



COMMONWEALTH of LEARNING

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Commonwealth Educational  
Media Centre for Asia

# Learning and Technology: Emerging Trends to Democratise Education

*Prof. G. Ram Reddy Social Scientist Award  
Lecture 2013, Hyderabad, India*

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17 December 2013



# Prof. G. Ram Reddy

- Father of modern Open Distance Learning in India
- Lessons in *Power, Politics, and Pedagogy*



# Learning

- Behaviour/  
knowledge/ human  
performance
- Experience
- Environment (Teacher,  
society, colleagues,  
objects/ technology)
- Interaction
- Change



# Memory and Learning

- Memory as outcome of learning
- Short-term memory
- Long-term memory
  - Gist
  - Verbatim
- Learning about learning helps learning

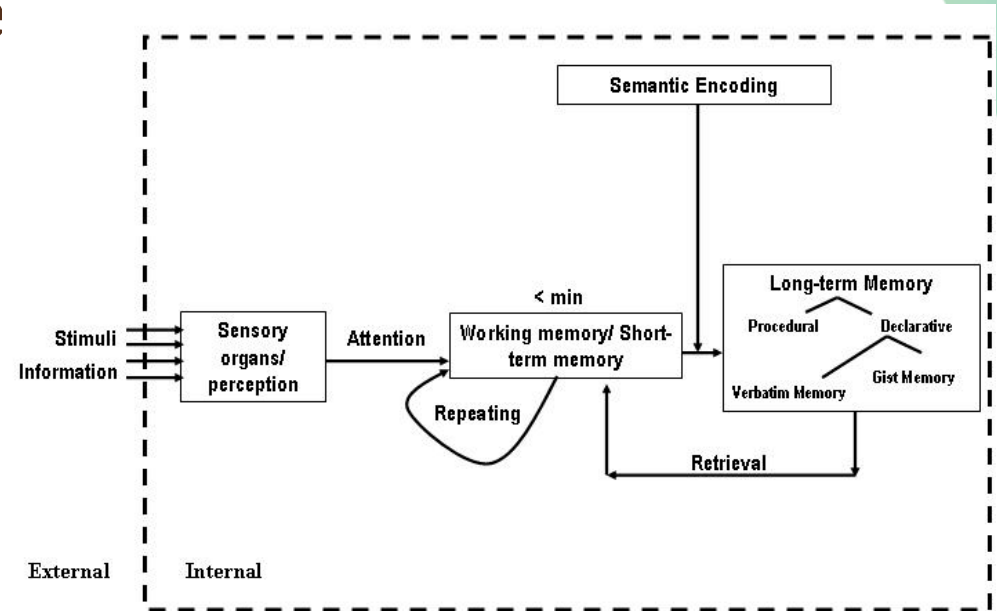
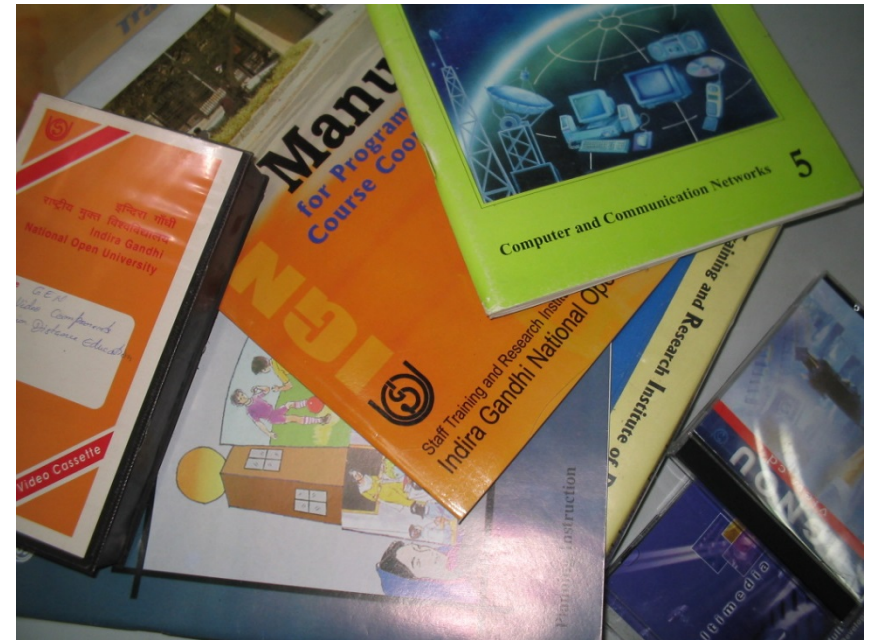


