Use and Abuse of Reusable Learning Objects

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Abstract

The term Learning Object, first popularized by Wayne Hodgins in 1994 when he named the CedMA working group “Learning Architectures, APIs and Learning Objects”, has become the Holy Grail of content creation and aggregation in the computer-mediated learning field. The terms Learning Objects (LOs) and Reusable Learning Objects are frequently employed in uncritical ways, thereby reducing them to mere slogans. The serious lack of conceptual clarity and reflection is evident in the multitude of definitions and uses of LOs. The objectives of this paper are to assess current definitions of the term Learning Object, to articulate the foundational principles for developing a concept of LOs, and to provide a methodology and broad set of guidelines for creating LOs.

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Additionally, learning objects are generally understood to be digital entities deliverable over the Internet, meaning that any number of people can access and use them simultaneously (as opposed to traditional instructional media, such as an overhead or video tape, which can only exist in one place at a time). Moreover, those who incorporate learning objects can collaborate on and benefit immediately from new versions. Receptivity to support rather than resistance, and the ability to refer without restriction from one version to another, are key features of this new paradigm. The use of digital objects such as learning objects in instructional design is made easier by the availability of online applications that can be used to author, manage, and deliver learning objects. Such reusable learning objects are enhanced further to become adaptive reusable learning objects that are virtually cognitive and responsive towards the specific needs of the user/customer. This paper proposes the cognitive architecture to offer an adaptive reusable objects (RLO) based on individual profile of e-learner besides their cognitive behaviour while learning.


Wiley, D.A. (2002). Connecting learning objects to instructional design theory: A definition, a metaphor, and a taxonomy. Such reusable learning objects are enhanced further to become adaptive reusable learning objects that are virtually cognitive and responsive towards the specific needs of the user/customer. This paper proposes the cognitive architecture to offer an adaptive reusable objects (RLO) based on individual profile of e-learner besides their cognitive behaviour while learning.