



HELPING SKILLS FOR LEARNERS WITH DYSLEXIA



Bishop Agniswamy College of Education

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Muttom, Kanyakumari District - 629 202


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CORRELATES OF DYSCALCULIA WITH ACHIEVEMENT IN MATHEMATICS OF HIGH SCHOOL STUDENTS

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Abstract

Present research aims to find out the relationship between dyscalculia and achievement in mathematics of high school students studying in Chennai city. The social group of the research includes students aged between 11 to 15. The students with dyscalculia were identified by researcher using dyscalculia scale. The sample group consisted of two hundred and ninety nine high school students. The test results were analysed using SPSS involving descriptive and analytical statistical methods. The result showed that there was no statistically significant difference among high school students in the dyscalculia and achievement in mathematics with respect to gender and medium of instruction. But, the research confirmed that there existed statistically negative significant relationship between dyscalculia and achievement in mathematics of high school students.

Key words: Dyscalculia, achievement in mathematics, high school students.

Introduction

One of the main aims of mathematics learning is surely successful achievement for all students, yet it seems to be a fact of reality that, while few students prosper in the learning of mathematics, much greater number of them found mathematics difficult. From high paying job to low paying jobs mathematical literacy is most essential one as surviving in a job for long period requires good mathematical literacy. Nowadays scholastic performance has become an index for child's future. When students are best in math skills, they can easily get centum in the subject who helps in secure highest total marks. Regrettably, we all predict students' future study and performance by his/her scholastic grades and scores. In this situation, parents and teachers should give due importance for Mathematics subject from early childhood stage to make them skilled so that Mathematics anxiety would not influence with Mathematics performance in future.

Unrecognized and unsolved scholastic backwardness along with Mathematics disability would definitely affect children's future in terms of school completion, higher education, employment, preparing for competitive exams and interpersonal relationships. The children with Mathematics learning disability are tend to express their backwardness in Mathematics performance and this type of 'invisible handicaps' must be identified in class rooms as early as possible. It is important for the teachers and parents to identify the causes for disability in Mathematics and low performance in academics thereby being better aware of their backwardness to give adequate inputs. Dyscalculia is a learning disability which affects a person's mathematical performance. Mathematics anxiety, worrisome thoughts, Poor teaching, environment limitation and mind disability in processing numbers are among the leading causes of dyscalculia Shalev (2004). Researches show that dyscalculia students face problem in learning the meaning of numbers, number sense and learning new numbers. Morgan (2009) proclaimed that dyscalculia students express their difficulty in employing with number sense and learning some specific mathematic concepts; in addition they take more time to find out answer for a problem by trial error method.

Our daily life and teaching begins with simple numbers and becomes more complicated as instruction continues. So students need to understand mathematical concepts to be able to solve problems (Anghileri 2005). Since learning basic concepts in mathematics is problematic to some students, teachers should help students to understand the concepts of multiplication, subtraction and division. Knowledge of the basic facts is one of the important ways to learn how to analyse the mathematical problems. Learning addition, division, multiplication, subtraction and internalizing their relationship is a basic infrastructure requirement for most forthcoming learning.

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Teaching these concepts will be of help in learning more complicated mathematical learning. Halberda's finding about the students who were taught number sense proved that there is correlation between mathematical achievement and understanding of numbers. (Halberda Feigenson, Liza Nike 2008 and Oustin 2008). Hence, offering appropriate attention to those children affected by dyscalculia is an essential one to protect their future from anxiety and low self confidence. In this perspective, the present study attempts to find out the correlation between dyscalculia and achievement in mathematics among high school students in Chennai district.

Need for the study

Dyscalculia is described as a specific and severe deficit in the process of encoding, decoding the numerical information and its retention which results in failure to develop fluent numerical computation skills. Brain (1999) stated that dyscalculia learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence. Very little is known about the prevalence of dyscalculia, its causes and treatment. Most dyscalculia learners will have cognitive and language abilities in the normal range and may excel in nonmathematical subjects. Wilson AJ, Dehaene S, Shalev R.S, Manor O, Gross-Tsur V (2005, 2007) affirmed that untreated dyscalculia typically persists beyond the school-age years into late adolescence and adulthood. Epidemiological studies indicate that dyscalculia is as common as reading disorders and affects 3.5% - 6.5% of the school-age population. Moreover, dyscalculia runs in families as heritable which implicate genetic factors and it is also caused by brain injury and problems in brain nerves. A realised figure of survey conducted by Dyslexia Association of India shows that prevalence of mathematical disabilities occur between 3%-14%, 250-300 children in a school having 2000 strength are faced with mind block where mathematical abilities are concerned. Subsequently, mathematical skills are fundamental to independent living in a proficient society which the dyscalculia would affects persons' educational opportunities, employment opportunities and thus socio-economic status. An understanding of how concepts of numeracy develop, and the manifestation of difficulties in the acquisition of such concepts and skills, is imperative. Hence, the researcher wanted to find out the connection between dyscalculia and math achievement among high school students in Chennai district to make this research to be eye opener to educationists, psychologists and teachers to develop with innovative methods of learning mathematics.

Statement of the problem

In today's high-tech, increasingly connected world, it is vital that students build confidence in their ability to do mathematics, as deficiencies in this area can be a major impediment to many facets of life. In order to make students develop confident, we must identify their difficulties and disabilities in mathematics which affects their performance. Hence, the problem stated 'Correlates of dyscalculia with achievement in mathematics of high school students' is to fill the research gap thereby helping research community to evolve new methods and strategies to eliminate the hidden handicaps from the society.

Hypotheses of the study

1. There is a significant relationship between dyscalculia and mathematic achievement among high school students.
2. There is no significant difference in the dyscalculia between male and female high school students.
3. There is no significant difference in the dyscalculia between Tamil medium and English medium students.
4. There is no significant difference in the achievement in mathematics between male and female high school children.
5. There is no significant difference in the achievement in mathematics between Tamil medium and English medium students.

Methodology

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The study employed normative survey method. The research sample was selected from five schools of different management namely, Government, Private and Government aided in Chennai district, Tamil nadu in which the social group of the research includes students from sixth, seventh, eighth and ninth standard. At first, the students with dyscalculia were identified using a dyscalculia scale by researcher. Then, totally 299 high school students out of 450 were identified with dyscalculia. The result of the survey conducted by the researcher to find out dyscalculia revealed that there were students in high Schools of Chennai district who satisfied this condition. Subjects are selected because of some learning characteristics from highly unusual manifestation of interest. Therefore, the sample of all the students was taken which was in accordance with the advice of (Fox, 1969 and Patton, 1990) on purposeful sampling technique. In this study, dyscalculia is treated as independent variable whereas achievement in mathematics of high school students is treated as dependent variable; and gender and medium of instruction was used as sub-variables of the study.

Tools used

Dyscalculia scale which is constructed and standardised by C.Joanne jacobs was used to find out students with Mathematics difficulties. Mathematic achievement was taken from high school students' mathematics performance of half yearly examination.

Analysis of the data

The data collected are processed using SPSS package to find out correlation and significant difference and the results are presented below.