Fig. 1: Internal representation of memory



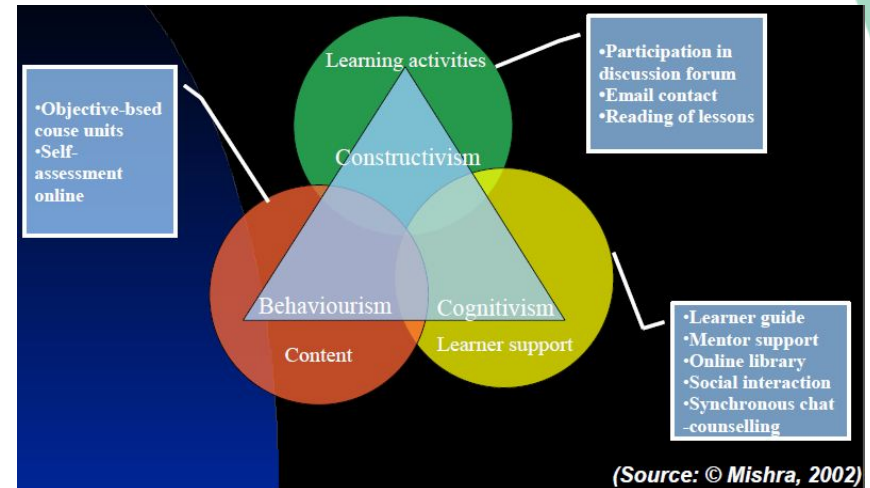
# Learning *from* Technology

- Media and technology as sources of information
- Mostly passive learning, though learner control is high
- Generative learning, if the media is suitably designed for learning



# Learning *in* Technology

- Technology is integrated rather than used as a stand-alone media
- Environment facilitates collaborative and cooperative learning
- Planning and implementation of instructions are separated, where planning takes more time and effort





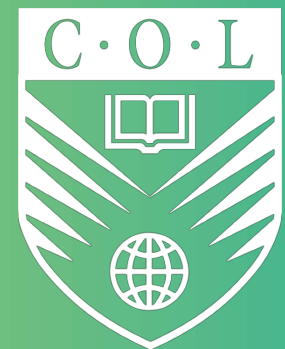
# Learning *with* Technology

- Learning by working with technology
- Students play active role and engaged in learning by doing
- Creative process demands digital fluency of the learners



