The Learning Revolution in Digital Era

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Abstract *- Teaching in a traditional face-to-face setting is a very complex activity. The complexity is even further extended when teaching is delivered online or electronically due to the lack of standard cues such as tone of voice, eye contact, body language, and so forth, which are key tools for human communication. Technology-enhanced learning is at the core of using innovative and emerging technologies to facilitate and support learning in both online and blended settings [13]. The success and promotion of effective learning is dependent on a range of factors. The learner's ability, sound pedagogy, the nature and alignment of the curriculum, assessment, socio-cultural and accessibility issues, and so on [2]. Indeed, the success of technology-enhanced learning is underscored by sound pedagogy and promotion of the effective use of technology in teaching and learning by scholars and practitioners [9]. Drawing on current knowledge, experience, and evidence-based practice from a range of perspectives, E-Learning and E-Teaching focuses on Developing skills, teaching, Academic development and assessing online programmes.*

Applied E-Learning and E-Teaching in Higher Education brings together respected practitioners from across the globe, representing diverse disciplines and perspectives, to share experience, knowledge, current thinking about good practice, and enhancement of the learner experience [14]. The spotlight on the effective integration of pedagogy and technology, the use of technology in teaching research methods at higher degree levels, collaborative learning within multi professional teams, and online communities of inquiry.

Keywords *- E-Learning, E-Teaching, Electronically, Pedagogy, Collaborative, Evidence based, Alignment, Programmes, Socio cultural.*

I. INTRODUCTION

During the last several years, higher education has shown its sustainability, adaptability and transformable capability. Today there is increasingly a need to negotiate the complexities of the Information Age, which become more and more demanding as we are influenced by technology and the greater interconnectedness of nations and their peoples [1]. Our new knowledge societies require more flexibility in their educational structures to adapt more readily to new styles of learning and teaching, new intellectual and social needs, and new levels of skills development. Such transformation is often referred as "The Learning Revolution" and is taking place in a new era of global digital competition in higher education. Critical research to date on the application of theory to E-learning practice has been epistemic in focus at times, but widespread and plentiful in addressing such issues as what is E-learning and E-teaching and how does online learning occur. Practical case studies abound in the literatures of learning technologies and e-learning in higher education [2]. In the broad field of e-learning, research has demonstrated that problems have emerged in higher education practice because in many instances it is based on anecdotal evidence and minimal theory, there is a questionable validity of tests, a lack of control groups and objective learning measures, and difficulty in comparison of results across domains. Gao and Lehman [12] has given an investigation on the effects of different levels of interaction on the achievement and motivational perceptions of college students in a web- based learning in environment. Cybinski and Selvanathan [11] have considered and discussed on learning experience and learning effectiveness in under graduate statistics: Modeling performance in traditional and flexible learning environments. Darbyshire and Sandy [17] have produced a case study of 'Building an online undergraduate model from a graduate model.' Boson et. al.[10] have discussed on the topic 'Excellence in Virtual Education: The tutor online approach.' Green Hannon [8] has produced a good discussion on education for a digital generation. Some of the identified research gaps at the beginning of the new millennium have been variations in tutor moderation, online debating, student perceptions of the E-learning environment, and development of online learning communities, critical thinking and problem-solving applications in synchronous and asynchronous environments, peer tutoring and online mentoring, student retention, conceptual referencing and online collaboration [9].

II. OBJECTIVE

The main purpose of this study is not to compare online and traditional face-to-face instruction merely to prove which one is better, but rather it aims to highlight some of the possible risks and strengths which may help to improve the role of teachers in both methods [13]. The scene consisted of various thematic blocks from a training programme, with teachers who taught two different groups of students, one of them face-to-face and the other online [3]. The study was designed using a quantitative and

qualitative methodological combination, and focuses on the dimensions of "theoretical content", "practical content", "tutor/student interaction" and "design" of the training activity.

E-Learning and E-Teaching focuses on :-

- Developing, teaching, and assessing online programmes.
- Academic development.
- The use of technology for collaborative learning. and
- The potential of learning technology for developing skills transferable to students' future professions.

III. E-LEARNING AND E-TEACHING

E-learning and E-teaching can be defined "as the use of ICT in education, which aims mainly the independent use of technology by students." Unfortunately, a consensus definition of good E-teaching is lacking among teachers in present scenario, seemingly the result of the subjectivity and context dependence of the term good 'E-teaching.'

Certainly E-learning and E-teaching in higher education cover multiple possibilities, including the interaction between the learner, teacher and a growing range of technologies available today [6]. This technology should also been implemented in Elementary as well as upper primary level schools in new millennium.

Today, organizations worldwide are using a new way to learning called as E-learning. It makes learning. "any time, any where", enabling a whole new paradigm of " just-in-time" learning. However, with the exponential progress of technological development comes a strong sense that events are moving too quickly for our schools and that teachers may be losing co0ntrol of them in the process [4] ,[5]. The aim and objectives of this study is to innovate the E-learning and E-teaching among the students and teachers belonging to upper primary as well as higher education.

IV. THE NEED FOR E-LEARNING AND E-TEACHING

Despite opinions to the contrary [7],[16], current decision makers - at both the student and academic level –draw conclusions and make assessments based, in large part, on the use of information and communication technology (ICT) that was not available to previous generation [8]. As a result, they will play an instrumental role in the way these technologies are used going forward, both for the business world as well as the education system. It is already apparent that employers today are looking for individuals that posses different skill sets than their
predecessors, and that those skill sets are greatly enhanced through the use of ICT [9]. Therefore, it is up to current educators to be at the forefront of the process of preparing students to enter the workforce under the existing circumstances. Of course, parent as well as the students themselves must be aware of the current environment and be willing to accept the fact that ICT is here to stay and it will be extremely instrumental in the future of both business and education [8]. The current level of development of new technology in the field of learning and education offers opportunities for collaborative engagement, access to information, interaction with contents and individual empowerment [9]. In present scenario there is swift change in ICT permit teacher to progress from traditional face-to-face classroom activities to online classroom, or online activities in the traditional classrooms that enable E-learning and E-teaching.

In 2004 the university had produced a strategy for e-learning that required each school to debate and explore how they could best use technology [14]. Each school was expected to develop, publish, and maintain their own e-learning strategy, part of which included the identification of high-impact e-learning implementations in their own context. The School of Health and Social Care was committed to providing opportunities for both staff and students to develop the necessary skills for continuing professional development in an increasing technologically enhanced workplace. The following needs were identified:-

- A requirement to maximize the use of available resources and promote efficient use of resources (both human and physical) within the school,
- A need to develop alternative methods of delivery to release some of the existing burden upon limited school resources,
- A need for staff development to build up skills in the use of ICT and educational technology for e-learning,
- Relocation to a single site where room size posed limitations to the size of teaching groups, and
- Delivering modules containing large numbers of students.

The influence of ICT on E-learning and E-teaching in the classroom is having a corresponding influence on the working, occupational and business worlds as they create and generate new occupations and professions, and strengthen other ways of dealing with continuing education [10] Indeed, concepts that have long been accepted in the business world – such as adaptability, flexibility, cooperation, and overcoming barriers are also concepts at the heart of E-learning and E-teaching [15]. As a result of technology, it is now possible to become active participants in a teaching and learning community in a virtual environment, and can subsequently improve the course after each edition in a constant pursuit of quality. This benefit both teacher and learner.

V. CONCLUSION

As a general conclusion, no important differences were observed in the functions of the teacher in the two teaching methods, face-to-face and online; any differences that might exist were usually a consequence of teacher involvement and of the commitment of the institution in programming the learning process .

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