Table-1 shows the Correlation between Dyscalculia and Achievement in mathematics among High school students

Variables	'r' value	Level of Significance
Dyscalculia	-1.26	0.01
Achievement in mathematics		

Students with a Mathematics difficulty have problems with their math skills. Dyscalculia is a debilitating disorder which affects a person's ability to conceptualize the operations and processes of fundamental mathematics. The above table shows that there exists statistically significant negative relationship between dyscalculia and achievement in mathematics among high school students. This result is supported by Hughes, Selma; Kolstad, Rosemarie (1994) who examined children's inability to learn mathematical concepts and mathematical computations, especially those children with dyscalculia; and reported that characteristics of students with dyscalculia cause retardation in mathematics among school children. Based on the above finding, the null hypothesis (Ho1) is retained that there existed relationship between dyscalculia and achievement in mathematics among high school students.

Table-2 shows the details of 't' test for dyscalculia of high school students with respect to Gender

Gender	N	Mean	SD	Std.Error mean	't' value	Significant level
Male	243	133.53	14.86	0.95	1.17	NS
Female	55	132.34	6.07	0.81		

From above table, it is observed that the mean score (M1) of the male students is found to be 133.53, and standard deviation (SD1) 14.86, while the mean score of female students' (M2) was 132.34 and standard deviation (SD2) 6.07. The results obtained indicated that there is no significant difference between the means scores of dyscalculia between male and female high school students. Based on this finding, the null hypothesis (Ho2) is retained confirming that there is no significant difference in the dyscalculia between male and female high school students.

Table-3 shows the details of 't' test for dyscalculia of high school students with respect to Medium of instruction

Medium of instruction	N	Mean	SD	Std.Error mean	T value	Sig
Tamil	243	412.99	31.08	1.99	0.59	NS
English	55	379.34	72.51	9.77		

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From above table, it is observed that the mean score (M1) of the Tamil medium students is found to be 412.99 and standard deviation (SD1) 31.08, while the mean score (M2) of the English medium students is 379.34 and standard deviation (SD2) 72.51. The results obtained indicated that there is no significant difference between the means scores Tamil and English medium high school students with respect to dyscalculia. Based on this finding, the null hypothesis (Ho3) is retained confirming that there is no significant difference in the dyscalculia between Tamil and English medium high school students.

Table-4 shows the details of 't' test for achievement in mathematics of high school students with respect to medium of instruction

Gender	N	Mean	SD	Std.Error mean	't' value	Sig
Male	86	42.06	13.25	1.42	0.24	NS
Female	213	56.55	15.26	1.04		

From above table, it is observed that the mean score (M1) of the male students is found to be 42.06, and standard deviation (SD1) 13.25, while the female students' mean score (M2) was 56.55 and standard deviation (SD2) 15.26. The results obtained indicated that there is no significant difference between the means scores male and female high school students with respect to achievement in mathematics. Based on this finding, the null hypothesis (Ho4) is retained confirming that there is no significant difference in the achievement in mathematics between male and female high school students.

Table-5 shows the details of 't' test for Achievement in mathematics of high school students with respect to Medium of instruction

Medium of instruction	N	Mean	S.D	Std.ErrorMean	't' value	Significant level
Tamil	86	34.85	4.70	0.45	0.52	NS
English	213	33.64	4.42	0.32		

From above table, it is observed that the mean score (M1) of the Tamil medium students is found to be 34.85, and standard deviation (SD1) 4.70, while the mean score (M2) of English medium students was 33.64 and standard deviation (SD2) 4.42. The results obtained indicated that there is no significant difference between the means scores Tamil and English high school students with respect to achievement in mathematics. Based on this finding, the null hypothesis (Ho5) is retained confirming that there is no significant difference in the achievement in mathematics between Tamil and English high school students.

Major findings of the study

- There existed statistically significant negative relationship between dyscalculia and achievement in mathematics among high school students.
- There was no significant difference between the means scores of dyscalculia between male and female high school students.
- There was no significant difference between the means scores Tamil and English medium high school students with respect to dyscalculia.
- There was no significant difference between the means scores male and female high school students with respect to achievement in mathematics.
- There was no significant difference between the means scores Tamil and English high school students with respect to achievement in mathematics.

Discussion

- The findings of this study confirmed that there existed significant negative relationship between dyscalculia and achievement in Mathematics which reveals that when dyscalculia increases among students, achievement in mathematics decreases. Because when the condition of dyscalculia is untreated, learners would have difficulty in understanding simple number concepts, intuitive grasp of numbers, and have problems in learning number facts and procedures. The result is supported by (Geary, 2006) who proclaimed that math disability causes persistent difficulty in learning and mastery of number concepts in mathematics; and

American Psychiatric Association (2000) also reported that achievement level in mathematics will be far below for those children who have Mathematics disability.

- The findings of this study confirmed no significant difference in the dyscalculia of the male and female high school student. This finding supported the result of Yusha'u (2004) which showed that both boys and girls were equal in performance and face equal levels of learning difficulties in the research on diagnosing and remediating mathematics learning difficulties. Galadima and Yusha'u (2007) also revealed from their study that there existed no gender difference in the Mathematics performance of students having learning difficulties in mathematics.
- Analysis of math achievement with respect to medium of instruction reveals that there was no statistically significant difference in the achievement in mathematics between male and female high school students which imply that medium of instruction do not have role in differentiating math performance of students with dyscalculia.
- The controversy that exists in performance in Mathematics in terms of gender is still unresolved. Analysis pertained to achievement in mathematics with respect to gender in this study indicated that there was no significant difference in the Mathematics achievement. But, it is contradicted to the result founded by Atweh (1995) showed that small differences in mathematics performance were existed between men and women or boys and girls. However, the finding contradicted with Lassa (1985) who asserted that there existed a sex difference in Mathematics performance of students generally.
- Analysis revealed that there existed no significant difference between Tamil and English medium high school students with respect to achievement in mathematics. From the result, it is understood that medium of instruction do not have any influence in making difference in the Mathematics performance among students.

Conclusion

From the result, it is understood that dyscalculia is negatively correlated with students' achievement in mathematics which reveals that dyscalculia may be a negative affective response and deleterious effects on math performance. Hence, it is the need of the day to work on for teachers, educationists and psychologists with the methods for assessment and diagnosis and intervention programmes to eliminate the condition from the society. Doing research like this would help teachers to be informed about dyscalculia so that they can implement strategies that intentionally and explicitly accommodate students who have this disability.

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ROLE OF TEACHERS IN SOCIAL MEDIA

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Abstract

Social media such as Facebook, Twitter, Google Plus, and Flickr, as well as open social practices such as blogging, are being used in learning for the purpose of convenient communication with other students and potentially with others outside the class such as students of the same topic and subject experts. Many social media, as commercial endeavours, are attractive in that their features often surpass those of internal firewalled environments. The fact that these media are generally open to the world implies a need to carefully consider the risks of openness as well as need for ongoing communication with students in order to address their concerns and deal with issues in the use of social media as they arise. These risks are counter-balanced by the benefits of open discussion and academic debate in authentic online environments.