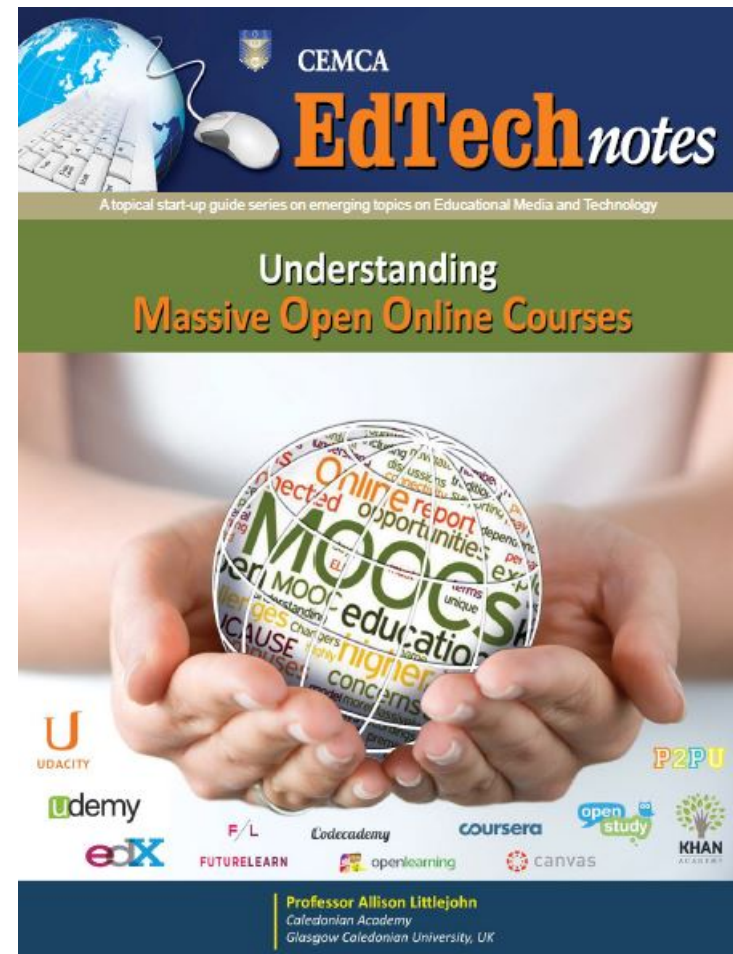


# EMERGING SCENARIOS



# Massive Open Online Courses

- Started in 2008; the year 2012 was declared as the Year of MOOCs
- Free courses available online
- Large enrolment
- Learning through self exploration and cooperation of peers



# Online Learning

- 32% of students in US take at least one course online (2013)
- Only about 100,000 online learners in Commonwealth Asia
- Online learning in India is less than 15 year old



# Open Educational Resources

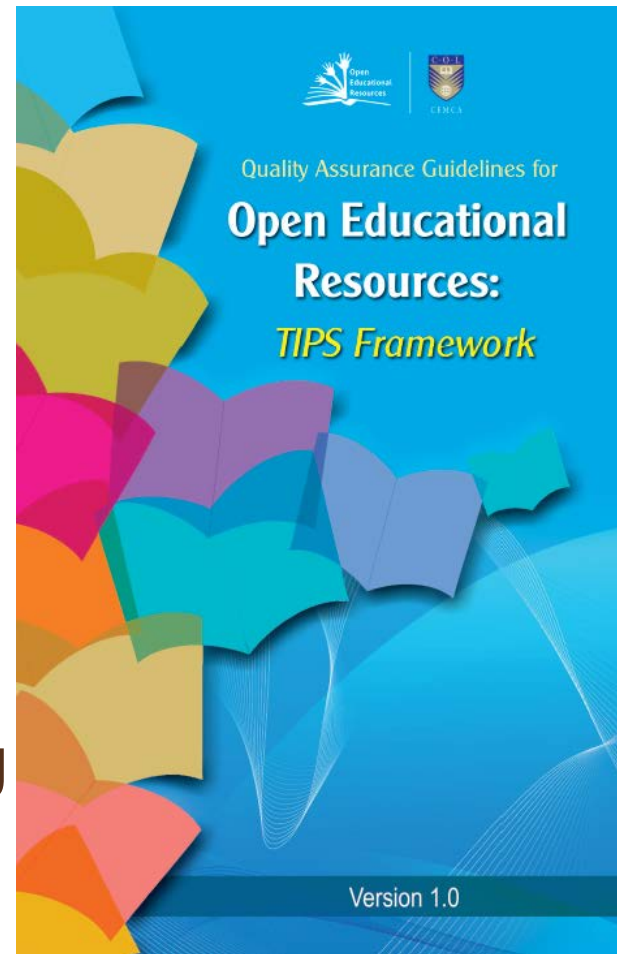
“The Open Courseware concept is based on the philosophical view of knowledge as a collective social product and so it is also desirable to make it a social property”

- VS Prasad.

The screenshot displays the homepage of the National Repository of Open Educational Resources (NROER). The header includes the Government of India emblem and the text 'MHRD Govt. of India'. The main navigation bar features the acronym 'NROER' and the full name 'National Repository of Open Educational Resources'. A search bar is prominently displayed with the text 'Search repository' and a search button. Below the search bar, there is a button labeled 'Browse repository by collection'. The 'Featured Resources' section contains five categories: 'VIDEOS', 'AUDIOS', 'INTERACTIVE OBJECTS', 'IMAGES', and 'DOCUMENTS'. A banner at the bottom of the page reads 'A Tribute to Mahatma October 2<sup>nd</sup> - 31<sup>st</sup>, 2013' and includes a 'View all images' link.

