



## **A Study of Cognizance towards Digitalized Higher Education.**

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### **Abstract**

This research deliberates the usage of digital technologies with the assistance of cultural patterns in teaching and learning, to improve the requirements of 21st century advanced education learners. A brief discussion on varying desires of the pupils is provided. In the final segment we propose how digital technologies afford strong learning by implementing a pedagogical approach in KL University, Hyderabad. This research is based on Digitalized classroom learning & Teaching Methods in which Information technology touches in all features of human actions, so it influences on Education which became unavoidable. A digitally well-educated citizen is capable to learn and to take charge for their learning so this results high impact for education and to fulfil the needs with the usage of equipment and tools.

**Keywords:** Information Technology, Digital Classroom, Education Technology, Digital Learning, Learning Methodologies, Digital Teaching, Online Collaborative Learning, Arts; Education; Culture; Media; Social Procedure; Cultural Sustainability.

The usage of technology became predominant from Twentieth century. Data can be attained anywhere and learners can choose education according to their will power. In this method learner can share the views easily. Digital classroom includes all methods of machine maintained techniques for a learner and for tutor too. The Digital skills assist to implement the knowledge procedure. Digitalized education comprises Internet learning. With the assistance of Internet, Satellite TV with voice modulation, Content is delivered. It can be tutor supporter or web supporter which includes the method of transcripts, pictures, cartoons with the support of audio system. Web Based Training programs are dissimilar methods of digitalized higher education. In the present scenario, Schools and organizations already started this E-Learning and Teaching with new contexts.

According to Zygmunt Bauman, advanced educational organizations of around the world are improved and considered as 'Solid Modernity.' Educational system has been organized and delivered at various educational institutions and in universities but the system has not

changed vividly over the last 50 years. Pupils at the stage of 18 they start a 4-year bachelor degree program in a precise field from campus through classroom presence, listening lectures from instructors, books reading, assessments completion, and they try to commence their occupations after graduation. Culture, Education and Artistic sectors are significant in the fields of economic and employment. Through this it enlarges modernization across the economy, and it subsidizes abundant networks for constructive communal influence like welfare and vigor, education, inclusion, urban reconstruction, etc. They are among the toughest success by the pandemic, with large cities frequently comprising the utmost segment of occupations at risk factor. Through this lockdown and social distancing people have made intense on the position for their psychological happiness, perhaps this acknowledgement delivers an innovative chance of hope transversely the lifetime, conducive to resolutions of wellbeing in discounting the medicine charges. The pandemic of COVID-19 in multifaceted customs has been impacted in the field of education, media, and culture. Using non-conventional means, Educationalists have been experienced with training visual arts and media assistances, performances, and ideas, to pupils in virtual classrooms.

Liquid learning is a transformational, wide-ranging, complete, and communicating enlightening knowledge that excels single educational organizations and stages by merging with physical and digital learning ecologies in creative ways so that pupils attain the maximum excellence of education no matter where in the world they are and what their present circumstances might be. It is all about the wealth of the Knowledge. Eminence in Education is the primary goal and it has been providing in the fields of virtuality. In this pandemic situation, focusing on visual arts in educational sector impacts the quality of life and education and it can also be able to comprehend and interconnect in our complex world (Coombs & Ahmed, 1974). Art Educators must accomplish an eloquent and effective teaching for the pupils to safeguard their strength and societal emotive knowledge. With the usage of public media, audiovisual conferences can attain knowledge to students which they respond for instructors message. The National Art Education has assisted digital training classes in the time of pandemic. It can be effectively utilised by anyone for their academic or career support.

This article highlights the digitalized education and its knowledge process. This study focuses on E-learning practices which develops the knowledge progression. Digitalized learning creates a new model or strategies in teaching and learning process (Southgate et al., 2019; Southgate, 2020). Constructivist Approaches became a major component in learning skills with the support of online collaborative learning (OCL). The OCL applies four

methods, which plays a crucial role in digital learning. The four most important methodologies are Expositive, Demonstrative, Interactive, and Practical. The first Method is Expositive, it narrates the idea, perceptions, and other relevant information with the help of Power Point Presentation and Animations. In the second Methodology, Demonstrative focuses on Graphs, Diagrams, and other representations through digital classes. Third Method is Interactive, it is designed to practice the beginners proficiency level. Through this learner can test his abilities. The last Methodology, Practical which is based with the help of trainers. All these methods are connected to digital learning and teaching activities. Prior to COVID-19 limitations, across the range of virtual art media, art educators were already familiarized to occupied with multi-modalities. These customs of working to update by educators' own profound actions in their classrooms.