Introduction

There is a continuous debate about the role social media should play in education. Supporters point out the benefits that social media provides for today's digital learners while experts call for control and for eliminating social media from classes. Finding a middle ground has become a challenge. As an academic device, social media improves the chance to learn by enabling learners and instructors to link and communicate in new, interesting ways. Web websites such as Facebook, Twitter, and LinkedIn provide a place where users can dialogue, exchange ideas, and find solutions to problems. These websites are designed to promote cooperation and conversation.

Despite these benefits, experts claim that there are serious threats to using social media in the academic setting.

Encourage students to share work socially.

Anna Divinsky created an iTunes U class at Penn State University called Art 10: Introduction to Visual Studies, which she then adapted into a massive open online course (MOOC) on Coursera. The MOOC, called Introduction to Art: Concepts and Techniques, amassed more than 58,000 students. For each class assignment, students were responsible for evaluating each other's work. Because the class was online, social media played an essential role in connecting students and creating an online community.

Students shared their work on a variety of platforms. On Flickr, they tagged their artwork with "artmooc." On Twitter, they included the #artmooc hashtag. Others posted to Facebook, and continue to do so to this day, even though the course has been over for quite some time. "It was fascinating to see learners from all over the world wanting to connect with one another in order to build a sense of community," Divinsky says.

But what was even more surprising was how social media allows students to self-organize into smaller, independent groups. These groups were based on commonalities like age, language and art proficiency levels. By allowing students to share on the site of their choosing, social sharing will come more naturally.

Facebook, Twitter, or YouTube. Social media systems enable instructors to identify “back channels” that promote conversation and surface ideas that students are too shy or nervous to speak out in class.

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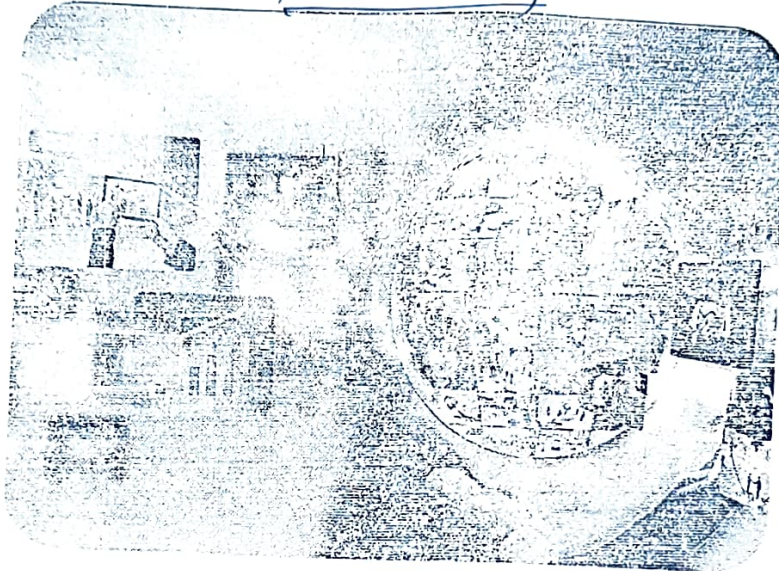
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and arriving at a single option to move forward.

- **Delegating** means assigning duties to members of the group and expecting them to fulfill their parts of the task.
- **Evaluating** the products, processes, and members of the group provides a clear sense of what is working well and what improvements could be made.
- **Goal setting** requires the group to analyze the situation, decide what outcome is desired, and clearly state an achievable objective.
- **Leading** a group means creating an environment in which all members can contribute according to their abilities.

- **Managing time** involves matching up a list of tasks to a schedule and tracking the progress toward goals.

- **Resolving conflicts** occurs from using one of the following strategies: asserting, cooperating, compromising, competing, or deferring.

- **Team building** means cooperatively working overtime to achieve a common goal.

5. Conclusion

These are all for the Students need to develop 21st century skills to succeed in school, college, and career. They need learning skills such as critical and creative thinking, literacy skills such as information and media literacy, and life skills such as initiative and leadership

MANAGING DIVERSE LEARNERS IN CLASSROOM

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Introduction :

Today's schools are becoming increasingly diverse. Many teachers find that their classrooms are populated by English language learners, gifted students, students with disabilities, and students who are culturally diverse. To add to this diversity, approximately 12 percent of students in public schools are labeled as gifted and talented (Friend, 2007). Like

their peers with disabilities, gifted and talented students also are integrated into general education classrooms. All of these differences make teaching more interesting and exciting as well as more complex. When inclusion is considered alongside standards-based reform, it would appear that teachers are being called upon to produce greater similarity in learning outcomes despite greater

diversity in student populations. For teachers who are attempting to manage the tension between standards-based reform and inclusion, there are still many challenges

Diversity Affects the Classroom

Much discussion about diversity focuses on the following forms of marginalization: race, class, gender, and sexual orientation — and rightfully so, given the importance of these forms of difference.

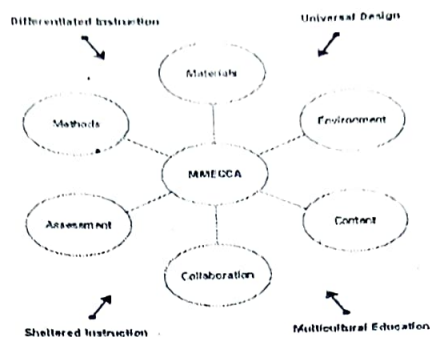
In fact, students come to the university classroom with different backgrounds, sets of experiences, cultural contexts, and world views.

Additionally, issues of diversity play a role in how students and teachers view the importance of the classroom and what should happen there.

Students may perceive that they do not “belong” in the classroom setting — a feeling that can lead to decreased participation, feelings of inadequacy, and other distractions. Teachers may make flawed assumptions of students’ capabilities or assume a uniform standard of student performance.

Teachers may themselves feel out of place based on their own ascriptive traits (i.e. differences based on class, privilege, etc.). Identifying and thinking through notions of difference and how they affect the classroom allow both students and teachers to see the classroom as an inclusive place.

DIFFERENT CRITERIA FOR MANAGING THE DIVERSE LEARNERS IN THE CLASSROOM ;



- Enhancing access to general education curriculum for students with disabilities.
- Providing greater opportunities for students with disabilities to learn socially appropriate behaviours through interaction with their peers without disabilities.
- Preparing students with and without disabilities for the real world
- Providing opportunities for all students to learn from other students who are different
- Reducing ignorance that comes from lack of exposure.
- Providing opportunities for all students to develop cross-cultural competence.

MANAGING AREAS:

To Managing Diverse Learners in Classroom. We Suppose to Managing these areas are in the following as:

Standards-based reform -

Serving as a catalyst to promote collaboration between teachers in general education, special education, ESL, and bilingual education. Standards-based reform also helps educators share responsibility and accountability for the progress of all students, including students with

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disabilities and students from diverse backgrounds

1. Inculsion-

Enhancing access to general education curriculum for students with disabilities. Providing greater opportunities for students with disabilities to learn socially appropriate behaviours through interaction with their peers without disabilities.

3. Cultural and Linguistic Diversity

Of course, disability status reflects only one aspect of human diversity. Factors such as race, ethnicity, class, gender, and language also contribute to the classroom mosaic and may influence the cultural characteristics that students bring

=> Providing opportunities for all students to learn from other students who are

different. .

=> Reducing ignorance that comes from lack of exposure. .

