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E-learning courses - exciting courses

Is it possible, that a well done course can itself motivate a learner to learn?

Someone could say:
By no means! One needs an external motivation to learn effectively. Needs a prospect of reward or punishment. Without it, even the best training will not teach us anything. With proper use of the carrot and stick approach - we will be able to teach people even from zero-copied handwritten notes.

Someone could reply:
That's not true! There are people who treat learning as a hobby. They don't see the knowledge gained just a as a means to an end. They are curious. When attracted by a course - they will be able to learn a lot.

They both can be right. Our motivations are different. We are different people. We change. Our situation changes. However, no matter what our motives to learn - the stronger motivation, the better results.

It's good if we can make use of the attained skills and knowledge straight away. It's great if it can bring us prestige and advancement. But is it enough?
Everybody happened to participate to a terrible training, watch a bad educational TV programme, read a boring manual. We feel how **the teaching proficiency**, or the lack of it, can effect our learning motivation. Can even reduce it to the zero level.

Complete training efficiency can be achieved only when combining the both factors. When we create an effective training system, based upon real needs and objectives, and then implement proficient teaching.

How does e-learning content motivate?

Effectiveness - first of all.

To achieve a high motivation estakada courses inform of their objectives and results. The courses have a lot of hands-on examples, are well adjusted to the organisation's needs. E-learning **courses must be purposeful**. The participants shall feel it during every bit of their training.

The longer the material to be mastered, the more efficient partial learning. Therefore we call attention to a proper structuring of our content. Knowledge must be given right on time for the learner to understand the content properly. Content must enable the learner to repeat every little bit of it separately, especially when it was not comprehended.

Thanks to the right structuring participants understand what is required of them. What skills, knowledge and attitudes they will achieve.

Proficiency - secondly.

To retain motivation in every e-learning course estakada:
- uses a lot **interactive** elements, games or simulations;
- involves a learner into solving problems and **exercising**, keeps verifying learner's achievements and understanding;
- attracts attention - the course shall be interesting and **exciting**.

interactive

Interactive illustrations are graphics, schemes, graphs - that can be changed by the learner. The learner can drag some elements, move the cursor and see a new fragment, see some new information. Interactive illustrations make the learner self-dependent. Are more involving than simple look-at-me pictures. Are especially valuable when representing difficult parts. Facilitate learning of kinaesthetic learners.

The games are involving most. They are a form of case study and resemble real performance. Participants have to take numerous decisions to achieve a goal - relevant to the teaching objectives. They get prepared to use the achieved skills in their professional life. Simulations are similar to the games. When there are applications to be mastered, learners can exercise their usage and get prepared to operate them live.

exercising

Contents are interlaced by many self-improvement exercises. Answers to such questions are not a basis to pass the course (although they can be tracked), but the results are retained by the course itself and displayed as statistics available for the learner on demand. They are also a basis to build individualised repetition paths (dynamic paths).

Estakada uses lots of self-improvement, built-in tests, so learners are provided with means to verify their comprehension, to use their knowledge in practice, in various applications. The learners keep being proactive (chose the right answers, fill in words, put terms in a proper order, calculate, etc.). As a result they have an access to valuable comments, track their advancement themselves. Have an easy access to repetitions - automatically limited only to fragments needed to understand what they could not actually comprehend correctly (motivation module).

and exciting

Efficient learning requires emotional simulation. The excitement cannot be too intense, but boredom certainly confuses and disables knowledge attainment.

- That's why our illustrations are always prepared specifically to the contents, by talented graphic artists and animators. The illustrations surprise, amuse, draw attention, get fixed in mind and bring ideas back to mind.
- That's why our texts are not banal. One doesn't learn from banners and slogans. Content has to be well reasoned and reinforced by cases. We differ content and wording - when delivering skills and knowledge. And we use a special approach to creating attitudes and values that should be accepted and demonstrated by the learner upon completing the course.