

CONSEQUENCE OF E-LEARNING AND E-TEACHING

T. PRAKASH¹, P. THANGAVEL² & M. JAYAPRAKASH³

^{1,2}Research Scholars, DLIS, Periyar University, Selam, Tamilnadu, India

³Assistant Professor, DLIS, Periyar University, Tamilnadu, India

ABSTRACT

E-Learning and E-Teaching is fundamentally the computer and network enabled transfer to skills and facts. It could embrace the electronic applications and processes applied to teaching and learning. This paper is place in the circumstance of e-education and their quickly developing use of information and communication technology (ICT). Understanding the collision of e-teaching and e-learning is seen as fundamental to moving us ahead so that we can make greater use of the occasions provided by the internet. This paper enumerats the provide technology based information anywhere, anytime besides providing e- resources for pioneering and permanent learning. It also, discusses how the modern academic activities are related to e-learning.

KEYWORDS: E -Learning, E-Teaching, ICT, E-Learning Environment and Class Room Environment

INTRODUCTION

Internet has brought major changes to education. In the way of computer aided education and computer-assisted training have been around a long time, they were confident to a single class room or a laboratory. It remains for them to perform at the institutional, national and international level to ensure that this knowledge is brought to stand in e-learning to the benefits of teachers and learners directly. Today is no longer whether to execute e-teaching to hear terms like e-teaching and e-learning as these delicately become part of our normal vocabulary.

The 21st generation of teachers who will work in an internet environment in both usual and virtual classroom situations. They will come to terms with new thoughts of working in temporal and spatial settings. Teachers collaborate, build and find out new learning communities and look at new resources in their interaction with information, materials and thoughts with their students. The education occupies e- teaching along with the variety of other administrative and strategic measures wanted to support teaching and learning in an on line environment. It will integrate a local, regional, national and international vision of education. It must also focus on critical success factors that included construct a learning culture, marshaling true leadership support, deploying a fostering business model, and sustaining the change entire organization. Again, e- learning covers both the acquisition as well as use of knowledge distributed and facilitated by electronic means how to run it well and how to get the most excellent out of it.

Two new areas will be tackled in this paper:

- A study of e-learning and its impact of teachers.
- The changing roles of teachers and the classroom environment with the initiation of e-learning.

E-Teaching

E-teaching is the 21st generations teachers who will work in an internet environment in both regular and virtual classroom situations. They will build latest concept of working in time and space. E-teachers collaborate, build and find out new learning communities and explore resources as they interrelate with information, materials and ideas with their students.

E-Learning

E-Learning is learning which proceedings as a result of experiences and interaction in an internet environment. It is not restricted to a regular school or college day and can tack place in a number of locations including home, school and community locations. E.g. libraries, cafe-etc

Internet for themselves as teachers and for their e-literate students. The feasibilities and vision for e-education was becoming stronger and stronger with a obvious need for an e-education strategy of the future. Rosenberg (2001) highlights the importance of an e-learning strategy and warned that this was not just about utilizing tools:

An effective e-learning strategy must be more than the technology itself and the content it brings. It must also hub on critical success factors that include building a learning culture, marshaling true leadership support, deploying a nurturing business model, and sustaining the vary throughout the organization.

E-Learning and its Impact on Teachers

The networked environment of this new internet connected word has prolonged the opportunities for teaching and learning in ways that we are only beginning to understand. What makes the execution of e-teaching? So challenging is that we are asking teachers of the dot.com age to teach in a way in which they have not been thought when they were in an environment in which they have never been learners and may have had some firsthand experience. However, without a history and a wide knowledge based to draw on e-teachers will have the opportunities to be pioneers in their own right as they set sail. They will have the chance to re-examine what it means to be a teacher.

The Fear of E-Teaching

A positive thoughts toward the use of ICT was a strong indicator of whether teachers might considers e-teaching. On the other hand, one of the stepping outside their comfort levels and they were not willing to take the responsibility.

They identified nine areas that could avoid staff from making changes that would facilitate them to integrate technology into their teaching:

- Fear of change
- Fear of time community
- Fear of appearing incompetent
- Fear of techno lingo
- Fear of not knowing where to start
- Fear of techno failure

- Fear of being married to bad choices
- Fear of having to move backward to go forward
- Fear of rejection or reprisals.

The issue of a lack of knowledge about ICT, a seeming lack of support, and an unwillingness to experiment with novelty all impact on the move to e-teaching.

It is important that the concerns are acknowledged and addressed if progress toward e-teaching is to be made for several teachers. Supporting e-teachers as they begin their journey has to acknowledge the fears and anxieties as well as the likely predictors of victory. Contrasting this notion of fear, Kaye (1989) points out four predictors of success when using computers to teaching students at a distance:

- Some prior fluency with the technology at least at level of word-processing and in the use of electronic mail.
- An interest in the educational potential of networking and CMC (computer mediated communication).
- A commitment to the values of group work and co-operative learning.
- Adequate time, not only actual on-line time. But more importantly, they time to consider students contributions and react to them appropriately.

Effective E-Learning Environment for Teachers

e-learning can provide students much greater control over their own learning experience while giving e-teachers an chance to further meet the needs of individual students in a efficient e-learning for teachers,

- Student's participants from a variety of locations and many "attend" multiple learning colleges and universities.
- Students can choose to work individually or collaboratively with people who may or may not be in their regular class.
- Students may decide the times when they access e-learning opportunities.
- Class may be synchronous or asynchronous.
- Students may set their own objectives and search their own learning needs and agendas
- Students can follow a non-linear path at a pace that meets their individual needs at that time, i.e. just-in-time learning. The teachers is facilitating the activity
- E-teachers can work in more than one colleges or universities.

Changing Role of Teachers and the Classroom Environment with the Advent of E-Learning

Number of words have been written regarding the internet and the possibilities for its use in e-education but, some has been researched about how teachers effectively modify their practices to work in this new environment. This does not necessarily prepare them to be e-teachers. Being able to teach self-confidently in one environment is not a precursor to success as an e-teacher in a very different environment.

The environment they make may well be totally aligned with the work of the usual classroom so that e-learning becomes an integral part of it. Otherwise it may be a virtual classroom where the students only visit electronically. This learning to an e-learning environment with in time mean that the e-ceases to have any meticulous significance.

CONCLUSIONS

Sustainable e-learning augmentation and expansion is reliant on the capability of e-teachers to see the promise offered by the on-line opportunities and to understand the ambience of the new environment. A strategy assist e-teachers to define the scenery will offer them support and encouragement as they move ahead. No one is takes the place of good planning in the creation of e-education initiatives. An academic would be wishing to carry out an assessment of the learning and programmatic results it hope to achieves through e-education. E- Learning will be an vital part of higher education and after some time would eventually be dropped as technology is just a tool or enabler to accomplish the aim of teaching and learning. Developing and implementing on online course requires a thorough understanding and planning of varies rules and regulations. It requires coordination and concerted efforts of all the stakeholders-students, administrators, teachers, course designer and developers etc.,

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