Notice to Authors

Due to the overwhelming number of submissions to IRRODL, the journal has already met its publication quota for 2019. As a result, for a period that will not exceed six months, IRRODL will no longer be accepting submissions after May 1, 2019. In order to improve our service to the academic community, and to ensure a six month review to publication cycle, IRRODL will be moving to a regularized publication schedule in 2020. More information will be provided later this year.

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Research Articles

Learning Objects: Resources For Distance Education Worldwide

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Abstract

This article discusses the topic of learning objects in three parts. First, it identifies a need for learning objects and describes their essential
components based on this need. Second, drawing on concepts from recent developments in computer science, it describes learning objects from a theoretical perspective. Finally, it describes learning objects in practice, first as they are created or generated by content authors, and second, as they are displayed or used by students and other client groups.

Author Biography

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Stephen Downes is an information architect employed by the Faculty of Extension at the University of Alberta in Edmonton, Alberta, Canada. He is employed on a contract basis to design and build a major Internet resource called MuniMall, a one-stop site for all components of the municipal affairs sector and municipalities in Alberta. Prior to this, Downes was employed as a distance education and new instructional media design specialist with Assiniboine Community College in Brandon, Manitoba, Canada. He has also taught philosophy at a distance for Athabasca University. Downes holds a B.A. and an M.A., both in philosophy, from the University of Calgary.

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Learning objects are much smaller units of learning, ranging, for example from 2 to 15 minutes. Small, independent chunks of knowledge or interactions stored in a database—can be presented as units of instruction or information. Based on a clear instructional strategy—intended to cause learning through internal processing and/or action. The Wisconsin Online Resource Center staff began to create CD ROMs with learning objects in order that faculty may use the learning objects with their students. Multiple barriers continue to limit the integration of technology into the post-secondary curriculum. For most faculty members, it is neither appealing to adapt an already developed online course “off-the-shelf” that is created by another instructor or company. Distance learning: Distance learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Distance learning traditionally has focused on nontraditional. Alternative Titles: distance education, e-learning, online learning. Distance learning, also called distance education, e-learning, and online learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Distance education is defined as: institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors. There are four main components to this definition. First is the concept that distance education is institutionally based.