=> Providing opportunities for all students to develop cross-cultural competence.

=> Preparing students for the real world.

4. MMECCA: A Framework for Success :

This MMECCA framework is composed of the following elements:

- **Methods of Instruction.** This element shows the strategies and techniques that are employed during instruction. This is the "how" through which instruction is accomplished.
- **Materials of Instruction.** This element pertains to the tangible items that are used to support instruction. This is the "with what" through which instruction is accomplished.

- **Environment of Instruction.** This element focuses on the physical environment of the classroom, behavior management, and general classroom ethos. This is the "where" of instruction or the instructional context in which learning will occur.

- **Content of Instruction.** This element details what is being taught to students. It addresses curricular issues related to what students should know and be able to do. This is the "what" of the learning process or the knowledge, facts, and understandings that are the essence of teaching and learning.

- **Collaboration for Instruction.** This element pertains to how educators should work together in delivering instruction to diverse populations. It includes educational practices such as collaborative problem solving and co-teaching. This element also addresses how educators and parents should work together. This is the "it takes a village" element of instruction.

- **Assessment in Instruction.** Finally, this element focuses on the assessment process that begins and ends the instructional cycle. It includes informal, teacher-made assessments, as well as large-scale standardized tests. This is the "how do we know what students need and what they know?" element of the instructional process.

Conculsion :

Students may perceive that they do not "belong" in the classroom setting — a feeling that can lead to decreased participation, feelings of inadequacy, and other distractions. Teachers may make flawed assumptions of students' capabilities or assume a uniform standard.

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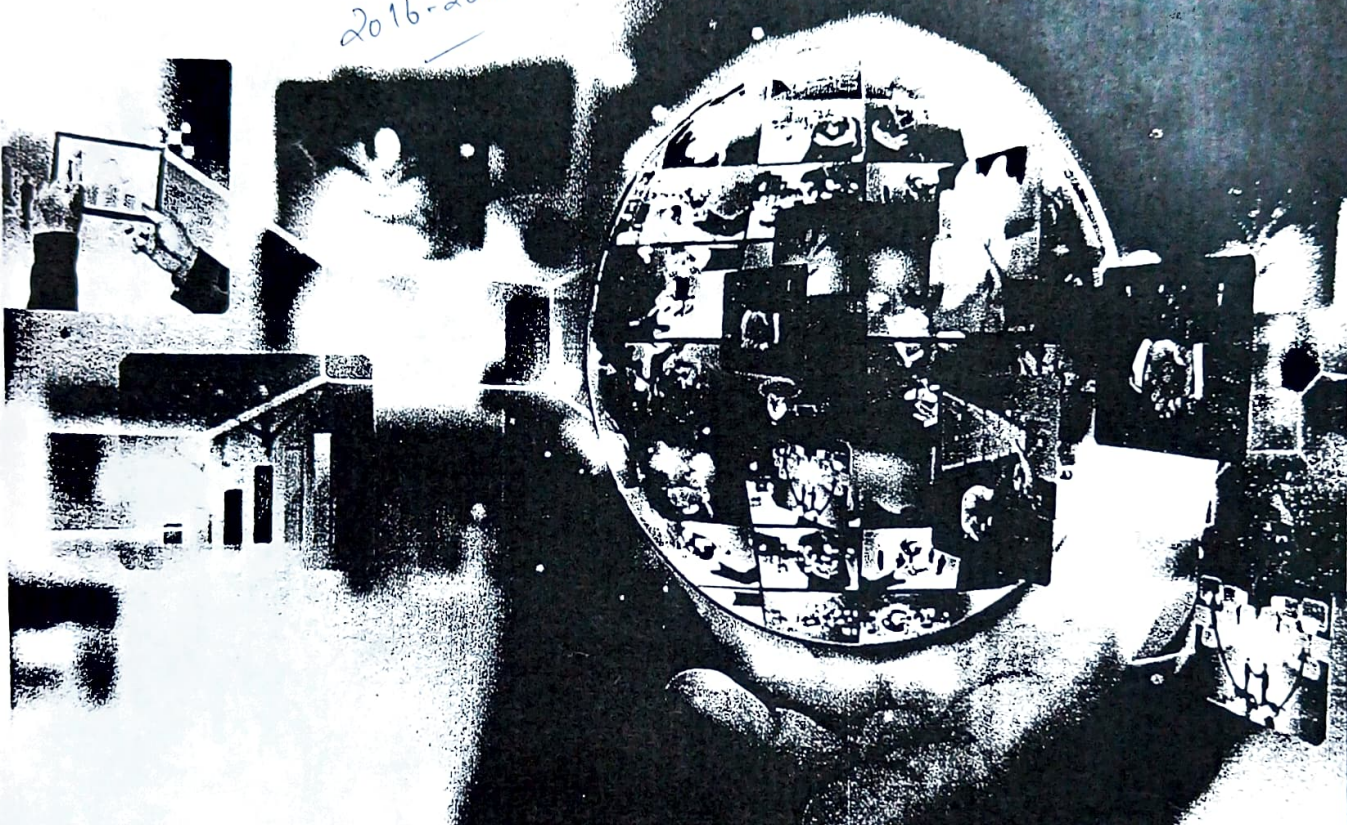
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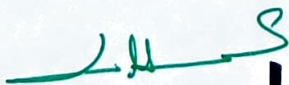
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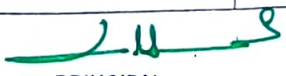
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COLLABORATIVE LEARNING

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I. INTRODUCTION

"Collaborative learning" is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it. **Shared learning** is the process of working collectively to achieve a common objective in a group. Team members tend to share knowledge and complement each others' skills. **Cooperative learning**, which will be the primary focus of this workshop, is a specific kind of

learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed.

Collaborative learning represents a significant shift away from the typical teacher-centered or lecture-centered milieu in college classrooms. In collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material. Teachers who use collaborative learning approaches tend to think of themselves less as expert transmitters of knowledge to students, and more as expert designers of intellectual experiences for students-as coaches or mid-wives of a more emergent learning process.

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II. TYPES OF COLLABORATIVE LEARNING :

Though collaborative learning takes on a variety of forms and is practiced by teachers of different disciplinary backgrounds and teaching traditions, the field is tied together by a number of important assumptions about learners and the learning process.

Learning is an active, constructive process: To learn new information, ideas or skills, our students have to work actively with them in purposeful ways. They need to integrate this new material with what they already know- or use it to reorganize what they thought they knew. In collaborative learning situations, our students are not simply taking in new information or ideas. They are creating something new with the information and ideas. These acts of intellectual processing- of constructing meaning or creating something new-are crucial to learning.

Learning depends on rich contexts:

Recent research suggests learning is fundamentally influenced by the context and activity in which it is embedded (Brown, Collins and Duguid, 1989). Collaborative learning activities immerse students in challenging tasks or questions. Rather than beginning with facts and ideas and then moving to applications, collaborative learning activities frequently begin with problems, for which students must marshal pertinent facts and ideas. Instead of being distant observers of questions and answers, or problems and solutions, students become immediate practitioners. Rich contexts challenge

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students to practice and develop higher order reasoning and problem-solving skills.

