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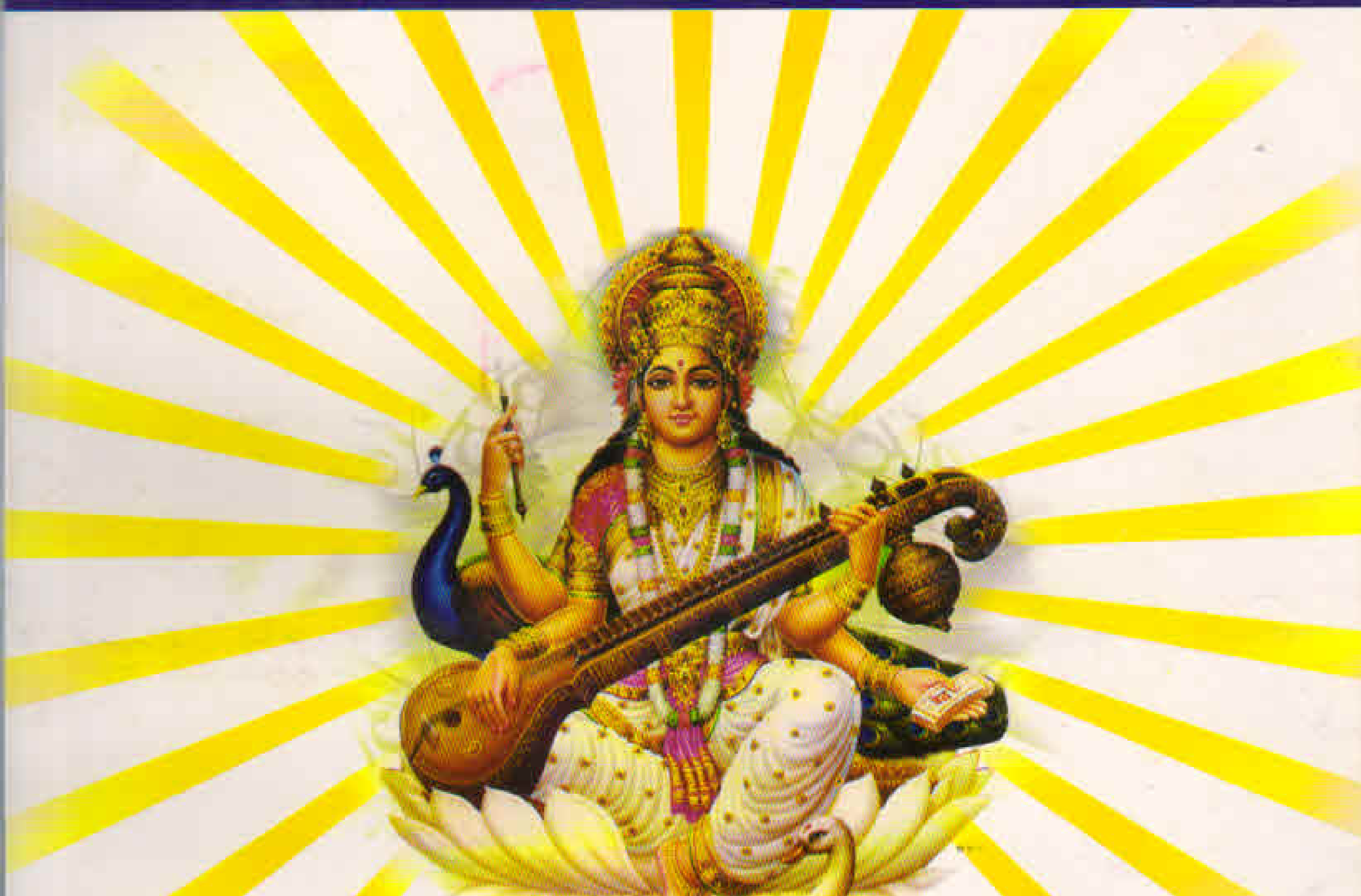

(मानव संसाधन विकास मन्त्रालय, भारत सरकार की केन्द्र प्रवर्तित योजनान्तर्गत)

बुनियादी शिक्षक प्रशिक्षण महाविद्यालय (सीटीई)

(उच्च अध्ययन शिक्षा संस्थान मान्य विश्वविद्यालय का संघठक महाविद्यालय)

गाँधी विद्या मन्दिर, सरदारशहर (राजस्थान)

वेब: www.bttc-gvm.org.in, ई.मेल.: bttc.gvm@gmail.com, मो.: +91 9414086003

-: विषय-सूची :-

Web – based Pedagogical Learning

*Smt. Pragati Bhatnagar

A pedagogical technique is defined as a manner of accomplishing teaching objectives. These pedagogical techniques are classified as one-alone techniques, one- to-one techniques, one to many techniques, one –to-many techniques and many –to –many techniques. These techniques can be used to facilitate adult learning.

