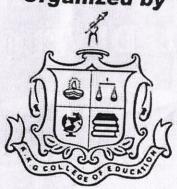
State Level Seminar on

"Role of Teachers for Social Development"

25.11.2022

Chief Editor Dr. J. Roja Stella

Organized by



KKG COLLEGE OF EDUCATION

(Run by KR Educational and Charitable Trust)
Kondureddipatti, Peraiyur Taluk,

Madurai District - 625 703, Tamil Nadu. Contact: 98435 66775, 93636 38510

Land Line: 04549 290010

E-Mail id: kkgcollege22@gmail.com

Website: www.kkgcollege.edu.in



Principal St. Xavier's College of Education (Autonomons) Balangelt erral - 627 602



STATE LEVEL SEMINAR ON "ROLE OF TEACHERS FOR SOCIAL DEVELOPMENT"

Organized by

K.K.G. COLLEGE OF EDUCATION

Run By KR Educational and Charitable Trust Kondureddipatti, Peraiyur (TK), Madurai District - 625 703 Cell: +91 98435 66775, kkgprincipal22@gmail.com.

> 25.11.2022 Friday

K.K.G.
COLLEGE OF EDUCATION

(Autosotovie) Palayamkodsi-6270**0**2

Title:

STATE LEVEL SEMINAR ON

"ROLE OF TEACHERS FOR SOCIAL DEVELOPMENT"

Editor Name:

Dr. J. ROJA STELLA

Published by:

Shanlax Publications,

Vasantha Nagar, Madurai - 625003,

Tamil Nadu, India

Publisher's Address:

61, 66 T.P.K. Main Road,

Vasantha Nagar, Madurai - 625003,

Tamil Nadu, India

Printer's Details:

Shanlax Press,

66 T.P.K. Main Road, Vasantha Nagar, Madurai - 625003, Tamil Nadu, India

Edition Details (I,II,III): I

ISBN:

978-93-95422-39-0

Month & Year:

November, 2022

Copyright @

Dr. J. ROJA STELLA

Pages:

234

St. Xaviet's College of Education

Price:

(AutononotuA)

SOUTEd - inno Americ \$272/-

CONTENTS

No	ALL OF THE PAPER	Page
	STUDENT TEACHER RELATIONSHIP - NEED OF THE HOUR Dr. G. Vedanthadesikan	No.
2	A STUDY ON THE SOCIAL MATURITY OF E.ED COLLEGE STUDENTS IN CHENNAI CITY Dr. R. Prasitha Indhumathy	9
3	இயற்கையைப் பாதுகாப்பதில் ஆசிரியரின் பங்கு முனைவர் ஐ. ரோஜா ஸ்டெக்க	14
4	BASICS OF CYBER SECURITY Dr. K. Sudhakar	17
5	SOCIAL SENSITIZATION- THE SKILL NEEDED FOR BETTER Dr. C. Jayakumar	24
7	AUGMENTED REALITY- THE FUTURE OF LEARNING Dr. K. Mareesh	38
	TEACHING THE SPECIAL CHILDREN Dr. M. Abirami	49
8	TEACHING LEARNING METHODS TO CHANGE THE CLASSROOM ENVIRONMENT Dr. B. Amali Prabha	54
9	ROLE OF TEACHERS FOR SOCIAL DEVELOPMENT Dr. G. Maheswari	57
	GLOBAL CHALLENGES IN HIGHER EDUCATION Dr. K. Malliga	62
	MOVING TOWARDS DESIGNING CURRICULUM A PARADIGM SHIFT A.Sowmiya	69
	ஆசிரியர் மாணவர் உறவு நிலை திருமதி. லெ. அய்யம்மாள்	76
j	TEACHING AIDS AND ITS IMPACT ON LEARNING PROCESS IN ENGLISH SUBJECT Mrs. N. Jeya	80
]	DIGITAL TEACHING FOR GLOBAL EDUCATION N. Latha Saraswathy	85
	DIGITAL LEARNING IN FUTURE: SHAPING FOR A BETTER FUTURE R. Balasubramanian & Dr. V. Lavanya	92

Principal
St. Xavier's College of Education
(Autonomous)
Palavamkonal - 627 602



DIGITAL LEARNING IN FUTURE: SHAPING FOR A BETTER FUTURE

R.Balasubramanian

Assistant Professor in Education St. Xavier's College of Education, Palayamkottai

Dr. V. Lavanya

Assistant Professor in Education St. Ignatius College of Education, Palayamkottai.