Learners are diverse: Our students bring multiple perspectives to the classroom-diverse backgrounds, learning styles, experiences, and aspirations. As teachers, we can no longer assume a one-size-fits- all approach. When students work together on their learning in class, we get a direct and immediate sense of how they are learning, and what experiences and ideas they bring to their work. The diverse perspectives that emerge in collaborative 'activities are clarifying but not just for us. They are illuminating for our students as well.

Learning is inherently social: As Jeff Golub points out, "Collaborative learning has as its main feature a structure that allows for student talk: students are supposed to talk with each other....and it is in this talking that much of the learning occurs." (Golub, 1988) Collaborative learning produces intellectual synergy of many minds coming to bear on a problem, and the social stimulation of mutual engagement in a common endeavor. This mutual exploration, meaning-making, and feedback often leads to better understanding on the part of students, and to the creation of new understandings for all of us.

III. APPROACHES: Collaborative Learning

Collaborative learning covers a broad territory of approaches with wide variability in the

amount of in-class or out-of-class time built around group work.

Collaborative activities can range from classroom discussions interspersed with short lectures, through entire class periods, to study on research teams that last a whole term or year.

The goals and processes of collaborative activities also vary widely. Some faculty members design small group work around specific sequential steps, or tightly structured tasks. Others prefer a more spontaneous agenda developing out of student interests or questions. In some collaborative learning settings, the students' task is to create a clearly delineated product; in others, the task is not to produce a product, but rather to participate in a process, an exercise of responding to each other's work or engaging in analysis and meaning-making.

IV. GOALS FOR COLLABORATIVE LEARNING:

V. COLLABORATIVE LEARNING: CHALLENGES AND OPPORTUNITIES

Creating a collaborative classroom can be wonderfully rewarding opportunity but it is also full of challenges and dilemmas.

Creating a collaborative classroom can be a wonderfully rewarding opportunity but it is also full of challenges and dilemmas. Few of us experienced collaborative work in our own undergraduate settings, and much of our graduate school training reinforced the teacher-centered, lecture-driven model of college teaching. For each of us, stepping out of the center and engaging

students in group activity is hard work, especially at first.

Designing group work requires a demanding yet important rethinking of our syllabus, in terms of course content and time allocation. If some (or a great deal) of the classroom time is considered an important social space for developing understandings about course material, or if some of the out-of-class time is devoted to study groups or group projects, how should we design the rest of the class time (lectures, assignments, examinations)? How do we ensure students are learning and mastering key skills and ideas in the course, while at the same time addressing all the material of the course? Teaching in collaborative settings puts front and center the tension between the **process** of student learning and **content** coverage.

As we become more involved in using collaborative learning, we discover what radical questions it raises. Collaborative learning goes to the roots of long-held assumptions about teaching and learning. Classroom roles change: both teachers and students take on more complex roles and responsibilities. (Finkel and Monk, 1983; MacGregor, 1990). The classroom is no longer solo teacher and individual students- it becomes more an interdependent community with all the joys and tensions and difficulties that attend all communities. This degree of involvement often questions and reshapes assumed power relationships.

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between students and students), a process that at first can be confusing and disorienting (Romer and Whipple, 1990).

Not only is course content reshaped, so are our definitions of student competence. Because the public nature of group work makes demonstration of student learning so continuous, collaborative learning both complicates and enriches the evaluation process.

Challenges to collaborative learning at the classroom level are compounded by the traditional structures and culture of the academy, which continue to perpetuate the teacher-centered, transmission-of-information model of teaching and learning. The political economy of the academy is set up to front load the curriculum with large lower division classes in rooms immutably arranged for lectures, usually in classes limited to

fifty-minute "hours." Student-student interaction; extended, careful examination of ideas; the hearing-out of multiple perspectives; the development of an intellectual community - all these are hard to accomplish under these constraints.

The lecture-centered model is reinforced (both subtly and blatantly) by institutional reward systems that favor limited *engagement* in teaching, and give greater recognition to research. Achievement for teachers and students alike is assumed to be a scarce honor, which one works for alone, in competition with peers. This assumption of scarcity is the platform

for norm-referenced grading, or "grading on the curve," a procedure that enforces distance between students and corrodes the trust on which collaborative learning is built.

VI. BENEFITS OF COLLABORATIVE LEARNING :

1. Develops higher level thinking skills
2. Promotes student-faculty interaction and familiarity
3. Increases student retention
4. Builds self esteem in students
5. Enhances student satisfaction with the learning experience
6. Promotes a positive attitude toward the subject matter
7. Develops oral communication skills
8. Develops social interaction skills
9. Promotes positive race relations
10. Creates an environment of active, involved, exploratory learning
11. Uses a team approach to problem solving while maintaining individual accountability
12. Encourages diversity understanding
13. Encourages student responsibility for learning
14. Involves students in developing curriculum and class procedures
15. Students explore alternate problem solutions in a safe environment
16. Stimulates critical thinking and helps students clarify ideas through discussion and debate
17. Enhances self management skills

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18. Fits in well with the constructivist approach
19. Establishes an atmosphere of cooperation and helping schoolwide
20. Students develop responsibility for each other
21. Creates a stronger social support system
22. Creates a more positive attitude toward teachers, principals and other school personnel by students and creates a more positive attitude by teachers toward their students
23. Addresses learning style differences among students
24. Promotes innovation in teaching and classroom techniques
25. Classroom anxiety is significantly reduced
26. Test anxiety is significantly reduced
27. Classroom resembles real life social and employment situations
28. Students practice modeling societal and work related roles
29. CL is synergistic with writing across the curriculum
30. CL activities can be used to personalize large lecture classes
31. Skill building and practice can be enhanced and made less tedious through CL activities in and out of class.
32. CL activities promote social and academic relationships well beyond the classroom and individual course

33. CL processes create environments where students can practice building leadership skills.

34. CL increases leadership skills of female students

35. In colleges where students commute to school and do not remain on campus to participate in campus life activities, CL creates a community environment within the classroom.

VII. CONCLUSION :

What really has propelled us and our colleagues into collaborative classrooms is the desire to motivate students by getting them more actively engaged. Nonetheless, wanting to be a facilitator of collaborative learning and being good at it are very different things. As with all kinds of teaching, designing and guiding group work takes time to learn and practice. And for students, learning to learn well in groups doesn't happen overnight. Most teachers start with modest efforts. Many work with colleagues, designing, trying and observing each other's approaches. At their best, collaborative classrooms stimulate both students and teachers. In the most authentic of ways, the collaborative learning process models what it means to question, learn and understand in concert with others. Learning collaboratively demands responsibility, persistence and sensitivity, but the result can be a community, of learners in which everyone is welcome to join, participate and grow.

