Abstract: E-Learning has evolved rapidly in the last few years enabled by significant growth and remarkable advancement in instructional technology, learning course management systems and virtual learning platforms methodologies of both learning and teaching. To many in this domain e-learning is now defined by the use of digital tools and electronically assisted instructions to offer course content via computers and the Internet. This technologically mediated learning is hastily gaining popularity and acceptance throughout the academic world in support of nimble learning for anyone, anytime, and from virtually anywhere. However, the success and vitality of e-learning remains the measure of true transfer of information and knowledge between learners and the facilitators. This paper offers an e-learning model that integrates the essence of learning and education into the fundamental design, development, and delivery of electronically assisted instruction that would apply in any e-learning environment or platform.

In today's educational environments, learning is no longer about the dissemination of data and information as both learners and instructors are drowning in bazillion bits of data and bombarded with super loads of information on a daily basis from various sources targeting their different senses. This reality is no different for e-learning and perhaps it is even more exasperated in the virtual world where the success of electronically assisted instruction does not only hinge on the success of the Learning Course Management System (LCMS) as a delivery platform in terms of functionality and technical navigation but more so on the instructional and pedagogical design of the content being delivered in terms of rigor, depth, presentation, and style.

Under this asepsis Instructional design and the sophistication of the LCMS are no longer sufficient to proclaim the success of e-learning in the true transfer of information and knowledge between learners and the facilitators. On this basis I have devised and implemented an applied e-learning model where the essence of learning and teaching is based on Knowledge Departed (KD) from the instructor’s side and Knowledge Assimilated (KA) on the learner’s side (KD-KA). This model takes into account at all stage of the design, development, and implementation of e-learning content the existence of two sides that are inseparably and inherently dependent; the instructor side and the learner side. Hence, the KD-KA model portrays the relationship between curriculum and instruction in the interrelation between learning and performance where curriculum is to the instructor what teaching methods are to the curriculum just as instruction is to the learner what learning styles are to instruction. Consequently from the instructor side the teaching activities must be designed as just-in-time (JIT) learning where moments of understanding come at the point of the student’s need. On the learner’s side the learning activities must then be designed as collaborative, engaging, fun, and most important stimulating. In this context, the evaluation and assessments activities from the instructor’s side must be based on applying the practice of learner mentoring, monitoring, and measuring of all instructional objectives mapped to student’s deliverables. While on the learner’s side all the student’s deliverables must be designed and delivered using four fundamental e-learning
elements and not just one or two. These four essential e-learning elements consist of Instructional Design (ID) and Pedagogical Design (PD) for the content and courseware substance on one side and the Technical Design (TD) and Functional Design (FD) on the LCMS side.

**KD-KA MODEL**