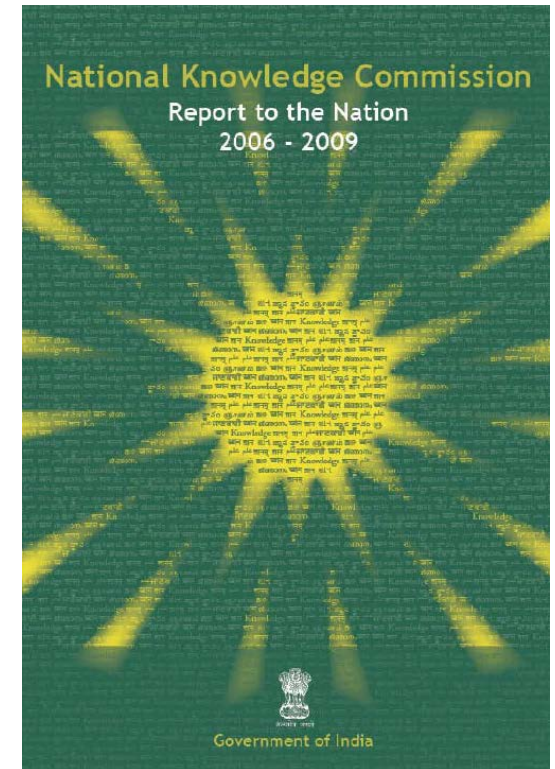
# Developing Ecosystem of OER

- OER in abundance does not make learning happen
- Concern over quality of OERs
- Integration of OER in the teaching-learning process
- Certification of students learning through OER and MOOCs
- Rethink education in the context of the network learning in the era of OER, and help MOOCs to be game changer



# Implications

- Working in collaboration and consortia mode
- Focus on OER development
- Appreciation for open license
- Engagements in learning design
- Quality improvement
- Institutional preparedness

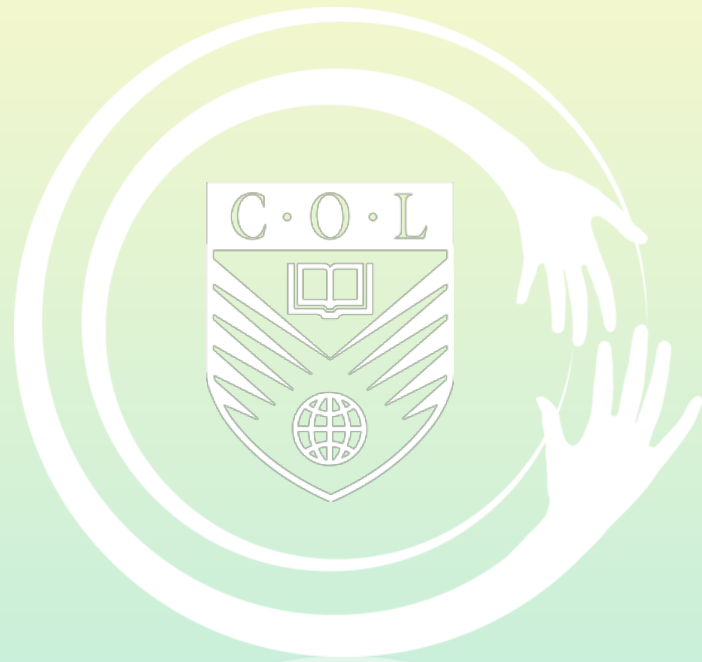




# Concluding Remarks

- Three ways of technology use - learning *from* technology, learning *in* technology and learning *with* technology
- OERs will increase access to knowledge resources
- MOOCs will provide opportunities to receive credentials through formal and informal learning
- Teaching and learning services and certification may get separated in future
- We need to have collective thinking on ways to further democratise education





Thank You