E-learning introduces an entirely new model for learning –one that focuses primarily on the need needs of the learner, instead of on the abilities of the instructor. It tend to process of teaching is leverage of time and resources. In live collaborative learning environments, a teacher can only respond to so many students in a given amount of time.

* Kalu Kanya Mahavidyalaya, Ladnun, Rajasthan

Learning Approach

Web- based learning include integrated pedagogical uses of technology to bring about learning for the development of lifelong learning skills and other emerging goals of education to meet the demands of information age. Whenever web technology is used to educational settings, it is vital reflect on how this affects students, faculty members, courses and institutions. The webs profoundly influence society in general and universities in particular. One of the consequences of this tremendous surge in online communication has been the rapid growth of technology – mediated distance learning at the higher education level. The web is a major technological advancement reshaping not only our society, but also at of universities worldwide. In the light of this universities have to capitalize on the web for both teaching and learning and one progressive development of this is the use of web based learning in distance education settings. The benchmarks for quality assurance of web based learning were considered important and in general the participated institutions strove to incorporate them into their policies, practices and procedures.

In order to have an effective quality assurance model for web based learning, it will need to conduct study on students' perception on this issue and incorporate the results with the perception of academic staff to form a complete picture of the whole quality assurance model. Each quality assurance system needs to be careful in analyzing the situation of the specific institution. For education, broadband access means the elimination of time and distance from the learning equation. Broadband carries with it powerful multimedia learning opportunities, the full interactivity of instructional content, quality and the speed of communications.

For all households, internet access is another way to contact with their communities and government services. Educational institutions are struggling to provide students with internet access and great strides have been made in bringing schools, libraries and postsecondary institutions online. Post-secondary education institutions are also rapidly expanding student access to the internet. The internet is a double –edged sword for these learners. It can be a gateway of new opportunities.

Web-based learning environments can provide support and challenge through multiple means of:

- **Representation** (eg., a math concept in both text and graphic modes; animated science simulations; poetry read aloud by the author, etc)
- **Expression:** (i.e; text; sound, images, video and combination of media as vehicles for expressive literacy through writing, illustrating, speaking, video-making and drawing.
- **Engagement to attract the Easily Distracted learners:**

Designing accessibility into an internet site or a course at the beginning is far less expensive than after the fact. Designs that create barriers harm everyone, not just people with disabilities. Teachers are the key to effective use of web-based tools and applications, but first they must become skilled at using them. Fortunately, the internet is making it possible to connect teachers to each other, giving opportunities for mentoring, collaboration and formal and informal on line learning. Through the internet, teachers have access to high quality online professional development opportunities beyond what the local school or district is able to offer. In working online environments, teachers obtain a collateral benefit: they learn important technological skills.

A supportive social structure is one of the key elements for successful online learning. But unless new teachers enter the classroom ready to teach with technology, students will never catch up with modern technology.

Learning Environment

Today's sophisticated online learning and performance needs, the consideration of a comprehensive set of human factors that contribute to online solutions from a whole-person perspective, are critical. Traditionally, designers have focused on primarily cognitive factors (e.g., how people build, process and store knowledge). These primarily cognitive designs often overlook other sources for individual learning differences, such as emotions and intensions.

For online learners, the lack of an instructor is emerging as a problem simply because many learners are not very experienced at self motivated or self- managed learning. The new learner – difference model should address this problem by:

1. Explaining how emotions, attitudes, beliefs and intentions and their relationships influence, support or undermine learning experiences.
2. Considering the impact of different factors and explain how they may influence more successful online learning and
3. Providing guidelines for designing instruction and learning environments that helps learners not only meet instructional objectives, but also improve online learning ability.

Learning orientations are helpful because they describe key attributes of the learning audience, including their proclivity to learn more successfully. There are four learning orientations:

1. Transforming
2. Performing
3. Conforming
4. Resistant

These profiles provide three specific scales for measuring key learner – differentiate attributes. Learning orientations have a variety uses: They help to differentiate the audience for research, guide analysis and design of research instruction ad environments, tailor solutions that improve performance, learning ability and online relationships and making the overall learning experience more satisfying and worthwhile.

One learning environment adopted and matched three learning orientations. The purpose was to test what effects the adapted presentations had on the learning experience. The learning orientation models served as a foundation to measure analyze and explain the effects and interactions on multiple dependent variables over three time periods. This mass customization approach highlighted emotions and intentions as a dominant influence on learning.

