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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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. 1 Movements in the Learning Object Economy. Design a package of information that can be reused, reconfigured, adaptable to many environments, found whenever needed, and works right out of the box - then you have just designed a reusable learning object. This is where the majority of the confusion begins. There are many definitions around the idea of what a package of information consists of, which makes up the reusable learning object. Due, in part, to the nature of the object itself, the data required to make it searchable by others (metadata)