Abstract

Due to COVID-19, digital learning has increased dramatically during the past year. A total change might have been improbable in the future without this push. Nevertheless, despite its difficulties, a number of educators, teachers, and students have argued in favour of digital education. Now more than ever, students choose to learn digitally. It would be erroneous to think that there are no difficulties with online schooling. Online education platforms encounter a number of difficulties, including bad internet connectivity, a loss of human connection, a lack of opportunities for collaborative learning, instructor supervision issues, a decline in hands-on learning, and poor exam evaluation. This does not change the reality that online learning has been a lifesaver due to its rapid adoption. This article emphasises the advantages and disadvantages of digital learning.

Keywords: Digital Learning, Advantages and Disadvantages

In the present day, the rapid growth of technology in the field of education has greater benefits and is marching towards excellence in the education system. The digital transformation has entirely unlocked new learning possibilities. The relationship between education and teaching has shifted dramatically, and modern technologies now allow students to learn wherever they want, whenever they want. It uses various tools to enable technology in teaching. Most of the schools have reinvented themselves to meet the higher expectations of learners by wholly incorporating digital teaching into their teaching methods and by providing a campus entirely dedicated to digital training.

What is digital teaching?

Digital teaching is a method that relies on the use of new digital tools to enable teachers to teach in new ways, such as face-to-face, distance learning (asynchronous or synchronous), or blended learning. It is a set of educational methods. By means of digital learning, the classroom set of teachings has become more interesting, and learning has become easier. Learning materials are not only delivered as lectures; they are also displayed on the screen for them to view the demonstrations and listen to the sounds, which makes learning more effective. It is also called "active learning."

The different teaching methods of digital learning

Digital teaching is beyond e-teaching as a means of asynchronous training from one's computer. The following are the different methods and solutions for digital teaching and learning.

The virtual classroom

The virtual classroom is based on the principle of traditional synchronous training; virtual classes allow trainers and learners to be brought together in the same virtual place during a video conference.

Learning Through Play

It is a dynamic method of learning through games that engages learners with required skills while also allowing educators to assess the learners. It is organised in different ways, such as simulation, gamification, etc. They enable know-how to be taught and learned in a fun and collective way.

The MOOC (Massive Open Online Course)

MOOCs are open online courses that allow students to learn while connected to the internet. It provides a fantastic opportunity for many Indians to gain quality learning through the use of the internet. Some of the MOOC providers are Coursera, edX, Udcity, FutureLrn, Udeny, etc. MOOCs are the best-known teaching method. It is based on the use of a platform for training through videos. Downloadable documents, quizzes, etc.

SPOC (Small Private Online Course)

SPOC is also similar to the MOOC. This interactive training course is specifically aimed at a smaller group of learners, which promotes interactivity with the teacher and makes certain that learners are followed up.

Mobile Learning

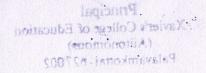
Mobile learning involves training on a smartphone. It is ideal for a "anytime, anywhere, anyplace" learning experience.

Social learning and collaborative learning

It is based on the exchange and sharing of experience within a group. This is a more informal and collaborative learning method that can be used in conjunction with hybrid or face-to-face training.

Adaptive learning

Adaptive learning refers to the ultra-customization of some training courses to adapt to the requirements of learners. It includes specific modules and workshops, adapted training courses, etc.



Advantages of Digital Learning

- 1. Knowledge Expansion
- 2. Personalized learning
- 3. Gamification
- 4. Self-directed learning
- 5. Easier to access
- 6. Students can learn at their own pace.
- 7. Digital evaluation monitors progress.
- 8. Blended learning
- 9. Enhances digital literacy

Overcoming the challenges of digital learning

1. Need for self-discipline

Many students struggle with self-discipline in a higher education classroom setting. because they do not have parents and teachers actively checking in. In an online course, it is even easier to "skip class" or put off an assignment. Calendars, reminders, and organisational tools can provide structure without seeming overbearing.

