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A Study on Educational Contents of Korean Language Arts for Cyber Home-schooling

- For 2nd-Year Middle School Students

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Abstract. In This Paper, I Introduced Educational Contents of Korean Language Arts For cyber Home-schooling. E-learning contents offered through cyber home-schooling system are invaluable because all students in the nation are treated equally and are given equal chances. In this paper, I examined e-learning contents offered through cyber home-schooling system and suggest a way for its advancement especially focusing on Korean language arts for 2nd-Year Middle School Students. Lastly, I Suggested 3 Possible Measures Such as 'Draw up measures for communication, Write questions more substantially, Use diverse range of media for expanding use of contents'.

Keywords: Korean Language Art, Cyber Home-Schooling, e-Learning, 2nd –Year Middle School Students.

1. Introduction

The purpose of this study is to introduce *Educational Content of Korean Language Arts For Cyber Home-schooling*. Today, Majority of Korean households have high-speed internet connections, and the Korean government and businesses are doing their best to use such resources for education. As a result, various e-learning contents have been developed. There are two kinds of e-learning system managed by the government. One is that for *'High-school of the Air(방송통신고등학교)'* and the other is *'cyber home-schooling(사이버가정학습)'* system which is the topic of this study. Cyber home-schooling system is operated for elementary and middle school students. Since all contents offered through cyber home-schooling system are based on the national curriculum, contents include learning elements equivalent to those offered through regular school education. Therefore, students are able to review learned lessons and also prepare for the upcoming lesson all on their own.

E-learning contents offered through cyber home-schooling system are invaluable because all students in the nation are treated equally and are given equal chances. This is an important issue because educational environment gap is on the rise in Korea. Therefore a research on the development process of the e-learning contents and their utilization is invaluable. In this paper, I will examine e-learning contents offered through cyber home-schooling system and suggest a way for its advancement especially focusing on Korean language arts for 2nd-Year Middle School Students.

2. Background Information Development of E-learning Contents Based on National Curriculum(ECBNC)

2.1. Differences in education due to geographic locations and economic standards

In Korea, disparity between major cities and other provinces in educational condition and students' academic ability is very serious. Generally, students in provinces can't benefit from private educational institute or private lessons. Furthermore, quality of teachers is different too. Competent teachers tend to flock

to Seoul or other major cities. The government try to find a solution to solve this problem, and *ECBNC* is one of solutions the government finds. Cyber home-schooling system offers e-contents all over the country free of charge. Every student who want to studies can study with interest through *ECBNC*.

2.2. Encouragement of self-directed learning

Recently our society wants to grow creative students who take the lead at their learning. Since students can use *ECBNC* anytime and anywhere, they can control their study flexibly. To be more particular, students can do 'individual learning, repetitive learning, further learning' with the utilization of *ECBNC*. Consequently students develop ability for self-directed learning.

2.3. Rapid advancement in internet technology in Korea

The on-line education has been made possible with the development of the Internet. And the Korean government efforts to make full use of this 'internet technology'. Thanks to this situation development and propagation of E-learning contents has become active recently.

3. Development of the E-learning Contents Based on the National Curriculum(ECBNC)

3.1. Development and dissemination

ECBNC has been developed jointly by a public institution, college of education and technical support company. These subjects are chosen by the government. The government choices a public institution as a captain exclusively manage cyber home-schooling system. Then, the institution choices colleagues which write manuscripts(storyboard) and materialize e-contents.

