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Teaching And Learning With Cyberspace

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ABSTRACT

Language teaching has been changing with the evolution of technological resources. Learning a foreign language is a challenging task and teaching a foreign language can be just as daunting. Formal and informal language learning and teaching is taking place in cyberspace. Teaching in cyberspace involves more than taking traditional teaching models and transferring them to a different medium. The use of online learning is creating changes in the delivery of education in general. Cyberspace media like Face book, LinkedIn, Twitter, YouTube, and Blackboard are being increasingly embraced by institutions of all sizes. Academic institutions have implemented cyberspace as a tool to make teaching by instructors and learning by students more efficient and effective. In spite of the fact that most students regularly use popular cyberspace media like Face book, LinkedIn, Twitter, YouTube etc., their use for teaching and learning remains limited. This paper explores the opportunities available to use these media over and beyond Blackboard.

Keyword: Cyberspace, Face book, Twitter, YouTube, Technology, LinkedIn, Student, Professor.

INTRODUCTION

English has become an integral part of India .After the advent of Globalization of economy; the parental demand for English has sky rocketed. Teachers are expected to train students not only in numbers and letters but also in soft skills that would increase their employability lately when they enter the employment market. English reaches children through various ways other than the teacher. Language teaching has been changing with the evolution in technological resources. With the advent of internet, people are increasingly spending more time in front of the computer screen,

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performing all sorts of tasks. It has the potential to connect a user to millions of people throughout the world.

LEARNING A SECOND LANGUAGE

Learning a second language helps students to develop the possibility of making new friends, enhances the access to employment and, in some cases, allows for new business opportunities and even new possibilities in tourism and leisure, because with the language comes some of the foreign country's culture. It is important to note that language training goes beyond decoding the language. In addition to understanding the concept, it is also necessary to grasp the culture behind it. For that to happen it is necessary to teach how to think in the foreign language, i.e. communicate and interact. In the case of the English language, as in others, training is based on the following skills: reading, writing, speaking and listening. In that context, language training using the virtual model should find effective ways of checking all four skills with the same level of quality. With that in mind, an exploratory research of qualitative nature was conducted in order to examine the contrasts between the traditional and virtual models and to raise the paradigms that guide resources and strategies for the English language training in both systems, under the guidance to pursue.

A REVOLUTION IN THE LAND OF EDUCATION

We used to be educated in the classroom or the lecture hall. All pupils or students come together in a certain room at a certain point of time. In that same room the teacher takes his place in front of the class and talks about a subject. The pupils are expected to pay attention and to take notes. We have know for years that 'class teaching' of 'formal lecturing' is one of the least effective forms of transferring knowledge.

By using modern Internet technology it is possible to change the complete educational system radically. The chances of high-quality distance education have increased considerably. Mutual communication, which is essential between teachers and students and among students,

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doesn't necessarily imply a simultaneous presence in one physical room. The era in which being educated was identical to paying visits to lecture halls and lecture rooms is coming to an end. Cyber space learning' brings education to the student; the student no longer needs to go to the educational institute. Teaching (instructing) and exchanging opinions (discussing) can nowadays also be realized via video conference-techniques, which do not require the physical mutual distance between teachers and student and among students.

CYBERSPACE

Cyberspace is the notional environment in which communication over computer networks occurs. This word has stormed into our language and invaded our collective consciousness like no other and it became popular in the 1990s when the uses of the Internet, networking, and digital communication were all growing dramatically and the term cyberspace was able to represent the many new ideas and phenomena that were emerging. As the technology improves and ownership of home computers increases, we competently navigate our way around cyberspace, downloading information, reading and writing to newsgroups, and receiving and sending emails.

Cyberspace represents the new medium of communication, electronic communication, which is fast outmoding, or even replacing, more traditional methods of communication. We often send emails in place of paper letters, we leave electronic messages on bulletin boards rather than pinning slips of card to wooden notice boards, and more and more frequently we are able to read texts on-line—in e-journals, for instance—rather than on good old-fashioned wood pulp. The physical objects of traditional communication (letters, books and so on) are being superseded by new electronic objects. And, just as physical objects exist in physical space, so these cyber objects exist in cyberspace.

CYBERSPACE IN CLASSROOM Students learn as fast as or faster via Internet than in the traditional schoolroom. The Internet students performed 20 percent better than those who were taught in class. The students appear to be more co-operative and have a better understanding of the subject matter.