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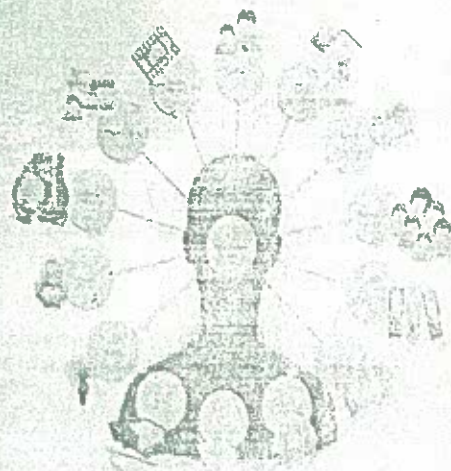
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MULTIMEDIA IN EDUCATION

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Abstract

In general multimedia is the combination of visual and audio representations. These representations could include elements of texts, graphic arts, sound, animation, and video. However, multimedia is restricted in such systems where information is digitalized and is processed by a computer. Interactive multimedia and hypermedia consist of multimedia applications that the user has more active role. Education is perhaps the most useful destination for multimedia and the place where multimedia has the most effective applications, as it enriches the learning process. A multimedia project can be developed even as a "stand alone" application on CD-ROM, or on World Wide Web pages on Internet. However several technical constraints exist for developing multimedia applications on Internet. This paper present how we can apply the multimedia elements in a way which it can be used for educational purpose. The traditional approach of learning system that had been used for the last generation has proved to be helpful. However, with the help of multimedia, it can help enhancing our educational system and make learning to be more interesting and fun. It will also help students to fully grasp an understanding of the subject that they learn. With the help of multimedia element, the educational system could evolved into that is much better than the traditional system.

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in the National Seminar conducted on 25th and 26th October, 2016.

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TEACHING IN THE KNOWLEDGE SOCIETY NEW SKILLS AND INSTRUMENTS

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Mrs.V. Geethanjali, Ph.D Scholar, NKT National college of education for women, Chennai.

Introduction

Education is important in life because it gives people the skills and tools they need to navigate the world. Without education, people would not be able to read, write, calculate or communicate; they would also not be able to perform jobs competently, accurately and safely. Education also teaches people about the world in which they live, including information about history, philosophy and culture. Education is an important part of preparing individuals to enter the workforce. Many jobs require a person to have basic writing and math skills, as well as computer skills. Education provides people with a better understanding about the world they live in, and this helps them interact with family, friends and co-workers.

Teaching Values

In education, **teaching** is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person.

Teacher's Role in Teaching

It is not an exaggeration to say that a great teacher can change a student's life. There are an endless amount of stories that attest to the benefits of a strong relationship between an educator and pupil. As some of the most influential role models for developing students, teachers are responsible for more than just academic enrichment. If you want to be a great educator, you must connect with your pupils and reach them on multiple levels, because the best teachers are committed to their students' well-being both inside and outside the classroom. By forging strong relationships, educators are able to affect virtually every aspect of their students' lives, teaching them the important life lessons that will help them succeed beyond term papers and standardized tests. While you will spend your entire career learning the different ways you can change your students' lives, here are three aspects that are directly affected by great teachers: Education, Inspiration and Guidance

Methodology

The traditional or innovative methods of teaching are critically examined, evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested.

Traditional Teaching Method

Traditional teaching methods are described as being teacher-oriented, in a lecture style and are inflexible. Lessons are usually taught by the teacher introducing skills using a blackboard accompanied by a verbal explanation or lecture. Practical work for students is then assigned, followed by feedback from the teacher.



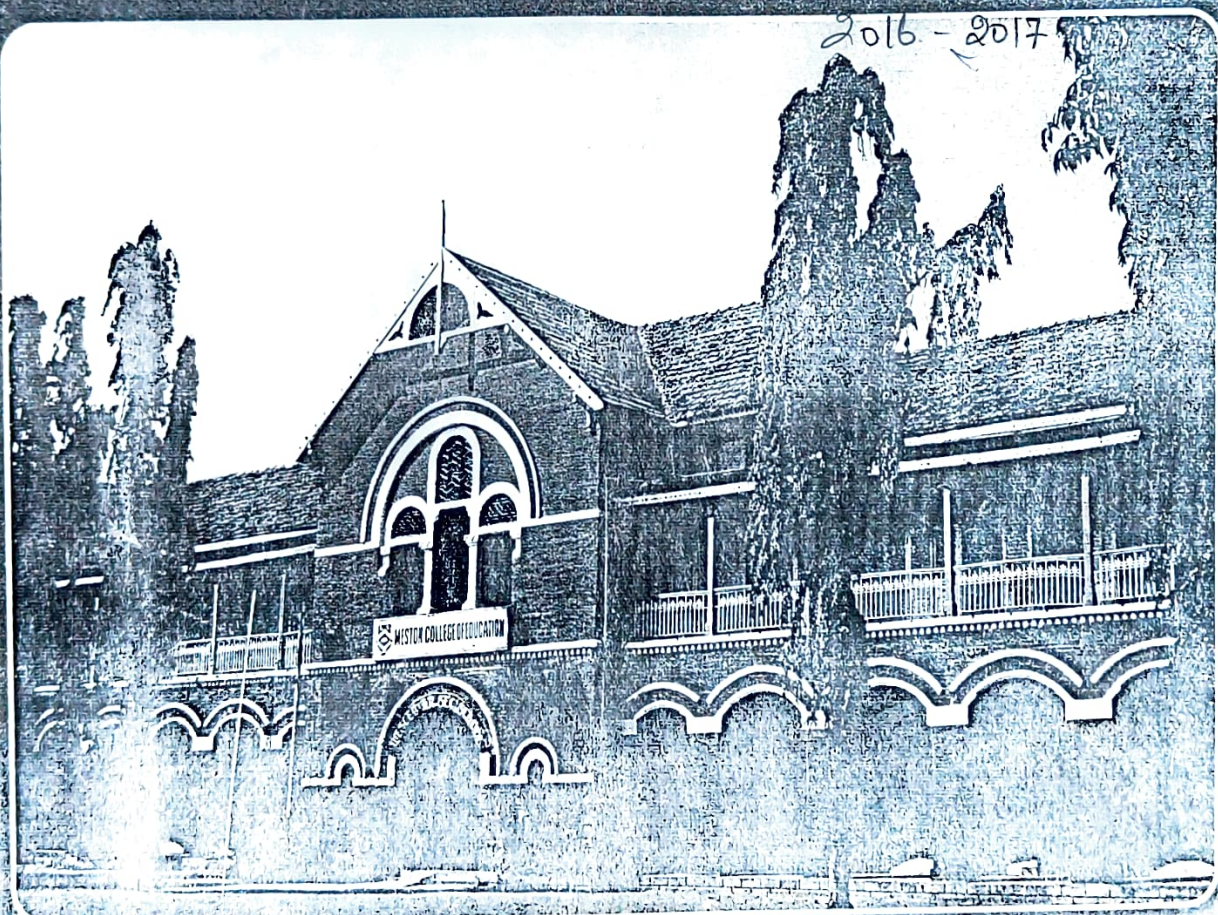


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FOR WOMEN (AUTONOMOUS)
TRIPLIKANE, CHENNAI - 600 005

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THE TEACHERS' ROLE AND APPROACHES IN A KNOWLEDGE SOCIETY

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Dr. S. Chamundeswari, Associate Professor, N.K.T National College of Education for Women, Chennai.