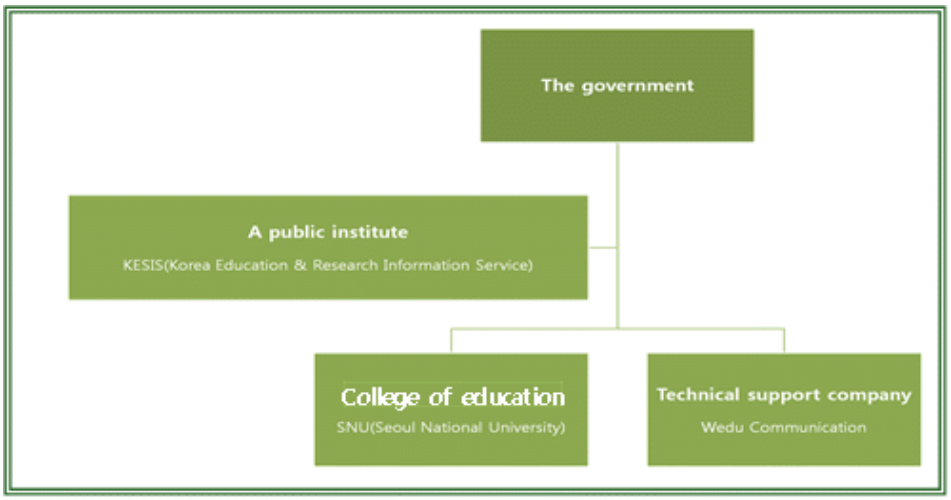

Fig. 1: Organization of development subjects

Meanwhile *ECBNC* has been propagated on a national scale by *'EDUNET'*(education + network) 'edunet.keris.co.kr'. *EDUNET* is run by *KERIS*. Students can learn with various contents by accessing *EDUNET*.

Fig. 2: ‘edunet. Keris.co.kr’

3.2. Process of development and review

To post a contents on the web(*EDUNET*), many procedures required.

1) Senior researchers(Korean education experts) belong to Teachers' collage draw up guidelines for manuscript
2) Researchers majoring in Korean education and school teachers write a manuscript(storyboard).
3) Each writers hand in manuscript to *WEDU*(technical support company), and *WEDU* make PPT files which realize manuscript(storyboard) optically.
4) Senior researchers in university review the rough cut autonomously and each writers revise a manuscript pointed out by senior researchers.
5) The second reviewing is conducted by outside experts(outside experts are comprised of experienced Korean teachers and professor majoring in Korean Language Education) and writers revise a manuscript pointed out by outside experts.
6) Quality-certification process of the final contents is conducted by outside experts(outside experts are comprised of experienced Korean teachers and professor majoring in Korean Language Education). Contents which pass the quality test posted on the web(EDUNET), and contents which fail the quality test needed to revise and tested again.

3.3. Structure of ECBNC

	Basic	Comprehension	Enrichment
Text	. discovery through familiar and interesting text . application throug typical text	. recognition concepts through simple and typical text . recognition concepts through textbook activity	. subjects integrating text . understanding and producing text for development student' ability to think
Knowledge	. inductive approaches . discovery through activity . internalize of knowledge through problem-solving	. deductive approaches . informed discovery approach . organization of knowledge	. elaboration knowledge throu reading . application and integration through essay writing and discussion.
Learning	. discovery learning . problem-solving learning **(with online lecture)**	. textbook activity oriented **(15 1 authorized textbooks)** . learning which topic and concept oriented	. essay writing and reading . self-rating

models of teaching & learning	. problem solving model	. the direct method of teaching	. heuristics
	. devolve responsibility model : hand over responsibility from teacher to student more and more with changing of stages Comprehension →Basic →Enrichment.		

Fig. 3: Structure of ECBNC

4. Usefulness of ECBNC and Proposals for Its Further Advancement

4.1. Usefulness of ECBNC

ECBNC is being used for many students and teachers. Students mainly use it for preparing and reviewing. Especially students in poor educational environment use *ECBNC* for their learning more regularly. *ECBNC* includes mock test, students can prepare school examination without private education. Meanwhile, since *ECBNC* include various visual materials, teachers use it too as support materials in their classroom hour. But, in this case, there are side effects also. There is good chance that teachers depend too much on *ECBNC*, and just play videos.

4.2. Proposals for more advanced contents

ECBNC is being used for many students and teachers, but there are various complaints too. Below are the complaints.

1) It is not have "Answers to Questions" column Researchers majoring in Korean education and school teachers write a manuscript(storyboard).
2) Mock test are too easy, So, it didn't real help.
3) It is not portable. To use it students must sit at desk, but they want use it on the move or in bed .

Now we keep developing e-contents for education. To make more advanced contents, we have to lay above complaints to heart and effort to improve the contents' quality. Below are some of possible measures.

1) Draw up measures for communication
2) Write questions more substantially
3) Use diverse range of media for expanding use of contents

5. References

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