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Cyberspace media that can be used in classroom include blackboard, twitter chats using private or public Face book groups, LinkedIn groups. These can be exclusive to a class or open to alumni. Students can get endorsements from Professors on LinkedIn. Graduating students must note that almost eighty percent of the employers are sourcing candidates from cyberspace media networks – 74% use LinkedIn, 55% use Face book, 45% use Twitter. In this context, it is important that students do acquire adequate skills in utilizing these networks effectively in the classroom.

Face book is a social networking site that must be managed and utilized properly to be effective. This includes:

- not posting unprofessional pictures of oneself or others,
- asking friends to remove any inappropriate pictures,
- being careful about what a person writes and what others write about and to that person,
- using appropriate profile privacy securities features,
- making multiple friends lists with different permissions, and
- being aware of who a person is "friending".

LinkedIn is for professional networking where one can establish expertise by:

- posting professional profile,
- gathering and posting endorsements and recommendations,
- using Q&A to answer questions and post questions to get answers,
- be appropriately visible,
- staying in touch with one's network professionally,
- helping others,
- sending invitations to connect to people relevant to one's field,
- growing the network online and offline,
- joining and starting groups to share information

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Twitter is more conversational networking site than Facebook or LinkedIn. Seventy five percent messages relate to engaging one's followers, replying and re-tweets; while about twenty five percent are promotional. On Twitter, either one follows other people or are is followed by other people. People one follows can be potential employers, career professionals, business and industry leaders, publications. For job seeking on Twitter.

In the context of teaching and learning, **Blackboard** is a popular cyberspace media that is popular in several institutions. Blackboard tools include Announcements, Tasks, My Grades, Send Email, User Directory, Address Book, Calendar, Browse NBA Archives, Goals, NBA Archives Playlist. Within a course, syllabus, additional readings, Lectures, PowerPoint Slides, Homework Assignments can be posted. Within a course, one can also use Discussion Boards, Groups, Tools, Grade Center besides others.

OBJECTIVES OF CYBERSPACE LEARNING AND TEACHING

1. Develop students' analytical and communication skills

- - Assignments that require research, synthesis, and evaluation of issues related to the impact of technology in society

2. Expand students' knowledge in the subject area

- - Class lectures, videos, discussions, demonstrations and labs will be used to expand students' knowledge base of the subject matter

3. Develop students' ability to make informed judgments in the subject area

- - Students will learn to synthesize the available literature and develop their own educated views on many and varied aspects of technology through written and oral assignments, classroom discussions and lab assignments.

4. Promote intellectual curiosity and life-long learning

- - Give students the background and the tools to enthusiastically support and encourage

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ISSN 2348 – 6945 (Online)

their curiosity and desire to learn more. The most obvious interactions involves the Internet and the World Wide Web.

5. Develop skills in identifying, accessing, and evaluating sources of information

- - Projects will help students develop the skills needed to approach and conduct research and make informed judgments based on that research. Students will be taught techniques for evaluating content and validity of information from various sources.

6. Develop ethics, citizenship, and awareness of current issues

7. Promote collaborative learning and teamwork skills

- - Group projects including but not limited to: debates and team research activities.

8. Develop students' ability to analyze and interpret data

- Research, analysis and debate on issues involving technology and its application throughout society. Students will learn to analyze the ethical issues surrounding the technologies.

9. Develop students' ability to identify and solve problems

- - Students will identify a societal or ethical problem resulting from the use of technology. They will analyze the problem and formulate potential solutions with facts to back up solutions. The question may also be offered in reverse: Identify a societal or ethical issue or problem and discuss how technology can solve the problem.

COMPETENCIES

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- Understand hardware, software and other technologies utilized daily; in computers, the Internet, home networks, and in mobile devices.
- Critical analysis of decisions made regarding the use of technology specifically in the social and ethical arenas.
- Understand the impact of current technologies, as well as the impact of emerging technologies both locally and globally.
- Website development (basic to intermediate skills) utilizing well-developed design techniques .
- Evaluate and compare options when purchasing a personal computer
- Understand how computer systems are used in society
- Ability to make informed choice while using the Internet by understanding and evaluating security and privacy issues.
- Ability to analyze the positive and negative implications of current technologies
- Develop and refine presentation, analytical, problem solving and writing skills

LEARNING AND TEACHING STYLES

Internet offers opportunities to introduce new learning styles for students and new teaching styles. It is naive to believe that by the extension of Internet connections with schools and universities the quality of education will increase automatically. This will only happen when we shift the accent from accumulating knowledge to new ways of communicating and to supporting the learning processes of students. The main changes are:

1. A shift of class education to computer-mediated access to educational resources.
2. A shift of the student as a passive recipient of education to a learning process which is directed by students themselves.
3. A shift of individual learning to group learning and group discussions.
4. A shift of a homogenous and balanced curriculum to a rapidly changing curriculum that is offered in greatly diverging shapes and formats.