Multi-channel learning and teaching enhances pupil and instructor involvements across various education transfer channels including on-campus, virtual, digital and hybrid. In the hybrid setup, pupils and tutors from all over the world join the classroom concurrently in person and virtual. To empower this, the physical classrooms have been reshaped and fortified with methodological resolutions that improve the communication among online and on-campus pupils and instructors. In KL University campus, pupils and tutors will join session and progress their specific organizations. Pupils who select to join their program online in the hybrid session will profit from the equivalent hypothetical and interacting chances as their peers on-campus while contributing in collaborative education. Through the contributions of virtuality education, culture and media are entrenched within the arena to attach and subsidize to both the visual arts and educational groups. In these roles we have the great honour to assist the educationalists and pupils in virtual arts across which highlights on the emerging of 'world culture and their responsibilities as universal residents', and it subsidizes the students to 'assess the world through various lenses and circumstances,' (ACARA, 2016). The prospectus generates space to cultivate complex problem posing and thinking skills to foster 'perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds.' Universally, COVID-19 has enlarged the variability of the media, culture, and education, which has observed as a decrease in financial earnings and career fatalities. Students have agonized throughout the pandemic and it also effects their learning activities. With the effect of 2020 pandemic, according to some calculations, various scholars tried their improvements from the previous year, though in most cases, while comparing a five to ten percentile point drop in math attainment on MAP Growth calculations. Through the effect of the COVID-19 disaster, the education and the cultural sectors are developed with the help of digital

technology (Office of Educational Technology, 2017; Spires, 2018; European Union, 2020). Both sections accomplished in amplified digitalized technology which transmits advanced scenarios for the carrier progression but it also pressurizes of annoying discrepancies without additional measures. Such allied trials comprise, for instance, the evolution of strategies and practical tenacities for distance and disseminated education with digitally facilitated investiture to cultural resources and experiences. The lockdown have also made evident the importance of arts and culture for people's mental well-being – and perhaps, gradually recognized psychological effects of cultural access. This credit delivers an innovative prospect to capitalise on the role of education and culture in the anticipation and dealing of sickness across the lifetime, contributing to results for well-being systems, such as through discounts in hospitalisation or medication rates. During COVID-19 educators had to quickly train lesson content, planned for physical teachings in a digitalised setup. Doing this effectively needs a dissimilar established assistance, and so educators had to confront their expert skills and learn virtual tools. While not assigned to do so, many instructors in the network replied positively to the contributions on digital skills and learning virtual tools. They proactively asked for assistance and practised rules for making learning accessible with their peers and students. Whether it was learning to join a link for an online meeting, taking online classes, recording videos and audios, or using forms, teachers took ownership of their own learning. Teachers have good understanding of their developmental needs and the gaps in their skill set. Instead of centrally planned one-way training modules, states and the education ministry can create a bouquet of courses for teachers to choose from. It gives advantage to our representatives to ask teachers with groundbreaking content. Digital Classrooms are connected with concepts such as digital learning on digital learning methodologies. To prove the efficacy of digital learning, it was significant to classify the numerous ways in which digital learning can take place.

First, Digital Learning comprises a wide range of practices. Second, digital learning can adopt different forms. A lot of researchers have already tried to organise and name this variety of forms. According to ranks digital learning focuses on Implied learning and from there to Reactive learning and finally Deliberate learning, in which the difference is the degree of anticipation. Implicit learning is the learning of multifaceted evidence in an related manner, without awareness of what has been learned. ... Examples can be taken from daily life, like learning how to ride a bicycle or how to swim, are cited as demonstrations of the nature of implicit learning and its mechanism. Attaining faculty quality needs enduring faculty drilling, preparation, and remarks from pupils and peer tutor associates. In adding to, by means of talents superiority capabilities in employment of new

instructor, attaining excellence also needs universities to align their rewards and acknowledgement. Learners with inadequate information of their activities can either design everywhere the incompleteness, learn by enquiring a domain proficient, or learn through trial and error. The learner can i) attempt to perform the action and inactively detect the result, ii) respond by enquiring a domain skilled when it fails to learn by reflexive observation. The task is that by learning about imperfect accomplishment structures by a learner's design can become unsuccessful in that situation, the learner can enquire queries in achieving the goals. This article also focus on various approaches at i) scheduling with imperfect information of activities to recognize unfinished accomplishment features ii) identifying the plan failures which will be learned inactively and iii) procedures for identifying action failures to learn about activities when reflexive education fails. Through this assessment there are configurations like i) Passive learning without any queries ii) asking queries and re-evaluating till the proposal is definite to prosper; iii) preparation, substitute until the plan fails, diagnosing the failure, and re-planning; and iv) while diagnosing failures, proactively asking about a subset of the future action features that are likely to cause failures. Passive learning can lead to failures, finalizing a plan to execute questions, and to balance with reactive learning which strikes a good stability in minimalizing the number of questions. Deliberate learning has the final goal which generates new information and there is a vibrant assurance in proceedings such as planning and problem resolving [2]. According to these contexts the article briefly explores the digitalized technologies which supports the learning progression, followed by the research methods.

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