Chapter 14
Proficient Erudition of Pedagogues and Administrants for Integrated and Online Learning

Gopikrishnan T.

https://orcid.org/0000-0003-4861-0038
National Institute of Technology, Patna, India

Om Prakash

National Institute of Technology, Patna, India

Karpagaraj A.

National Institute of Technology, Puducherry, India

ABSTRACT

The knowledge about integrated and online learning to the educators and administrators needs to be elaborated to have a reliable education system. Online learning and integrated learning can be combined to provide a conglomerate effect on learning. The online system can be adapted to computer-based courses, and an integrated system can be adapted for engineering, arts, and science courses. Socioeconomic conditions are beyond control, but it is the basic criteria for human living. Teaching via the internet is remote learning where the learner will be learning at a convenient time and pace. Digital teaching and learning material preparation and creation of the digital library are discussed. The topics related to online learning such as hybrid courses, international reach, psychological counselling, online abhorrence, online threats, augmented and virtual reality, supporting infrastructure with training, assessment, administer roles, and adaptability are elaborated.

INTRODUCTION

The teaching and learning process has constantly evolved according to the needs of society. The teaching methods also change according to the requirements of the learners. The Pedagogues and their pedagogy evolved concerning the pedagogical necessity. The unprecedented pandemic necessitates the change of pedagogues, pedagogy and administrators. The adaptable way of education is remote learning combined with necessary physical evaluations (Dabbagh, 2007). The unanticipated change caused by the pandemic requires mandatory pedagogical changes to be adopted by learners, educators and administrators. The entire chapter is divided into three sections foundation, infrastructure, and caution of perils to reach the objective of online learning. It is depicted in Figure 1.

Figure 1. Requirement for successful online learning.
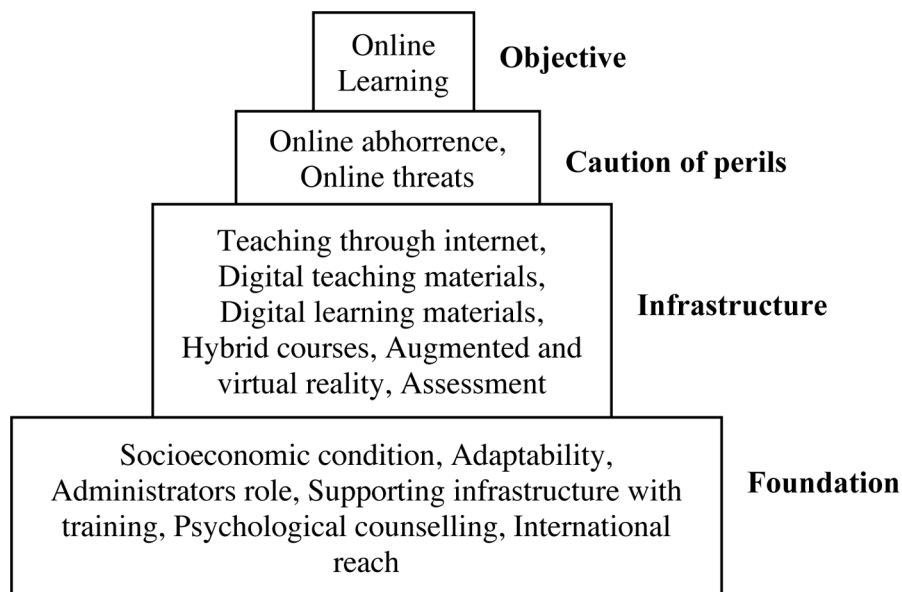
For achieving the objective of online learning, the analysis of the changes of the basic essential factors is necessary. The factors influencing online learning are the internet, preparation of digital teaching materials, preparation of digital learning materials, psychological counselling, online racism, socioeconomic conditions, virtual reality, and supporting infrastructure with training. The foundation for sustainable online learning needs analysis for feasibility of socioeconomic condition, adaptability, administrators' role, supporting infrastructure with training, psychological counselling, and international reach. If the foundation factors are suitable for online learning the infrastructure needs a thorough analysis to support teaching through the internet, digital teaching materials, digital learning materials, hybrid courses, augmented and virtual reality, assessment. If the foundation and infrastructure are sufficient for online learning caution of perils caused by the online environment needs to be educated to the online learners, teachers and administrators about online abhorrence and online threats. If the factors of foundation, infrastructure, caution of perils are analysed, then the system of online learning will be reliable for education.

16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/proficient-erudition-of-pedagogues-and-administrants-for-integrated-and-online-learning/292183

Related Content

Technology's Role in Distance Education
Murray Turoff, Caroline Howardand Richard Discenza (2008). *Online and Distance Learning: Concepts, Methodologies, Tools, and Applications (pp. 8-17).*
www.irma-international.org/chapter/technology-role-distance-education/27367

Model-Based System Development for Asynchronous Distance Learning
Shu-Ching Chen, Sheng-Tun Liand Mei-Ling Shyu (2003). *International Journal of Distance Education Technologies (pp. 39-54).*
www.irma-international.org/article/model-based-system-development-asynchronous/1619

Gender Differences in Cognitive Loads, Attitudes, and Academic Achievements in Mobile English Learning
Zhonggen Yu (2019). *International Journal of Distance Education Technologies (pp. 21-35).*
www.irma-international.org/article/gender-differences-in-cognitive-loads-attitudes-and-academic-achievements-in-mobile-english-learning/236116

ICT-Enabled Learning Settings: Course, Person or Community?
Luigi Colazzo, Andrea Molinariand Nicola Vill (2013). *International Journal of Distance Education Technologies (pp. 32-46).*
www.irma-international.org/article/ict-enabled-learning-settings/83514

The Open University of Israel
Zippy Erlichand Judith Gal-Ezer (2009). *Encyclopedia of Distance Learning, Second Edition (pp. 1546-1553).*
www.irma-international.org/chapter/open-university-israel/11953