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BLENDDED MODE OF TEACHING AND LEARNING FOR TEACHERS COMMUNITY

Volume -2

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LEARNING RESPONSIBILITY

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Abstract

This work introduces the modeling of the learning environment through a service-oriented framework to ensure tracking of learner profiles and activities involved in TEL practices. Our method is tested in a French certified learning environment using a distributed framework with various learning tools and systems and some monitoring elements. This proposal is based on a standard accepted by many influential operating system editors, making it easy for a wide range of groups. Many benefits of implementing project-based learning strategies in the classroom are cited by proponents, including deeper understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, improved leadership skills, increased creativity, and improved writing skills.

Keywords: Environmental monitoring, Context-based learning modeling, Learner-centered Learning modeling, Activity-based learning and modeling

Introduction

Learning environment refers to the educational approach, cultural environment, or physical setting in which teaching and learning take place. The term is usually used as a more concrete alternative to "classroom", but it usually refers to the educational philosophy or knowledge environment that the student faces, and may include various learning cultures, its leadership ethos and characteristics. Individuals interact, governing structures and philosophy. In a social sense, the learning environment may refer to the culture and location of the population it serves. The use of learning environments, learning styles, organization and educational institution varies greatly. The culture and environment of a place or organization includes factors such as thought, behavior or work, also known as lifestyle. Although physical environments do not influence educational activities, there is evidence of a relationship between school settings and the activities that take place there.

Concepts of Learning Responsibility

According to Thomas Markham (2011), Learning Responsibility (LR) is defined as: "LR combines knowing and doing. Students not only learn knowledge and core curriculum elements, but also apply what they learn to solve real problems and generate meaningful results. LR students use digital tools to create high-quality collaborative products. LR is It refocuses education on the student rather than the curriculum, a shift dictated by a global world that rewards intangible assets such as motivation, curiosity, creativity, empathy and resilience. Can't be taught in a textbook, but must be activated through experience."

Extend LR processes: "Responsible learning is a comprehensive approach to teaching that engages students in inquiry. Students pursue problem solving by asking and refining questions, discussing ideas, making predictions, designing projects and/or experiments, collecting and analyzing data. , Making decisions, communicating their ideas and findings to others, asking new questions and creating artifacts within this framework."

The project-based learning is a method in which students collaborate to solve real-world problems in their schools and communities. Successful problem solving often requires students to draw lessons from multiple disciplines and apply them in a more practical way. The opportunity to create real change motivates people to learn.

Types of Learning

Learning techniques

It teaches individuals how to complete a task quickly. The ease, speed and accuracy with which a learner can complete a given task is used to determine performance. Learning to walk, talk, read and write begins at birth.

Visual Learning

It involves learning based on our ability to understand what we perceive around us using our sense organs such as what we see, hear, smell, taste or feel. This type of learning is enhanced by experience, and the changes it causes in human behavior are permanent or semi-permanent. Visual learning involves the ability to distinguish different color shades, smells and musical notes.

Auxiliary Learning

This type of learning occurs when the brain associates two unrelated things as a result of conditioning. For example, if someone eats a certain food that causes stomach discomfort, they will learn to associate that food with the discomfort and not want to eat it again. Also, associative learning helps conceptual learning in acquiring knowledge. Through association, new concepts are linked to previous ones, which enhances learning.

Appreciative Learning

Appreciative learning includes preferences, ideals, attitudes, and recognition of value and importance, all of which learners acquire through participation in various learning activities. It develops taste or preference in some aspect of life like literature, art, music. Teachers play an important role in guiding students towards acceptable values, attitudes and ideas in their society.

Behavioral Learning

Attitudes refer to general attitudes toward particular people, activities, or ideas. Behavioral learning influences or persuades people to take a particular desired path.

Different Characteristics of Learning

Learning is a lifelong process

We learn from birth to death. It is a universal process that all living things go through. It can be direct or indirect, formal or informal. Learning shapes and improves our knowledge, attitudes, skills, abilities and habits.

Change in learning outcomes

One of the most important aspects of learning is that it affects change. It enables us to reconstruct ideas and combine information and skills for need-based application. Change, whether desirable or undesirable, is reflected in one's behavior. The change is not apparent until the situation requires the person to respond in a visible way.

Learning has a purpose

Learning always has a purpose. Without the end goal there is no end. The goal of learning is to progress toward a predetermined goal.

Experiential learning

Gaining experiences is the foundation of learning. Learners' behaviors are influenced by new experiences. Learning experiences become meaningful to different types of learners when they are relevant to their interests.

Principles of Learning

Preparation

Students should have adequate rest, health and physical fitness because learning is an activity. Students' basic needs must be met in order for them to be ready or able to learn. Students who are tired or sick cannot learn much. Students may become disinterested in learning if they are distracted by outside responsibilities, interests or concerns, crowded schedules, or other unresolved issues. For example, we can identify the situation of a school's academic examination, where the reason for achieving high marks in various subjects leads to the mental and emotional readiness of students to put more effort into acquiring knowledge.

Exercise

Learning happens every time we practice. Examples include student recall, review, and summarization, as well as manual practice and physical applications. All these contribute to the formation of learning habits. The instructor should repeat important material at reasonable intervals and provide opportunities for students to practice, while ensuring that the process is goal oriented. However, if a skill is acquired only once, regular training may not be necessary in some or many cases. For example, once we learn to ride a bicycle, we remember the knowledge or skill even if we do not practice it for a long time.

Severity

The most intensively taught material is retained. A sharp, clear, vivid, dramatic, or exciting learning experience teaches more than a routine or boring one. According to the radical principle, a student will learn more from the original than from the substitute. Examples, analogies and personal experiences also help bring learning to life. Teachers should use all their senses (hearing, sight, touch, taste, smell, balance, rhythm, depth perception and others).

Independence

Because learning is an active process, students must have freedom: freedom of choice, freedom of action, and freedom to bear the consequences of action three great freedoms that involve personal responsibility. Students lose interest in learning if they lack freedom.

Conclusion

There is no single method for developing effective learning responsibility. The meaning of learning responsibility should be relevant to the context in which the student learns. However, before designing a curriculum or program, we need to consider what this learning responsibility will be. However, regardless of the learning responsibility, learners must do the learning. We need to ensure that learners can work in an environment that allows them to do so. In other words, it is our responsibility as educators to create the conditions for success.