Introduction to the idea of an elearning ecology and the notion of affordance.

The concept of ubiquitous learning makes us look over and above the easy, smart tools view of technology in education. The premise we have to move from is understanding all elements at play, from students, tutors, environments, learning materials and syllabus. Our knowledge of elearning processes and concepts should identify and acknowledge cultural and policy diversities regarding entrenched behaviours of educators and students, their living conditions, as well as their attitudes towards the use of technology. This approach will help us to get a true picture of what type of technologies are required to introduce innovation experiment within our local elearning environments.

I would like to examine one of the 7 affordances in eLearning according Dr. William Cope and Dr. Mary Kalantzis in this eLearning Ecology course.

Cope and Kalantzis: 2009, approaches focus on methods to be considered when implementing technologies used in elearning environments, because such approach can affirm opportunities that can enable new ways of learning and assessment opportunities and experiences. And their approach looks closely at the 7 affordances as follows:

1. **Ubiquitous learning** - for ease of access to content by students for the purpose of creating, interacting and developing content anywhere, anytime using their preferred device.
2. **Active knowledge making** - ease of networking elements of data to develop learning objectives and goals. Students create from the point of knowing and new information.

3. **Multimodal** - the ease of multiple use of text, media, sound, and data resources for creating learning and teaching content.

4. **Recursive feedback** - a crucial method for students to receive feedback and assess their learning progress.

5. **Collaborative intelligence** - ease of access to online support and teamwork opportunities. A platform that affords networking and collaboration spaces.

6. **Metacognition** - a method that assists students determine areas of strengths and opportunities that assists with critical thinking about how to quiz, analyze and evaluate questions.

7. **Differentiated** - ease to tailor making learning experiences by tweaking syllabus to suite students learning styles.

I would like to zoom into **Multimodal** as one of the key affordances concept. What I like about multimodal is that it provides the platforms and technologies to implement multiple use of text, media, sound, and data resources for creating learning and teaching content with ease.

**Cisco Research**: 2008 concludes that multimodal learning has been shown to be more effective than traditional, unimodal learning. Adding visuals to verbal (text and/or auditory) learning can result in significant gains in basic and higher-order learning. The meta-analytic findings in this report provide insights into when interactivity augments multimodal learning of moderately to complex topics, and when it is advantageous for students to work individually when learning or building automaticity with basic skills.

Let’s look closely into **Docebo** as an example of Learning Software Management technology with full multimodal capabilities. This LSM multimodal specifications include elements that allows the ease of capture and share content with Coach & Share on Docebo Mobile. Students can capture, upload and share content such as videos and images across your organization using your mobile device. Coach & Share builds a library of knowledge for the entire organization to leverage.

Therefore ubiquitous learning is here to stay as part of the future learning environment. It is advisable that as educators, we keep on learning much more about teaching and learning technologies in order to improve access to innovative learning and development.

**Reference**

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