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It is all about a switch to a student-focused approach of education, generating a greater amount of learning autonomy. Students who learn via Internet have the opportunity to make a connection with educational resources, and to explore these resources in an order which meets their needs. In open learning environments teachers don't act as 'guardians of knowledge', but as tutors, helping students to facilitate their learning process.

TEACHING THROUGH CYBERSPACE

Teaching through cyberspace is a little like gardening. Like plants, students need a healthy and fertile environment if they are going to mature and thrive in their online courses. It takes planning, preparation, hard work, and enough knowledge to know what to do (and what not to do) for your labor to yield an abundant harvest. Online instruction is new to many instructors in higher education, and for good reason. In just a few years, it has grown from an academic experiment to a recognized alternative to traditional classroom learning. In fact, even traditional classes have embraced many of the teaching methods popularized by online education.

Teaching cyberspace shares similarities to teaching in the classroom; however, even the best traditional instructors may still find that teaching in an online environment can lead to feelings of inadequacy and being ill-prepared. Providing training and tools for E-Pedagogy is a way to build confidence and create successful outcomes in the online classroom. Even experienced online instructors can glean helpful and timesaving ideas from tips shared by other instructors.

CONCLUSION

Learning and teaching with cyberspace brings new challenges and suggests new ways of thinking about the education practice. The teachers must be familiar with the technological innovations, be it social media or educational tools, in order to understand how the students operate them. Teachers can act as a role model for their students by monitoring their own digital footprint and maintain a professional decorum and dignity while communicating with students via these technologies

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Learning to Learn. The Social Milieu. Engagement Theory. Netiquette. Computer Literacy. Special Needs. Gender Equity. Norman Coombs: Adaptive Technology for Online Interaction. 6. Online Teaching. Interactivity and Participation. Feedback. Workload. Moderating and Facilitating. Effectiveness. Faculty Collaboration. Student Evaluation. Betty Collis: A World Perspective on Telelearning. 7. Design and Development of Online Courses. Development Methodology. Form and Function. The Team Approach. Course Documents. Integrating Online and On-Campus Activities. Authoring Courses.Â @inproceedings{Kearsley1999OnlineEL, title={Online Education: Learning and Teaching in Cyberspace}, author={G. Kearsley}, year={1999} }. G. Kearsley. Published 1999. Online learning is by definition a learning process where the teacher and the student are far removed from each other. Therefore, any learning cyberspace must be equipped with: (a) tools to generate and edit learning material; (b) tools to plan and manage the learning process; (c) means of delivery of the training material to students and means of teaching through dialogue; and (d) tools to test and evaluate studentsâ€™ competence. When cyberspace resources are designed for distance learning, the emphasis should be not on the hard- or software, but on the teaching theory and methodology to be us Cyberspace media like Facebook, LinkedIn, Twitter, YouTube, and Blackboard are being increasingly embraced by institutions of all sizes and types to promote their products and services to their customers and to serve their customers once the customers buy into the products or services. Academic institutions have implemented Blackboard to make teaching by instructors and learning by students more efficient and effective. In spite of the fact that most students regularly use popular cyberspace media like Facebook, LinkedIn, Twitter, YouTube etc., their use for teaching and learning remains limit Homeschooling in Cyberspace. 36 likes Â· 1 talking about this. A community-created resource for learning about inclusive/secular online classes and...Â Learn how homeschoolers can earn free college credits while still in high school. Elise is the PSEO Coordinator at North Central University in downtown Minneapolis and has taught PSEO philosophy and ethics classes. This live video has ended. October 21 at 10:00 AM. Building Learning Communities in Cyberspace. Effective strategies for the online classroom. By Rena Palloff and Keith Pratt Online learning: separation of instructor and learner in space and time with connections through educational media where the learner takes an active role in the learning process. It is up to the student to make sense of the body of knowledge associated with. the course being delivered.Â How do I process those views when I encounter them? How much more do I feel I need to learn about teaching and about my subject matter? How do I generally run a class? Do I rely predominantly on lecture and teacher driven protocols?