

Empowering Students to Learners

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Abstract – Activity based learning encourages the students in the class room by pedagogical approaches and activities. The ultimate goal of the education should be learning by experiment and vice versa. Students are to be provided opportunities and optimum learning environment to explore their knowledge and skills. It would broaden the understanding of concepts and theories in their core premises. The traditional way of learning is proving to be inadequate to offer the students to understand, perceive and the ability that he needs in the dynamic scenario of the millennial culture. A thorough review of different learning and teaching styles suggested designing innovative practices to empower the students to learners. This paper proposes activity based learning practices through m-learning which can be categorized into individual activities and group activities. Individual activities may include word maps, polling answers and questions. Group activities include pair and share strategy, inspire and initiate scenarios. These activities enhance the student engagement in the classroom and surely reduce the listening and screening time. By implementing these activity based learning practices, learners become investigators and strives to make best real time decisions for different scenarios.

Key Words: Activity based learning, Group activities strategies, Innovative practices, M-Learning, Polling answers.

1. INTRODUCTION

“Education is the manifestation of the perfection already in man “, Swami Vivekananda reveals the progressive vision towards revamping education leads to nation. Knowledge is the gift of learning and is a goal of mankind. In a dynamic environment, students with different abilities, skills and backgrounds. Implementation of effective, creative and innovative teaching and learning methodologies will cater the needs of the young minds. Until the inner teacher opens, all outside teaching is in vain.

When learners are given more choice, they tend to take more ownership of their learning and develop the academic mindsets, learning strategies, and self-regulated learning behaviors. They are necessary for meeting immediate goals and for lifelong learning. Optimized learning is more meaningful, relevant, lead to greater engagement and achievement. The use of technology to provide teachers with the ability to provide targeted attention to learners who are struggling or who are progressing more rapidly than their peers, rather than being

forced to teach to the middle. This paper provides an eagle view of proliferation of student- centered learning strategies.

2. CONVENTIONAL TEACHING STRATEGIES

In conventional teaching system, each instructor has their own unique style of teaching and the students have been seen to adopt the technique to some extent. However doing so, the students develop a tendency of selective studying. This results in a framed development of the thought process and a reluctant behavior of the student to bridge the knowledge gap. Thus to break the conventional process, the teacher of the concerned subject arranges a tutorial class to be taken after completion of every chapter/module by a faculty from another section or a teacher who has taught the subject in the precedent semesters. This method not only gives them an exposure to different analogy based learning but also might give a boost on placement based preparations.

2.1 Teaching through revealing

View based instruction is one of the common teaching pedagogy followed in the classrooms. Usual teaching method focuses on collecting their views about the concepts, sorting their views, finally concluding the session. The training and learning strategy involves the standards and techniques utilized for guidance to be executed by educators to accomplish the ideal learning in understudies. These systems are resolved incompletely on topic to be instructed and halfway by the idea of the student. For a specific encouraging technique to be fitting and effective, it must be in connection with the normal for the student and the kind of learning it should achieve.

2.2 Instruction and Evaluation

It is the essential job of educators to pass learning and data onto their understudies. In this model, instructing and assessment are seen as two separate substances. Understudy learning is estimated through equitably scored tests and evaluations. Any evaluations assume 'surprise test' will influence understudies' commitment in the course and instructors' conveyance of it. Indeed, even the unexpected test isn't amazement to the educator, who may have deliberately or generally arranged his class for it. An instructor has notoriety for conveying surprise test, the class may well plan for them in the event of some unforeseen issue. Surprise test urges the understudies to build up their insight, ability and disposition. This testing additionally help the understudies rationally arranged for semester examinations. This testing likewise helps the instructors and

understudies to distinguish the hole of learning Even this can be helped to improve the students thinking capability. This test can be considered as the review of the previous classes and even we can estimate the students understanding capacity. The methodologies for educating can be comprehensively ordered into instructor focused and understudy focused.

2.3 Visualization

Face to face content delivery is inevitable for projects and practical experiments. Visualization is one of the successful strategies to bring visual and practical learning experiences. Prototype based learning is an effective way of learning methodology. Let, assume a student is attending a computer hardware design without knowing anything about the components and its purpose this leads loss of interest and concentration in the subject and learners face lots of problem. And even they get bored instead of developing the interest in the subject.

In technical field effective learning is not possible without visualizing the components. Due to insufficiency of the component faculties prefer for the chalk and talk method which will leads to the improper understanding and communication. To make it more comfortable, the teacher can make use of video presentation or prototype model of the component explanation before starting the class. But good result can be attained only by showing the original model of the component. So that students will be able to visualize the parts and make use of it. Even these methods can be carried out with the practical classes so that the students can implement their own innovative skills in developing the new technology. Video lectures and computer assisted tools are effectively used for visualization based teaching techniques.

