

## KNOWLEDGE DISSEMINATION THROUGH VARIOUS TECHNOLOGY PLATFORMS

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### **ABSTRACT**

*Creativity and innovation are becoming increasingly important for the development of the 21<sup>st</sup> century knowledge society. They contribute to economic prosperity as well as to social and individual wellbeing and are essential factors for a more competitive and dynamic society. So we should to design learning environment for creative society.*

**KEYWORDS:** *Knowledge Dissemination, Platforms, Educational System, Studio Based learning*

### **INTRODUCTION**

#### **Studio Based Learning Surroundings**

Studio based learning is a preferred environment for our educational system, ideas about: situated learning, collaborative learning, personal learning networks and personal learning environments, mobile computing and its ability to deliver an SBL environment into a learner's hands, and authentic instruction.

Our vision is premised on the assumption that the most appropriate teaching environment for future is blends the use of technology with traditional teaching approaches and with studio-based teaching. For studio-based learning, the following technologies are may applicable.

- On-line threaded discussion groups,
- Computer aided dynamic assessment and learning,
- Electronically available notes,
- Multimedia simulations,
- Use of video and audio telecommunications,
- Synchronous communications.

The goals of studio-based learning are to give students the opportunity to engage in an authentic learning experience where they can get immediate feedback on their work from the teacher and their peers. So this kind of technology enabled learning facilitates the following:

- Students interact when needed with each other on their designs.
- Students undergo periodic critiques, They occur student-to-master first and then evolve self-learning crits between peers.

- It is driven by the pragmatic.
- Final work or products are presented publicly.

### **Digital Learning**

Dewey defines productive inquiry as that aspect of any activity where we are deliberately seeking what we need in order to do what we want to do. (Dewey, 1922 and Cook and Brown, 1999). Within the web age we have a tendency to currently have at our disposal tools and resources for participating in productive inquiry – and learning – that we have a tendency to never had before.

Laptops are viewed a lot of as a form of dinosauric technology. It's the trendy, intelligent, transmission mobile web device that defines being digital. Currently each student incorporates a laptop computer with the potential of aquatics the online, and Googling to induce a lot of data and gain increased knowledge. Of course, this can be all happening whereas the academic is teaching.

### **Blog**

The net has enabled another reasonably social learning platform, particularly blogging (For eg. Twitter, orkut, Linken etc.,). Bringing blogs into a classroom would amendment everything – i.e it's not for fun and informal however it should seems to be in an exceedingly great way. Once handled fittingly, classroom blogs will honor multiple ways that of knowing and causative to a classroom.

For people who are too back to talk out, notice speaking in English difficult, or who are a lot of contemplative, the classroom web log will function some way to participate in classroom discussion.

The classroom itself creates a form of instrumentation for a blog – not simply a free-for -all blog, however one targeted on activities within the classroom and one tied along by the nature of all members being within the classroom.

It enhances, however doesn't replace, the classroom and as an instrumentation it conjointly permits students to contribute not simply their own ideas however conjointly adjacent material they notice relevant to the subject of the classroom. It is also worth noting that students' entries in a classroom blog are written to be scan by their peers, not simply by their teacher.

### **Pro-Amateurs**

The information superhighway (internet) is additionally facilitating the rise of pro-amateurs, that successively is providing a brand new reasonably learning platform ideally suited to the task of leaning- to-be. The term "amateur" in today's culture tends to be detected negatively. However the etymology of amateur comes from the Latin word 'amator' suggesting one thing you are doing for the love of it.

Professionals do one thing for pay; amateurs do one thing out of their passion or love for it. The internet is giving new impetus to the increase of the pro-amateur class these days.

The activities on information superhighway (internet) wherever the interaction between amateurs and skilled provides a restricted kind of psychological feature is Wikipedia. Several of the entries on Wikipedia first get sketched out by dedicated amateurs – pro-ams – in a field. Eventually the entries so created catch the eye of execs, who usually begin to

rewrite elements of the entry. These changes, of course, also are subject to replacement by alternative professionals or amateurs. The complete method of additives and rollbacks is subject to public scrutiny and so provides a glimpse into the thinking processes and academic practices of the sphere. The interested 'student' will so become a peripheral participant during this academic endeavor.

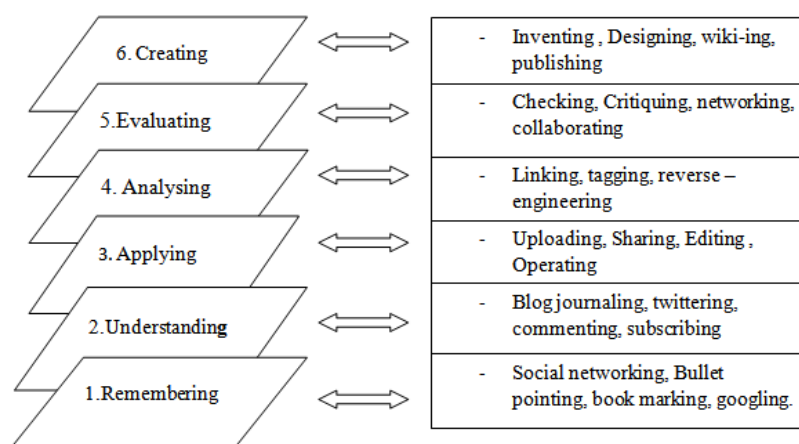
### **A Grand Transition**

The above examples are evincing the grand transition within the learning surroundings.

- To be a lot of clear, within the twentieth century, the approach to education was to specialize in 'learning -about' and to make stocks of information and a few psychological feature skills within the student to be deployed later in applicable things, that is acceptable for a lot of stable surroundings. The thought of life-long learning is far an acceptable one that warrants 'learning -to be' surroundings. The main target shifts from increase stocks of information (learning-about) to enabling participation in flows of action, wherever the main target is on each learning-to-be through social control into a follow, and on collateral learning yet.
- This apart the present approach is characterised by a 'demand-pull' instead of the normal 'supply-push' mode. The shift from a supply-push to a lot of a demand- pull basis of learning could be a grand transition. This mode of learning is closely aligned with Dewey's artistic movement, however it's conjointly somewhat totally different for two reasons: 1st, the demand-pull approach could be a combination of the knowledge and the social construction of understanding. Maybe a lot of significantly, it presents an approach to life-long learning that's currently dramatically enabled by internet.
- Using information technology in an appropriate manner "engages people, engages their souls, their passion, and their productivity, and people care," It shows humanistic computational thinking among the people (Idit Caperton, 2010). This also show the grand transition in learning environment.
- Computational thinking plays an important role in developing new and improved ways of creating, understanding, and manipulating representations—representations that can change, sometimes dramatically, the way in which people see problems (Aho, 2010).
- Computational thinking (and computational tools) can enhance self-expression and collaboration, supporting the use of many different forms of expression and the easy sharing of those expressions. The potential for expression and collaboration can be very motivating to many individuals, especially children.

### **CONCLUSIONS**

The above points are going in line with Bloom's Digital Taxonomy which proves the transition of cognitive development as detailed below:



**Figure 1.**

Improving these digital environments will develop millions of more technically educated people in India than other countries. So the new context of learning is necessary to access in the educational field.

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