Abstract

This article is about the role of teachers and their approaches in a knowledge society. The knowledge society is nothing but a learning society where information expands rapidly and circulates continuously around the globe. Education is going through new transformations and, therefore, it will have to evolve in the direction of new globalizing knowledge society. The attempt to deal the knowledge based society starts off successfully by bringing together the entire set of present day values that must prove the capacity of recreating the attitudes and practices of a global society. In the 21st century, teachers need to be lifelong learners, adapting continuously to changed opportunities and demands of the knowledge Society. Teachers today therefore find themselves caught in a triangle of competing interests and imperatives, thereby becoming an Accelerator, Accumulator and Assimilator. These three forces, their interactions and effects, are shaping the nature of teaching. This paper focuses on the role of a teacher as a designer and Knowledge workers, to edify the students for building-up and facing a knowledge society.

Key words: Accelerator, Accumulator, Assimilator and Knowledge Society.

Introduction

The knowledge society is nothing but a learning society where information expands rapidly and circulates continuously around the globe. It generates shares and makes available to

all members of the society knowledge that may be used to improve the human condition. A knowledge society differs from an information society in that the former serves to transform information into resources that allow society to take effective action while the latter only creates and disseminates the raw data. The capacity to gather and analyze information has existed throughout human history. However, the idea of the present-day knowledge society is based on the vast increase in data creation and information dissemination that results from the innovation of information technologies. According to Perrenoud, (1994) the teacher should have a profound knowledge of his/her subject area and have the skills to teach the students successfully.

The Role of Teachers' as 3-A's

, Teaching for the knowledge society involves developing deep cognitive learning, creativity, and ingenuity among students, pursuing continuous professional learning as teachers and promoting problem-solving, risk-taking, trust in the collaborative process, ability to cope with change and commitment to continuous improvement. Teachers today therefore find themselves competing the role as 3A's with their interests and imperatives. Accelerator Accumulator Assimilator

Accelerator- to be an accelerator of the knowledge society to bring around opportunities and prosperity it promises to bring. In general, as an accelerator of successful knowledge societies, teachers must be able to build a special kind of professionalism which will help the students to create new ideas by giving them suggestions and facilitate the students to come out with different ways of exploring the Knowledge.

Accumulator - to be an accumulator for the knowledge society in collecting information from all the possible technologies for the students to be enriched with the latest trends and techniques that are happening around the world.

Assimilator - to be an assimilator of the knowledge society in a world where escalating expectations for education are being met with standardized solutions that takes up knowledge with different background and sees themselves as a part of a knowledge society.

These 3A's forces, their interactions and effects are shaping the nature of teaching, what it means to be a teacher and the very availability of teaching as a profession in the knowledge society. This new context has deep implications for education, and for the role of teachers and teaching. In order to develop deep cognitive learning in their students, and cultivate in them the competencies to succeed in and support a knowledge society, teachers must not only alter what, how and for what purpose they teach but also how they themselves interact and learn.

Teachers' Approach as Designer and Knowledge Workers

The teachers' approaches for the knowledge Society is very challenging in the current growing scenario of the Education system. Teachers are expected to give more importance to cultivate learning attitude to cope with the knowledge society. The approach to the students



should help the learners to gain intellectual and positive learning. The teachers should be designer as well as active knowledge workers to equip the learning environment.

Teachers as 'Designer'

A teacher's approach to the students involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. The Teacher:

- is a purposeful teaching designer, rather than (just) a curriculum implementer;
- works effectively in collaborative knowledge activities and shares knowledge with peers;
- takes a greater degree of control of their professional lives, designing learning experiences for learners based on broad learning goals and curriculum standards;
- critically self-assesses and reflects upon their learning;
- engages in intensive collaborative learning.

An effective teacher understands that teaching involves wearing multiple hats to ensure that all students are perfectly designed to receive a quality education.

Teacher as 'Knowledge Worker'

Instead of just lecturing in the classroom, teachers are facilitators of learning, providing students with the information and tools they need to master a subject. At times, teachers act like tutors, working with small groups of students or individual students within the classroom or after class. Teachers also play the role of evaluators, constantly assessing students' abilities through formal and informal assessments, providing suggestions for improvement of learning for the students to cope with the knowledge society. The Teacher:

- is comfortable working with learners in new, multimodal, online social media spaces;
- is a professional collaborator, contributing productively to a culture of professional support and sharing;
- differentiates instruction in order to cater effectively to learner diversity;
- is a leader in a dynamic, knowledge-producing community;
- is a practitioner-researcher, building and interpreting the evidence base of pedagogical inputs in relation to learner outcomes;
- Creates and applies evaluation protocols to measure the effectiveness of pedagogies and programs.

Teachers must be leaders in the classroom and in the school, earning the respect of students and setting a positive example. They must be disciplinarians, doling out fair and consistent punishments to students who break the rules. At the same time, teachers must show care and concern for students. A teacher has the power to build up or tear down a student's self-esteem and make a student's day or ruin it in an instant. They need to know how to structure interactions among students and collaborate with other teachers and parents (Shulman, 1992).



Conclusion

Education is the single most important path to development and the basis of the future society. It is going through new transformations and, therefore, it will have to evolve in the direction of new globalizing knowledge society. The attempt to create the knowledge based society starts off successfully by bringing together the entire set of present day values that must prove the capacity of recreating the attitudes and practices of a global society. Teachers must therefore try to make their schools into learning organizations where capacities to learn and structures that support learning and respond constructively to change are widespread among children. Technology should also be used to help learners access, compose and manage their learning under various circumstances (Dimakopoulos & Magoulas, 2009). In the 21st century, teachers need to be lifelong learners, adapting continuously to the changing opportunities and demands of the knowledge economy. In the school systems of modern societies, teachers have the primary responsibility to transmit formal knowledge to the next generation of workers and citizens. Teachers' work is among the most demanding and complicated of jobs focused on knowledge. To do their job well, teachers have to master the changing content and pedagogy of formal fields of specialized knowledge, develop empathic understanding with diverse groups of students and perform a multiplicity of other complex roles.

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THE TEACHER'S ROLE AND APPROACHES IN A KNOWLEDGE SOCIETY

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Abstract

Teaching profession is the noblest of all the professions in the world. Teaching is profession in the world. Teaching is profession that teachers all other profession. So the teacher plays a vital role in the teaching profession. The teacher should be a role model to society in terms of spiritual, mental, physical, social, and emotional development. Learning is basic to human behavior learning plays a central role in the language we speak, our customs, attitudes,

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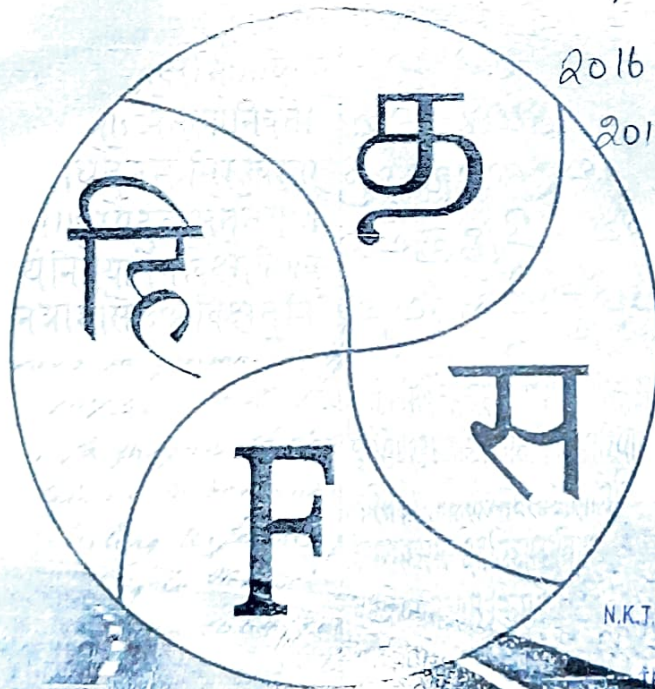
**PROCEEDINGS OF
INTERNATIONAL MULTILINGUAL CONFERENCE
SEPTEMBER 7th & 8th 2016**

