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A NEW VISION: SMART EDUCATION AND E-LEARNING

(A Peer-reviewed Research Papers of
the Second International Conference of Teacher Educators)



Christian College of Education
Marthandam, Kanniyakumari District, Tamilnadu.

in co-ordination with



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Kanniyakumari Academy of Arts and Sciences
(A Multi-Disciplinary Researchers' Forum)

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LEARNING AND TEACHING IN A DIGITAL AGE

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ABSTRACT

The digital age is enabled classroom make students more active in the learning process. These revolutions have transformed most schools or most teaching and learning process in classrooms. This digital age leads to the expression that a different kind of skills is needed to adequately describe the effects of learning and teaching in the digital age. Guiding questions asked how technology is changing the way of teaching and whether teaching was changing as a result.

Introduction

Today's technological environment allows teachers to draw on sources around the globe and integrate what they discover in to their learning using a range of media. They can do it all using a device that fits in their pocket.

The world wide access to information enables teachers to design, with students, learning opportunities for students that stimulate them to be independent, reflective and collaborative learners, challenges their thinking and assumptions and engage them on many levels.

Teachers can develop the lesson enriched by the digital resources that the class discovers. Teachers are learning along side with their students. In digital teaching based learning process, tasks are meaningful in the sense that the learning is about real world issues and problems; the students are exploring solutions to authentic problems, not artificial situations or simulations.

The challenge for schools is to be to updated and transform their

classes into digital classroom. It represents a relevant way to empower students and engage them in taking responsibility for their own learning. It leads to building relationship in the class room as the teacher engages with the students about the skills they brings, helps the students to refine those skills and encourages students to make productive and relevant use of the technology of their every day lives.

The Digital Age

In a digital age, we are surrounded, indeed, immersed, in technology. Further more, the rate of technological change shows no sign of slowing down. Technology is leading to massive changes in the economy, in way we communicate and relate to each other, and increasingly in the way we learn. Yet our educational institutions were built largely for another age, based around an industrial rather than a digital era.

The Skills Needed In a Digital Age

Knowledge involves two strongly inter-linked but different components, contents and skills. Content includes facts, ideas, principles, evidence, and descriptions of process or procedures. Most instructors, at least in universities, are well trained in content and have a deep understanding of the subject areas in which they are teaching. Expertise in skills development though is another matter.

Communication Skills

Traditional communication skills of reading , speaking and writing coherently and clearly, we need to add social media communication skills. These might include the ability to create a short You Tube video to capture the demonstration of a process or to make a sales pitch, the ability to reach out through the Internet to a wide community of people with one's ideas, to receive and incorporate feedback, to share information appropriately, and to identify trends and ideas from elsewhere.

Independent Learning

This means taking responsibility for working out what you need

to know, and where to find that knowledge. This is an ongoing process in knowledge-based work, because the knowledge base is constantly changing. Not only to academic knowledge and also to learn about new equipment, have new ways of doing things, or to learn who are the people you need to know to get the job done.

Ethics and Responsibility

This is required to build trust (particularly important in informal social networks.) To inform and remained those involved in educational assessment of their obligations to uphold the integrity of the manner in which assessments are developed, used evaluated, and marketed. More over, it is expected that the code will stimulate thoughtful discussions of what constitutes professionally responsible assessment practice at all levels inn digital age.

Teamwork and Flexibility

Willingness to work in group collaborative virtually and at distance, with colleagues, students and experts. The 'pooling' of collective knowledge, problem solving and implementation requires good teamwork and flexibility in taking on tasks or solving problems.

Thinking Skills

Critical thinking, problem solving, creativity, originality, strategizing of all the skills needed in a knowledge based society these are some of the most important thinker. Thinking skills we necessary to create various new ideas and techniques to move digital classes effective. Thinking skills help to solve the pattern developed to digital class room.

Digital Skills

Digital skills we necessary to use computers technology as examining and evaluating the programmers.

How technology is changing the way of teaching?

Technology has been used mainly to support regular classroom teaching, or operated in the form of distance education, for a minority

of students or in specialized departments. Some of the ways technology is moving from the periphery to the centre can be seen from the following trends.

Fully On line courses

Credit-based online learning is now becoming a major and central activity of most academic departments in universities, colleges and to some extent even in school education. Enrolments in fully online courses (i.e. distance education courses) now constitute between a quarter and a third of all post-secondary enrolments in the world.

Blended and hybrid learning

Digital learning management systems may be used to store lecture notes in the form of slides or PDFs, links to online readings may be provided, or online forums for discussion may be established. Thus online learning is gradually blended with face to face teaching, but without changing the basic classroom teaching model.

Open learning

In digital age important development linked to online learning is the move to more open education. Over the last 10 years there have been developments in open learning that are beginning to impact directly on conventional institutions. The most immediate is open textbooks such as what you are reading now. Open textbooks are digital textbooks that can be downloaded in a digital format by students or instructors.

MOOCs (Massive Open On line Courses)

The format of MOOCs can vary, in general they have the following characteristics:

- Open to anyone to enroll and simple enrollment (just an e-mail address)
- Very large numbers (from 1,000 to 100,000)
- Free access to video-recorded lectures.
- Computer-based assessment, usually using multiple-choice

questions and immediate feedback, combined sometimes with peer assessment

- A wide range of commitment from learners: up to 50 per cent never do more than register, 25 per cent never take more than the first assignment, less than 10 per cent complete the final assessment.

However, MOOCs are merely the latest example of the rapid evolution of technology, the over-enthusiasm of early adopters, and the need for careful analysis of the strengths and weaknesses of new technologies for teaching. At the time of writing, the future of MOOCs is difficult to forecast.

Managing the changing landscape of education

These rapid developments in educational technologies mean that faculty and instructors need a strong framework for assessing the value of different technologies, new or existing, and for deciding how or when these technologies make sense for them and their students to use. Blended and online learning, social media and open learning are all developments that are critical for effective teaching in a digital age.

Conclusions

The technology has started to make major changes to the way we deliver education. Open learning and online education were more of a peripheral activity to the main provision of learning which was in classroom and on campuses. The digital age is forcing us to examine more fundamentally the purpose and process of teaching, what constitutes valid knowledge and how best to acquire the technology skills.

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