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THE FORTUNE OF LEARNING IN A DIGITAL AGE

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Abstract

Now a days digital learning is an emerging technology that allows users to access information and services electronically. The impact of the digital learning environment on our traditional distance education will change the way in which learners learn and teachers teach. This paper will not deal with technological achievements in the field of communication and information which are, revolutionary and to be acknowledged and admired. digital learning environment will be examined from a pedagogical point of view in order to find out what exactly are the informative possibilities and opportunities. To initiate and exemplify this rethinking of enhanced learning institutions and virtually enabled, we used learning project to examine potential new models of digital .

Keywords: Digital learning, Bended learning, Heteronymous learning & Network-based learning.

Introduction

Let me start with a introductory remark which will explain the way in which I deliberate to deal with this topic. Digital learning requires a mixture of technology, digital content and instruction.

Technology: Technology is the way that delivers content or satisfaction. It includes to access the internet and hardware. Technology is the tool, not the instruction It facilitates how students receive content.

Digital Content: Digital content is the high quality academic material which is delivered through technology. It is what students learn. It ranges from new engaging, interactive.

Instruction: Educators are essential to digital learning. Technology may change the role of the teacher but it will never eliminate the need for a teacher. With digital learning, teachers will be able to provide the personalized guidance and assistance to ensure students learn and stay on track .Teachers may be the guide on the side, not the sage on the stage.

Types Of Learning

Many types of learning such as digital learning, e-learning, blended learning, mobile learning, heteronymous learning and participatory learning.

Digital learning

Digital learning is any instructional implementation that effectively uses technology to strengthen a student's learning experience. Digital learning enables new approach and formats, such as online and blended learning and competency-based learning.

Bended learning

This type of learning occurs any time a student learns, at least in part, at a manage brick-and-mortar location away from home and through online conveynence with some element of student control over time, place, path and pace.

Critical thinking

The explosion of mobile learning application and game-based learning has greatly enlarge the possibilities for regular student application of critical thinking and problem solving skills. Coupled with more affordable devices and funding strategies that can boost student access to technology.

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Heteronymous learning
Supporters of a type of teaching and learning in which the teachers plan the learning process as far as possible, articulate and present the learning content, control its course by means of interventions, expository learning according to this theory means setting stimuli in the hope and expectation of corresponding responses, a procedure which usually expects to achieve its success by means of small steps and close guidance.

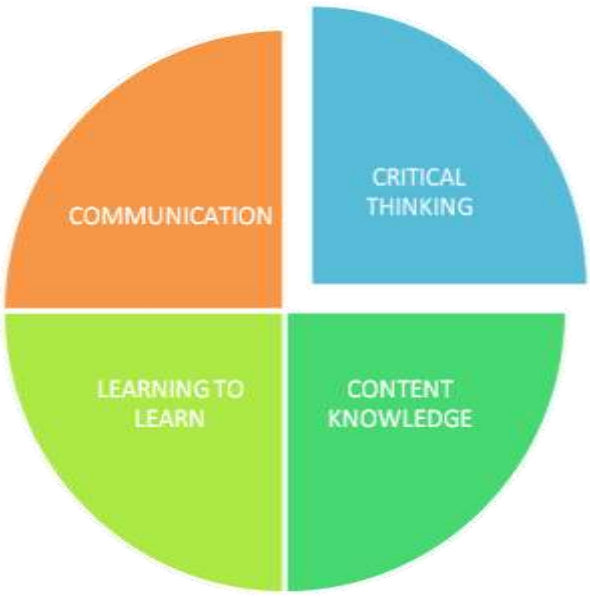

Fig: Digital Learning Components

Autonomous learning
Computer-based learning programs, integrate audio- visual sequences or even digital printed teaching texts is really embezzle because its specific potential is not even seen.

Network-based learning
Networks offer greater opportunities and chances for autonomous learning, for example, the World Wide Web. In network-based learning the suggested and often subtle heteronymous guiding of the learning process which is still found in hypertexts is missing, in spite of the curricular freedom. This is because the subjective units, whose attitudes and ways of thinking still shine through even where this is not intended or is even supposed to be avoided.

Participatory learning
is not simply about interaction but of interaction that, because of issues of access, means that one is co-creating with throng people who are strangers and who can remain anonymous. People can respond honestly, from such a process, one learns and continues to learn from others met only virtually, whose institutional status and qualification and achievement may be unknown. With participatory learning, the play between technology, composer, and audience is no longer passive. Participial sample screenshot from the first draft of the Fortune of Learning Project .

