

E-TEACHING, E-LEARNING AND E-EDUCATION

Article Particulars

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Abstract

E-teachers are the new generation of teachers who will work in an Internet environment in both regular and virtual classroom situations. They will build new concepts of working 1 time and space. E- Teachers collaborate, build and discover new learning communities and colleagues. In this paper the author discusses the "e" terms and how they relate to education like e-teachers-learning and E-Education.

Introduction

E-learning is learning which takes place as a result of experiences and interaction in an Internet environment. It is not restricted to a regular school day and can take place in a variety of locations including home, school, and community locations e.g. libraries, cafes etc. E-education involves e-teaching and e-learning along with the various administrative and strategic measures needed to support teaching and learning in an

Internet environment. It will incorporate a local, regional, national and international view of education.

Need of E – Learning

At the time of independence, we had only 20 universities in India, but today 415 universities are running in India. Similar, the number of colleges increased from 591 to 20676 and the student's enrolment stands around 10481 million even though these numbers are impressive in absolute form they are no way comparable to what countries have achieved. Even more than quantity mismatch what is warring is the quality of our higher education. No doubt there is a great need of expansion in educational system but at the cost of the quality is not justifiable. Quality, equity, access and excellence must be the main pillars of our education system.

Types of E – Learning

1. **Synchronous:** It means "at the same time" involve interaction of participant with and instructor via web in real time. Synchronous technologies are telephone, video conferencing and web conferencing etc. it has two types.
 - a) **Virtual classroom:** it supplicates the features for a real classroom online. Participants interact with eacch other and instructor online. Instant messaging, chat, audio and video conferencing are there.
 - b) **Blended method:** Most of the educational institutions prefer to use a mix of both synchronous and asynchronous e – learning methods according to their requirement.
2. **Asynchronous:** It means "not at the same time". It allows the participants to complete the WBT at his own pace, without live interaction with the instructor. Asynchronous technologies are audio cassettes, e- mail, message board forms, printed materials, voice mail fax, video cassettes, CD – ROMs.

E – Learning Strategies

E – Lecturing: E – lecturing as learning environment provides crucial concept and techniques to fulfill learners need so as to solve the problems through lectures and discussion. It uses learning management system (blackboard, web etc.) as awe bases platform for distributing and facilitating the e – learning curricula.

E - Discussion Forum: During discussion forum a lecture is expected to initiate a discussion and post reply. Discussion forum enables the learner to approach local as well as nonlocal expert practitioners to understand the content in order to clear the doubts on the specific subjects.

E – Mentoring: It facilitates the learner to seek assistance from the mentor electronically. Online mentor is a professional assistant in a particular subject area where in a resource person provides ongoing feedback.

E – Access to Network Resources: E – access to network resources as learning environment helps the learner prepare assignments/ projects which are required to be completed by the learner by locating from the internet and by sharing the subject in the conference and at discussion forum, etc.,

E – Structured Group Activity: In this process of e – learning a learner is expected to participate in the structured group activities electronically. (a) seminar (b) small group discussion (c) learning partnership (d) stimulation or role plays (e) peer learning group.

E – Connected Education: It is a future vision of education where learners, teachers and related support professional are connected better to information, ideas via effective combination of old new pedagogy and technology.

E-Learning and its Impact on Teachers

The networked environment of this new Internet-connected world has expanded the opportunities for teaching and learning in ways that we are only beginning to understand. What makes the implementation 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 never been taught when they were at school. They will work in an environment in which they have never been learners and may have had few first-hand experiences .However, without a history and a wide knowledge base to draw on; e-teachers will have the opportunity to be pioneers in their own right as they swat sail. They will have the chance to re-examine what it means to be a teacher.

What Might an Effective E-Learning Environment for Teachers like?

- Students participate from a variety of locations and may “attend” multiple learning institutions and /or their local school.
- Students may determine the times when they access e-learning opportunities.
- Students can choose to work individually or collaboratively with people who may or may not be in their regular class.
- Classes may be synchronous or asynchronous. Students may take classes from more than one school.
- Students may set their own objectives and explore their own learning needs and agendas.
- Students can follow a non-linear path at a pace that meets their individual needs at that time. E-teachers can work in more than one school.
- This comparison highlights some of the day-to-day differences that may become apparent according to how a school chooses to offer e-education and the choices which families will make for their children.
- It is important to recognize that while e-learning has much to offer it is not a signal for the end of regular classroom learning as we know it now. Classroom learning will continue to have an important role to play.

Changing Roles of Teachers and the Classroom Environment in E-Learning

Teachers do not necessarily mind change, what they do mind is being made to change and become—teachers in the new e-education environment. Many words have been written about the Internet and the possibilities for its use in e-education but little has been researched about how teachers effectively modify their practice to work in this new environment. Just because teachers in schools have teacher education qualification, this does not necessarily prepare them to be e-teachers. Being able to teach confidently in one environment is not a precursor to success as an e-teacher in a very different environment. The e-teacher who is surrounded by rapidly changing e-environments and technologies must at times feel like they are trying to change a type on a moving vehicle. When explaining the challenge and changing roles for e-teachers, it is a little like encouraging them to be information and environment architects. The environment they create may well be totally aligned with the work of the regular classroom so that e-learning becomes an integral part of it. Alternatively it may be a virtual classroom where the students only visit electronically.

Conclusion

This seamless transition from what we now accepts as learning to an e-learning environment will in time mean that the “e” ceases to have e any particular significance.

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