

IMPACT OF SOCIAL COMPUTING TO PROMOTE EDUCATION

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Abstract

The rapid growth of Social Computing applications is changing the ways people connect with each other, exchange and create knowledge in different spheres. In particular, young generation entering higher education are integrating ICT (Information and Communication Technology) seamlessly in their everyday life and call for educational institutions to support their digital learning styles. The development of Web 2.0 can be successfully exploited for technology-enhanced learning. There are variety of eLearning courses developed and practiced by formal educational Institutions and Universities. This paper focus on how Web 2.0 can be blended in formal education with consideration to pedagogical aspects and relevance in the education context. Web 2.0 also identify the opportunities for using and harnessing various tools in educational institutions for accruing the benefits with importance.

Keywords: Web 2.0, E-learning, pedagogy

1. INTRODUCTION

Web 2.0 software provides tools, which in turn, creates opportunities to increase the level of experiential learning, reflective practice and peer engagement (Ivanova 2008). Examples of those tools are well known such as video sharing, photo sharing, bookmark sharing, podcasting, blogging, wikis, start pages, mash-ups, RSS/Atom syndication, collaborative writing tools and growing number of others. The success of SC tools in improving learning process depends on the suitability of tools chosen, learners' attitudes, and the way in which the SC tools are embedded within the course. SC responds to modernizing educational systems by new means for fostering lifelong learning, supporting the vision of future learning spaces in the knowledge society (Ala-Mutka 2008). However, in-depth analyses of the relationships between Web 2.0 technologies

on the one hand and Teaching-Learning on the other hand are still rare (Charles 2008).

2. E-LEARNING 2.0

With respect to education, it is indeed the case that technical features often impose a specific pedagogical approach. The first phase of eLearning makes use of traditional Learning Management System coined as eLearning 1.0. These traditional learning management systems implement “administrative learning”, which is based on the knowledge-transfer paradigm of behaviorist learning. In continuation, eLearning implements intelligent tutoring and user adaptive teaching-learning based on a cognitive theory of the mind and leads to personalization (Ullrich 2008). The second phase of eLearning based on the Web 2.0 technologies is coined as eLearning 2.0 (Downes 2005). The eLearning 2.0 is a loosely coupled system which encourages contribution and stimulates participation. In a nutshell, eLearning 2.0 has potential to affect learning processes by fostering new ways of collaborating, in particular allowing learners to generate new learning contexts (and not only content), where reflexive learning transforms the very process of

learning and support a decentralized model of Educational Technology (Ala-Mutka 2008). The exchange of ideas, expertise and collaboration can take place almost anytime and anywhere. It is the software industry which took the E-learning technique to India. In software industry, the employees are trained mostly through this model, since class room based trainings would require more man hours which would affect them on productivity front from the engineers.

3. WAYS TO USE SOCIAL MEDIA AS LEARNING PLATFORMS

The instructor can effortlessly create a closed or open group to share information, ideas, quizzes questionnaires, materials and broadcast video content for a specific course. Social Medias can also be used to create learning communities and discussion groups. Some of the popular social media groups used for eLearning are Facebook, Twitter, YouTube, Google Plus, Sourceforge.Net, and Skype. In education sector various university provides degree through e- learning .Students are get enrolled in various courses ,they study through elearning methods and the give their exam online

4. PROS AND CONS OF E-LEARNING

2.0

The social media learning provides two way interactions and enables active learning. It helps networking of people having similar passions and goals and removes the barriers of distance learning and knowledge sharing between peers. It enables people to share their knowledge; between peers who may not be physically located in the same place. It caters to multiple learning styles and generates dynamic learning content. Despite its benefits, social media lacks in certain quality of education. There is an uncertainty in terms of authenticity of content and control. It is very difficult to manage social networking sites and performance tracking.

Effective e-Learning requires skills in instructional design, cognitive science, media arts, and computer science and the ability to synthesize all of these skills. SC tools exhibit a huge potential for higher education institutions to face the challenges of changing learning contexts and to support lifelong learning. However, a structured approach is critical for the success of collaborative learning.

5. META-COGNITION

The qualitative study is needed to investigate the impact of Web 2.0 on the meta-cognitive skills of Adult learners. The study should explore how the use of peer assisted learning can afford opportunities and support for the development of reasoning skills and meta-cognition in learners. Meta-cognition is the integrative element between knowledge and cognition. It can be thought of as higher order processing skills that involve thinking about one's own thoughts and considering how much one knows and does not know (Higgs 2008). It enables learners to heighten attention to their reasoning skills and decision making process to augment their understanding problems. The study should focus the impact of peer assisted learning: whether it is an effective strategy to improve achievement and will have positive impacts across heterogeneous groups (Melissa 2010).

6. EXPERIMENTS AND RESULT

To identify the effectiveness of collaborative learning through social media, development of a game project is assigned to two groups which are distributed

geographically. SC tools utilized in this project are Facebook, googledocs, sourceforge.net and Skype. Team members able to post a question on Facebook group and receive help relatively quickly. Working people with other cultures helped them to understand the similar interests while doing a voice over Google Plus. The time differentiation, effective communications, experiences in programming, knowledge in game tools, emulators, code debugging, version control, documentation in international standards, and adjusting with regular workloads were the challenging issues among the team.

7. CONCLUSION

This paper is proposed with the qualitative objective to record the learner's cognitive skills and higher order learning. The study defines on defining new learning design approaches by extending and transforming current practices, while keeping learners and the social dimensions of learning at the forefront. The selection of SC applications fitted to the learning objectives, as well as overall framework in which SC is employed will be based on

learners' experiences, attitudes and interaction patterns.

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