



TRANSITION FROM TRADITIONAL TEACHING METHODOLOGY TO ONLINE TEACHING

Transition From Traditional Teaching Methodology To Online Teaching



EMPYREAL PUBLISHING HOUSE

India | UAE | Nigeria | Uzbekistan | Montenegro

Transition From Traditional Teaching Methodology To Online Teaching

By:

Dr. Malobika Routh

Assistant Professor
Amity University, Mumbai

First Impression: 2020

Transition From Traditional Teaching Methodology To Online Teaching

ISBN : 978-81-946375-3-0

Rs. 650/- (\$18)

No part of the book may be printed, copied, stored, retrieved, duplicated and reproduced in any form without the written permission of the editor/publisher.

DISCLAIMER

Information contained in this edited book has been published by Empyreal Publishing House and has been obtained by the author from sources believed to be reliable and are correct to the best of his/her knowledge. The author are solely responsible for the contents of the articles compiled in this book. Responsibility of authenticity of the work or the concepts / views presented by the authors through this book shall lie with the authors. The publisher or editor does not take any responsibility for the same in any manner. Errors, if any, are purely unintentional and readers are requested to communicate such error to the Editor to avoid discrepancies in future.

Published by:
Empyreal Publishing House

Table of Contents

Preface	IV
Acknowledgements	V
Table of Contents	VI - VII

Title of the chapter	Page No.
“EDUCATION 4.0”- A ROAD MAP TO TEACHING AND LEARNING WITH TECHNOLOGY	1 – 9
<i>Ashitha A. B. and Dr. Anu L</i>	
ADOPTION OF DIGITAL TECHNOLOGY IN EDUCATION WITH SPECIAL REFERENCE TO TAMILNADU	10 – 17
<i>Dr. K. Natarajan</i>	
AN IMPLEMENTATION OF BLENDED LEARNING APPROACH IN INDIAN CONTEXT	18 – 22
<i>Swarnali Dey</i>	
AN INVESTIGATION OF EDUCATION IN VIRTUAL PAYMENT: AN EFFECTIVE LEARNING TOOL	23 – 33
<i>Anita Verma</i>	
ANALYSIS OF THE TRENDS AND EFFECTS OF ONLINE EDUCATION AMONG HIGHER EDUCATION STUDENTS IN INDIA	34 – 40
<i>Akshara S Asok</i>	
BLENDED LEARNING: COMPOSITION OF SYNCHRONOUS AND ASYNCHRONOUS INSTRUCTION	41 – 47
<i>Adrija Dutta</i>	
IN-SERVICE & PRE SERVICE TRAINING OF TEACHERS EDUCATION OF PRESENT SCENARIO	48 – 53
<i>Dr. Pabitra kumar Hazra</i>	
MEDIATIZATION IN HIGHER EDUCATION: TOWARDS A NEW EDUCATIONAL PARADIGM?	54 – 64
<i>Kshama D. Dharwadkar</i>	

MEDIATIZATION IN HIGHER EDUCATION: TOWARDS A NEW EDUCATIONAL PARADIGM?

Kshama D. Dharwadkar

Department of French and Francophone Studies, Goa University

ABSTRACT

Is the public service status of higher education sufficient to guarantee that the innovation under way is more at the service of pedagogical innovation than at the service of economic interests? It is therefore essential to ask the question of the meaning of the transformations: is it a question of reinforcing a classical transmissive pedagogy or are we witnessing the development of another paradigm of constructivist and interactionist reference? According to the universities, the changes take place in heterogeneous configurations. It is perhaps on the implementation of these systems that success depends: we cannot do without educational engineering that is part of the complexity. It considers macro-educational dimensions (policy, goals), system and micro (resources and writing, learning). This paper deals with how information and communication technologies (ICTs) can support learning within the new constructivist pedagogical paradigm. We will examine the different ways in which ICT can positively influence the motivation of learners and teachers.

Keywords: higher education, learning, motivation, ICT

1. INTRODUCTION

The relationship between ICTs and their use in higher education is not self-evident, so we question the meaning of the current developments. Does the change constitute a reinforcement of the classic "more of the same" system or is it the beginning of a new educational paradigm, necessary in our opinion, to make profitable use of these new media?

The questions presented here will therefore concern the nature of the transformations implied by the reasoned use of technologies. The role given to the tools depends on the conceptions of the actors. Thus, a new field with specific rules is being set up in which the actors invest according to their interests [Bourdieu87] concerning: technological innovation; the impact of the integration of new materials on the development of educational self-study in higher education.

After having recalled our theoretical framework, the problematic of the change of educational paradigm corresponding to a goal of cognitive and social autonomy of the students, we will expose the trends of the transformations underway.

It appears, from surveys of teacher-researchers, that if the design, organization and definition of stages in innovation still remain empirical or are insufficient, transferable elements of response appear. We group them together in a modeling perspective because they constitute "obligatory passages" for a change of educational paradigm and not only organizational or economic.