System for International Learning and Performance Assessment (SILPA) : This system used to create the three adapted presentations in one learning environment. SILPA can present three different environments that can match the learning orientations, foster improved learning ability and replace traditional "one- size-fits-all "solutions. The SILPA can diagnose the audience in advance of the instruction with the electronic version of the learning orientation questionnaire (LOQ). The Internal learning Training (ILT) was presented to the learners in the web learning environment. The purpose of this intervention

Was to provide online learning tools and suggest to learners how they might improve their online ability with tools for more self – directed learning.' These tools enabled learners to manage individual learning performance for the domain of expertise in an organized problem – solving structure integrated with dynamic practice and assessment activities. By using e-learning techniques as part of a 'blended' learning approach, retail financial services

Organizations cannot only improve customer satisfaction, but also protect their organizations from unwanted risks. This is necessary in today's rapidly changing environment that includes pressures from many different directions:

1. **Regulation:** The increasing burden of regulation creates an environment in which staff must be kept up-to-date and requires that their employer can demonstrate compliance.
2. **Product Development:** product lifecycles are becoming shorter and products more complex. The staff needs to know new product options and requirements, often at short notice to meet customer demand.
3. **Risk Control and Compliance:** Ensuring full compliance with both internal and external processes and procedures and ensuring that the organization always gives the same advice in response to the same circumstances are necessary.
4. **Increasing Emphasis on Sales:** The staff may need to acquire new skills in order to make the transition from transaction processing to customer service and sales.
5. **Mergers and Acquisitions:** Driving value from a merger or acquisition means that the staff must learn new methods and practices, for example: When the system from one business is rolled out into the others.
6. **Open Finance Alliances:** The staff must learn to sell and service products from a different market sector. For example the sale of insurance products through a bank branch network.
7. **High Staff Turnover:** Some areas of the retail financial services industry can suffer from attrition rates of 30per cent or more.
8. **Efficiency:** Today's market environment has forced a sharp focus on cost.

The most effective learning is achieved through a structured combination of approaches including face to face training, online learning and traditional self-study material- this is the essence blended e-learning. The use of e-learning is flexible, cost effective and less time consuming than traditional 'chalk and talk' classroom based training. Yet, e-learning will only succeed as part of an integrated strategy that uses the right learning mechanism for a particular subject. Any e-learning system needs to be integrated with other business dimensions and applications. A unique e-learn service is proven to deliver real bottom line results. By combining learning expertise with systems integration and business consulting and support all aspects of e-learning including helping customers to generate appropriate content and monitoring.

Benefit of E-Learning

The education system of today needs to impart to all learners three new foundation skills:

1. To make learning a relevant and lifelong process- a process of continuous growth.
2. Change &
3. Evaluation and Adaptation

The schools of 20th century were clustered around the idea that time would be constant and learning would be variable. Today with computers taking over jobs that can be done with minimum education are fast diminishing. The idea of schools as a fixed time activity is being replaced by the concept of continuous learning built around a variety of tools and techniques. The 21st century classroom will be wherever the learner is located – at school on the bus ride home, in the park, at a museum or in the playground traditional tools will co-exist with the hi-tech tools of the telemetric era.

The teacher's role in this distributed setting is to be quite different from that of content presenter and test giver. The teacher in this setting will operate in a system based on four components:

1. Campfires
2. Watering Holes
3. Caves and
4. Life

The campfire is the informational space associated with lectures and other methods of direct instruction.

The watering hole is the conversational space occupied when learners converse among themselves or with their teachers about a particular topic. The cave is the conceptual space, where ideas are developed in relative solitude and where student projects are designed and built. Life is the contextual space, where the things have been learned and are applied in the world outside of schools.

Learning has always taken place in these four spaces yet 20th century schools often failed to provide the right balance and learning suffered as a result. These four learning space provide a framework for the community at large that can envision educational opportunity. Flexibility is the key for the effective definition of the roles. Technology can become the force that equalizes the educational opportunities of children regardless of location and social and economic circumstances.

The internet eliminates geography as a limiting factor. A child in a remote hamlet can have the same access to the same reference materials as one located in cosmopolitan city. Time is transcended by telemetric tools. Technology will have an increasingly positive impact on the student's creativity. Access to multiple expressive modalities is important.

Educators are also great beneficiaries of the telemetric revolution. It opens up new opportunities for casual dialogues on a wide range of topics and helps to overcome the sense of Isolation sometimes felt by educators, whose areas of interest have few local enthusiasts. In addition to conversing with peers, communication with learners, their parents, and the community at large is facilitated with the same tools. Though technology promises the panacea to better learning, sales hungry decision makers have exploited it. Now, it is faced with the challenge of maintaining the delicate balance between quality and quantity.

Society has been created with creating technology but technology is simultaneously creating society. These observations would also suggest that technology is beginning to exercise a benevolent tyranny over humankind people have become compulsive information consumers who favor the passive reaction of information as a form of entertainment over the more challenging act of thinking.

Maintaining quality presupposes building a code of ethics into the telemetric infrastructure, just as science without responsibility is like a sword without a sheath; so too, telemetric education without ethics will lead to gross debasement of human energies. The ethical values to bear in mind cannot be isolated from human values and responsibilities. It should also provide built –in evaluative means that protect internal human ecological aspects. Primarily quality checks must respect human rights to privacy, to avoid instruction and abuse of these rights and to avoid placing all information. on equal levels.

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