3. ENHANCED LEARNING STRATEGIES

For grooming the next generation, students should be empowered as learners. Learning will be optimized, if it is driven by interests. Learners have been given a chance to take the ownership of learning, learning strategies, self-regulated learning behaviors that are necessary for greater involvement and lifelong achievement.

3.1 INTERACTIVE LEARNING

Interactive learning strategies using digital media for visualizing the ideas and concepts and recording their responses will be more efficient and are needed to enhance the current education delivery system. These learning strategies are categorized into individual activities and group activities are discussed.

3.1.1 Individual Learning Activities

Individual Learning Activities may include word maps, polling answers and questions. Multiple choice quizzes that allow user to connect and can be accessed by a web interfaces. This Engage-Evaluate strategy is used to review the students' knowledge for formative assessment or as a break from traditional classroom activities. By answering the

question: Is this knowledge useful for taking a test, completing assignments? Specifically, these are useful for self evaluations and knowing their own learning level. It has always been observed that the knowledge of student become confined due to the lack of appropriate questions to be asked to a professor during his or her lecture or the tutorials.

The students can gain knowledge by questioning. They can poll questions, instruct their peers or by themselves. This questioning method initiates the gaining of deep subject knowledge. Even students are get motivated and gets exposure to different analogy. By enforcing the question pros and cons of the topic can be analyzed and this helps the students to move with the different new innovative ideas. Questioning methodology makes the students to proceed with the right path through out their carrier. The teachers assume to be a member among the student to help them frame questions and thus improve the questing skills of the audience as well as to improve explaining skills of the host students.

3.1.2 Group Learning Strategies

Group activities include pair and share strategy, inspire and initiate scenarios. Pair and share is a collaborative learning strategy to maximize the student participation to find the solutions for their problems. The objectives of this strategy are individual thinking, Pair based on similarity in ideas, Share the ideas with the classmates and Discussion among partners enlarging the individual participation, focuses attention among peers and finally maximizing the student engagement. The Steps are: Design a questionnaire, Pair based on learning and understanding level and Share their ideas among classmates.

Inspire and initiate strategy entails personalized learning. It initiates learning the best, engage, motivate and inspire the others to learn the right thing, at right time, in the right medium and at right pace. It is connected with learner's preferences, background, approach and experiences.

3.2 CONNECTIVE THINKING

Generally, mind works in analogies, connects different thoughts and concepts that new ideas are born. Connective thinking gives a connective environment. In this type of learning strategy, the ideas can be collected from a group or from a outside world and it can be connected with one another to form a new idea. Single person thoughts and idea would be ideal from one another so those ideas can be merged and can be formed into a new innovative technique. When a topic is discussed in a class, learners would have relevant or irrelevant perception about the topic. The instructor can gather those perceptions to estimate the understanding level of the learners. With this level of thinking, learners can be formed into a group and they can implement their ideas in developing innovative techniques.

3.3 M-LEARNING

M-Learning or Mobile learning is learning through personal electronic devices. It is an enhanced version of E-

Learning. The widespread availability broad band technology and smart phones are the key platforms for enhancing the student learning system. While conceptualizing the methodologies, widespread availability of the smart phones replaced conventional and even computer based teaching. Smart phone based learning has converged many features and digital tools. Application of learning techniques must be the preferred mode for students. Interacting with peer groups and experts for clarification of concepts and doubts will lead to the next level of learning. Mobile games have always been the favorite past time for people of all age groups. Game based learning refers games as a mechanism for learning specific concepts. All the interactive learning strategies can also be implemented as M-Learning techniques. While considering the technical issues related with M-Learning, the achieved learning objectives proliferates as the compromised solutions.

4. RESULTS AND DISCUSSION

The performance and success of learning strategies are analyzed by level of acceptance and objectives. Though there are many effective strategies, pros and cons of the system must be investigated. With the use of right technology and tools, Learning receives immediate feedback and understanding level through formative assessment immediately to the teacher. The objectives of the learning are achieved highly through enhanced learning strategies which are:

- Just-In time Learning
- Flipped classroom
- Personalized Learning
- Engages students in learning
- Enhances their Self confidence
- Promotes Cooperative learning
- Enlighten Critical problem solving
- Develop communication among peers
- Encourages the high degree of responses
- Reduction of cultural and communication barriers

5. CONCLUSION

Activity based learning enhances the students learning preferences. The advantages of activity based learning are retaining the interest and attention throughout the learning process. All the recommended individual and group activities can also be done portably by smart phone based m-learning. It initiates the learning process by viewing and uploading relevant lectures, audio clips and videos. We hope that that any of the learning strategies cannot be underestimated. All learners have different preferences and experiences. Success of these learning strategies depends on learners' achievement.

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