horizons In Education) 31.11 (2004): 24.