PEDAGOGICAL CHALLENGE OF E-LEARNING

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Abstract

The paper presents a conceptual ways for thinking about Pedagogical Challenge of E-Learning. In today’s schools, a wider range of student’s talent demands a pedagogy that is more focused, transparent and facilitative. It is very important to understand that though the systems approach by educators in the traditional method as well as by the designers of e-learning, one should not stop looking at other methods. Actually, all the three main theories can be applied to instructional design. Try and combine behaviorism, cognitivism and constructivism and create instructions that best help the learners. This mixing of theories and strategies is even more relevant in the e-learning environment. There are e-learning products that have successfully tried to create instruction using all the theories in various situation.

Key-words: Pedagogy, Transparent and Facilitative, Behaviorism, Cognitivism and Constructivism, e-learning environment.

Trends in E-learning

Educational technology, as a subset of pedagogy, provides sound use of any technology to support and improve learning. Information technology, on the other hand, focuses more on the digital delivery of information. Technical issues tend to take precedence. However, educational and information technologies cannot be separated. For better or for worse, they impact upon one another. When one seeks to improve learning using digital media, pedagogical considerations are always an issue; thus, there is need for a conscious pedagogy of e-learning. Good pedagogy can inform and be supported by good ICT. Poor pedagogy can subvert the very point of using good ICT. A combination of bad pedagogy and bad ICT is a disaster for the future of e-learning.

Future of E-Learning

We can assume, that for the immediate future, e-learning schools will continue to be based on previously discovered knowledge that it will rely heavily on text that it will continue to be divided into academic disciplines, that it will suit some subjects more than others and that e-learning students will be assessed and graded. Given the speed with which ICT is developing, not all of these assumptions will hold for very long. E-learning could open the door for more
cross-disciplinary, a short-lived hangover. ICT offers the possibility for active, interactive, parallel and hypertext links and layers; text interspersed with movies, animation, sound bites or streamed lectures.

In the purpose is to make learning more flexible so that students, whether on-or off-campus, can access course material when they need or want to, then it makes sense to put courses or subjects on-line. In an accredited credentialing system, success can be measured best by good grades in a sound assessment schedule.

**Pedagogical Challenge of E-Learning**

What differentiates e-learning from traditional on-campus learning is that it is embedded in an ICT environment. There is a mutual impact between pedagogy principles to on-line teaching. At the very least, it offers an opportunity for experiential learning that was not possible in traditional higher education pedagogy. ICT is a tool for human thought and creativity, including pedagogical creativity. One creative pathway is to analyze what works best in the traditional on-campus education and utilize that as a model for on-line innovations. A good e-learning school is characterized by varied educational and social experiences. Students receive information via lectures as well as interact with a mentor and their peers in tutorials. They practice what they had learned in laboratories or through assignments and receive feedback via assessment. The last experience is often the least effective, especially, if the assessment is summative rather than formative. The potential impact of ICT on on-line education is that students can have an even more varied experience. Because the learning takes place on the World Wide Web, students could access much more information, have more individual contact with teachers, tutors and peers, practice in more diverse ways and be assessed more creatively. An exception, of course, is the hands-on practice that many natural science students get on campus. The pedagogical challenge will be to streamline this potential flood of information and make it accessible and knowable.

Teachers should grow professionally with interactive teaching – learning strategies, accept and apply these strategies in current and future teaching learning process. Workshops and seminars should be organized for the teachers to promote these strategies at national level. Interactive teaching – learning strategies, are beneficial in achieving desirable educational goals for learners in present and future. We may imagine and hope that there will also be a third and subsequent generation of online learning and that it will bring about definite pedagogical innovations as part of the transformation process.

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Dangers and Opportunities
If the pedagogical quality of new ICT based courses is sub-standard, they may prove to be a false economy. A poorly trained or re-trained person could cost a company more money than what it saves on running an in-house course. In answer to the second question, it does seem that ICT has improved access for learners in the privileged western world. Whether it promotes accessibility on a global scale is another matter. Developing countries are playing a hopeless game of technological catch-up and an increasingly sophisticated ICT based teaching and learning material may, in fact, reduce rather than extend educational accessibility.

Developing pedagogy of E-Learning
For developing pedagogy for e-learning, it is important that we ask four fundamental questions about the purpose, method, assessment and evaluation. An essential feature of any pedagogy for e-learning must be that it is forged by teachers and learners together. Teachers and learners share responsibility for continuous improvement of that learning. The use of instructional technology provides some new possibilities for learning theories. It is important to address how various technologies can impact how we teach, learn, and think. Through applied and basic research, as well as theoretical and conceptual inquiry we are attempting to guide the design, development, implementation, and evaluation of a new generation of learning environments.

Selecting and planning interactive teaching - learning strategies in Advanced Pedagogy the following considerations are recommended:

- Select strategies that support your overall educational goal and specific objectives.
- Each objective for the activity should be supported by an interactive learning opportunity.
- Select those strategies which are most comfortable for you to implement-let your style and personality shine.
- Plan and practice the strategies you have selected. In a live presentation this is critical to a successful session. List the supporters you will need and what additional support you will need to accomplish the activity.
- Remember-most activities take longer than you think they will.
- Solicit feedback from the participants on their satisfaction and the success of the interactive activities.
- Modify your presentation or future self-study educational activities based on the feedback you receive.
- Continually update or modify your presentation to assure continuous improvement of the activity.
- Plan for Techno pedagogic analysis of the computer based educational instructional Strategies.

Conclusion

We may say that the potential of e-learning is enormous. But it is also problematical, needing timely discussion. What exactly is the scope of e-learning? What sort of pedagogy should drive it? What impact will it have on tertiary education? As technology continues to develop at a fast-forward speed, ICT specialists, educational programmers, teachers and learners need to work together. If this does not happen, some of the best features of traditional teaching and learning lost. As we implement e-learning, we need to critically reflect on our reasons for doing so, examine the ways in which we will employ it, determine how we can know if we are being effective and analyze ways of improving it. In this way, it may be readily perceived that there is a mutual impact. Our challenge in higher education is to understand that impact and to keep pace with it. We must be ready to modify or abandon outdated pedagogies. If problem-based learning best suits on-line education then it is crucial that we embrace it. Most important of all, we have to keep an open mind to the extraordinary possibilities that the ICT revolution offers us.

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