Learning Through Virtual Communication

The process itself informed every step of our thinking about new forms of organization, cerebral networks, and comparative modes of interaction in a range of learning environments . An innovative and contemporary digital tool, called Comment press, allowed any reader to open a comment box for any paragraph of the text and to type in a response, and then allowed following readers to add additional comments. A extremely fetching form of self-directed and self-responsible learning can be achieved if a knowledge building community can be established in which several students communicate via a central computer. They work jointly on the same subject and inform each other regularly and routinely about what they have

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experienced, knowledgeable , accomplished discovered and worked out. Computer conferencing is a form of independent and self-sufficient learning that leaves expository teaching and approachable and flexible learning far behind because they are replaced by independent achievements. The new learning behavior presents itself in the search for, assessment and application of suitable information, knowledge and in careful communication and cooperation.

Digital Presence and Digital Futures

Digital technologies increasingly enable, motivate and encourage social networking and interactive, collaborative arrangements, including those implicating and impacting learning. Digital technologies have greatly encouraged self-learning. Web interfaces have made for less hierarchical and more horizontal modes of access.

Principles For The Future Of Learning

Self-Learning

In self directed learning(SDL), the individual take place the initiative and the responsibility for what occurs. Self learning has succeed, recognize, discovering online possibilities is a skill developed from early childhood through advanced grown-up life.

Learning as Connectivity and Interactivity

The connectivity and interactivities made possible by digital enabled social networking in its best outcomes to produce learning ensembles in which the members both support and sustain, elicit from and expand on each other's learning inputs, contributions, and products.

Horizontal Structures

An increasingly horizontal structure of learning puts pressure on how learning institutions and their surrounding support framework enable learning.

A De-Centered Pedagogy

This is a destructive anti-intellectual reaction to a knowledge making, global phenomenon of colossal. collective pedagogy that takes advantage that the benefits to their field of having tens of thousands of amateur stargazers reporting on celestial activity far outweighed the disadvantages of unreliability .

Open Source Education

Open source culture seeks to share openly and freely in the creation of culture, in its production processes, and in its product, its content.

Flexible extensible adaptable and Simulation

New technologies allow for small groups whose members are at nearby distance to each other to learn collectively together and from each other; but they also enable larger, more unspecified yet equally productive interactions. They make it possible, through virtual simulations, to learn about large-scale processes, life systems, and social structures without either having to observe or recreate them in real life.

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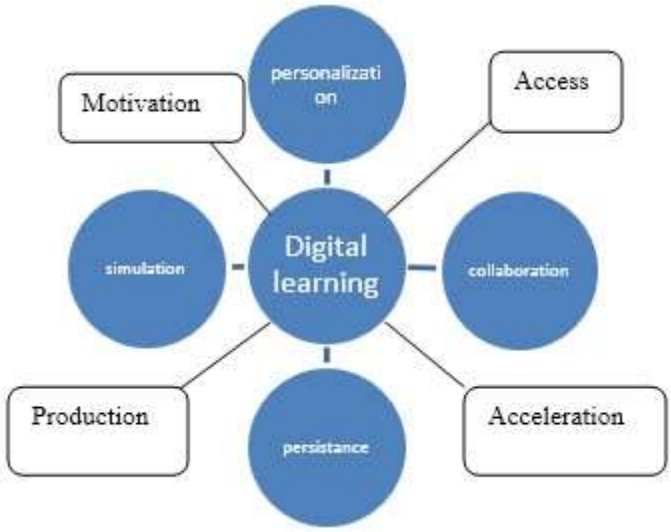

Fig: Different Ways Of Digital Learning Promotions

Commentary

Social and working forms of teaching and learning are concerned, the digital learning environment enables a greater changeability which unsigned and unnamed learners can make full use of. If we see things correctly, elements of a pedagogies of digital learning are being introduced here which will have to be developed still further. A paradigm shift is referred to in this context. We can also encounter the supposition that traditional pedagogical thought could erode as a result of the incursion of working methods from communications technology.

Conclusions

Digital learning environments opened new opportunities and chances not only for heteronymous but also for unsigned learning. One could conclude that they make heteronymous learning even more heteronymous learning even a great deal more autonomous. Collaborative learning is given a much more efficient part to play than in common and traditional distance education with the remarkable exception. Teleconferencing establishes a new configuration for distance education, whose special features have been aptly characterized as "learning together apart" and "teaching face-to-face at a distance." The new opportunities and chances of digital learning in distance education have grea trole for the fortune of our information and learning society.

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