2. Missing social interaction

Social interaction is difficult to capture in an online course, but it can capture the feeling of group learning, collaboration, and socialization. To overcome this, encourage the students to form groups and work together with shared documents. Allow them to do group projects for assessment. introduce themselves and interact with each other outside of the course material.

3. Lack of teacher contact

Teachers need to make a little extra effort to be available for online courses. It is worth making a class-specific chat account for students and setting hours during which they can expect a prompt response. It's important to answer email quickly as well.

4. Poor time management

This challenge is related to the self-discipline piece, but it deserves its own entry. It is important to help students manage their pace well before the deadlines hit. It is best to allow some flexibility with the course progression while still providing structure. Set goals for student progress every week or two weeks.

5. Technological Difficulties

Everyone has access to a recent-model laptop or desktop computer. However, even for a generation of digital natives, not every student has had the same access to technology. Many rely on their smartphone or tablet for all of their online activity. Some will have limited access to broadband or Wi-Fi, even if all of their data comes through their phone plan. Downloading files, printing pages, or even using Word documents may be obsolete for the mobile-first generation. It is important to choose course materials that are easy to navigate on smartphones and tablets, as well as laptops and desktops.

Conclusion

Whether learning is done entirely online or as part of a mixed teaching paradigm, digital education offers a number of benefits. Students are kept interested by the wide selection of content kinds that digital offers. They are developing useful digital abilities that will help them in both their personal and professional life at this time. The digital learning platform aids in linking students with instructors and one another, and the data it produces offers useful insights into students' academic progress.

References

- 1. Abrosimova, G. A. (2020). Digital literacy and digital skills in university study. *International Journal of Higher Education*, 9, 52–58. https://doi.org/10.5430/ijhe.v9n8p52
- 2. Bergdahl, N., Fors, U., Hernwall, P., & Knutsson, O. (2018). The use of learning technologies and student engagement in learning activities. *Nordic Journal of Digital Literacy*, 13, 113–130. https://doi.org/10.18261/issn.1891-943x-2018-02-04
- 3. Blundell, C., Nykvist, S., & Lee, K.-T. (2015). Conceptualising the challenge of integrating digital technologies in pedagogy. Paper presented at ACE 2015 National Conference -Educators on the Edge: Big ideas for change and innovation, Brisbane
- 4. Cranton, P. (2011). A transformative perspective on the scholarship of teaching and learning. Higher Education Research & Development, 30(1), 75-86. doi:10.1080/07294360.2011.536974.
- 5. Dobrovolny, J., Edwards, D., Friend, B., & Harrington, C. (2015). Keeping pace with K-12 digital learning 2015. Retrieved from http://www.kpk12.com/wpcontent/uploads/Evergreen KeepingPace 2015.pdf.
- 6. Engeström, Y., & Sannino, A. (2010). Studies of expansive learning: Foundations, findings and future challenges. Educational Research Review, 5(1), 1-24. doi:10.1016/j.edurev.2009.12.002
- 7. Hanif, A., Jamal, F. Q., & Imran, M. (2018). Extending the technology acceptance model for use of e-learning systems by digital learners. *IEEE Access*, 6, 73395–73404. https://doi.org/10.1109/ACCESS.2018.2881384
- 8. Moore, M. G. (1973). Toward a theory of independent learning and teaching. The Journal of Higher Education, 44, 661-679. https://doi.org/10.2307/1980599
- 9. Muresan, M., & Gogu, E. (2013). E-learning challenges and provisions. *Procedia-Social and Behavioral Sciences*, 92, 600–605. https://doi.org/10.1016/j.sbspro.2013.08.724
- 10. Warschauer, M. (2007). The paradoxical future of digital learning. Learning Inquiry, 1, 41–49. https://doi.org/10.1007/s11519-007-0001-5