*Language Teaching :
challenges encountered and
solutions proposed*

T Sakaya Saira

2016-2017, 2018-2019,

2018-2019, 2019-2020



Conference

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புரமோடி, பொருள்கோள், சிலேடை, அடுக்குத் தொடர், இரட்டைக் கிளவி ஆகியவற்றை மொழிபெயர்ப்பது சற்றுக் கடினமான செயலே.

i) வழக்குச் சொற்கள்

அடுத்து வட்டாரங்களில் வழங்கும் சொற்களை வழக்குச் சொற்கள். மூலநால் எந்த வட்டாரத்தை அடியோடடி எழுதப்பட்டதோ அந்தச் சொற்களில் மொழிபெயர்ப்பாளருக்குப் புலமை வேண்டும். சென்னையில் வழங்கும் 'ஆளு' கம்மா ஜம்னுக்றா' என்பதை 'She is very Elegant and beautiful' எனே மொழிபெயர்க்க வேண்டியிருக்கிறது.

ii) உறவுமுறைச் சொற்கள்

ஒவ்வொருவரின் பண்பாட்டிற்கேற்ப உறவுமுறைச் சொற்கள் அமைகின்றன. ஆங்கிலத்தில் ஒவ்வொருவரின் பண்பாட்டிற்கேற்ப உறவுமுறைச் சொற்கள் அமைகின்றன. ஆங்கிலத்தில் uncle என்ற சொல் மாமா, சிற்றப்பா, பெரியப்பா ஆகிய மூன்று உறவுகளைச் சுட்டப் பயன்படுகிறது. ஆனால் தமிழில் மாமா என்பதும், சிற்றப்பா என்பதும் வேறு வேறு உறவுகளுக்கான தனிச்சொற்கள். எனவே மொழிபெயர்ப்பாளன் மூலமொழி மற்றும் இலக்கு மொழியின் சமூக உறவுகளைப் பற்றியும் நன்கு அறிந்திருக்க வேண்டும்.

iii) மரபுச் சொற்கள்

எப்பொருளை, எச்சொல்லால் நம் முன்னோர் வழங்கினாரோ அதே சொல்லால் நாமும் வழங்குவது மரபு எனப்படும். அவற்றை நன்கு அறிந்திருந்தால் தான் மொழிபெயர்ப்பின் நோக்கம் நிறைவேறும். Elephant என்ற ஆங்கிலச் சொல்லை யானை என்றும், வேழம், களிறு என்றும் மொழிப்பெயர்ப்புச் செய்யலாம். வேழம் என்பது ஆண் யானையையும் களிறு என்பது பெண் யானையையும் குறிக்கும். எனவே Male Elephant, Female Elephant என்று வேறுபடுத்த வேண்டும். மரபுச்சொற்கள் அந்தந்த மொழிக்குரியவை. எனவே மொழிபெயர்ப்பாளர் மூலமொழி, இலக்குமொழி இரண்டின் மரபுச் சொற்களிலும் பயிற்சியுடையவராக இருத்தல் வேண்டும்.

iv) பொருள்கோள்

கவிதைகளில் சொற்களை மாற்றிப் பொருள் கொள்ளும் முறை பொருள்கோள் எனப்படும். உண்ணாமை உள்ளது உயிர்நிலை ஊன்உண்ண

அண்ணாத்தல் செய்யாது அளறு

'ஊன்' சொல்லை முன்னும் பின்னும் மாற்றிப் பொருள் கொள்ளுகிறோம் ஆனால் இதை ஆங்கிலத்தில் மொழி பெயர்த்துப் பயன்படும் பொழுது சிக்கல் தோன்றும்.

v) சிலேடை



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மொழிபெயர்ப்பு என்பது ஒரு மொழியிலுள்ள கருத்துக்களை மற்றொரு மொழியில் மாற்றியமைப்பதாகும் இவ்வாறு மொழி மாற்றம் செய்யும் பொழுது இருமொழிகளிலும் புலனை இருப்பது இன்றியமையாதது

மொழிபெயர்ப்பின் நன்மைகள்

1. கற்றுல் முழுமை பெற உதவுகிறது
2. மேலும் கற்றுல் ஆர்வத்தைத் தூண்டுகிறது
3. தாய்மொழியிலேயே படிக்கும் மொழிபெயர்ப்புச் செய்திகள் எளிமையாய் அமையும்
4. கற்றுல் சுமை தவிர்க்கப்படுகிறது
5. சிந்தனையாற்றல் வலுபெறுகிறது
6. அறிவு வளர்ச்சியும் தேசிய ஒருமைப்பாடும் உண்டாகின்றன
7. சமுதாயமே பயன் பெறுகிறது

மொழிபெயர்ப்பின் தேவையை ஊக்கப்படுத்துதல்

ஒரு மொழியின் வளர்ச்சிக்கும் அறிவு பரவலுக்கும் மொழிபெயர்ப்புகள் மிகவும் தேவை.

சென்றிருவா எட்டுத் திக்கும் - கலைச்

செல்வங்கள் யாவும் கொணர்ந்திங்குச் சேர்ப்பீர்

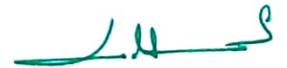
என்றும் பாடினான் பாரதி

'வேறு காரணங்களுக்காக, வேறு நோக்கில் பாரதியார் இப்படிப் பாடியிருந்தாலும் மொழிபெயர்ப்புக்குத் தேவையான பல கருத்துக்கள் இவ்வுடிகளில் நிறைந்துள்ளன - அவை!

1. புதிய புதிய கலை நுட்பங்கள், அறிவியல் கண்டு பிடிப்புகள் அன்றாடம் வெளிவந்த வண்ணம் உள்ளன.
2. அவற்றை உலக மொழிகள் உடனுக்குடன் மொழிபெயர்த்துக் கொள்ள வேண்டும்.
3. அவ்வாறு மொழிபெயர்த்துக் கொள்ளாத மொழிகள் உலக வளர்ச்சியோடு போட்டியிட முடியாமல் பின் தங்கி வளம் குன்றி, மங்கி மறைந்து போகும்.
4. இவற்றின் அடிப்படையில் ஒரு மொழியின், அம்மொழி பேசும் மக்களின், அம்மக்கள் வாழும் நாட்டின் வளர்ச்சிக்கு மொழிபெயர்ப்பு மிகவும் தேவை என்பதை உணரலாம்.

முடிவுரை

தமிழின் இனிமையை உணர்ந்தவர் எவரானாலும் அதன் பெருமையைப் புகழ் பாடாமல் இருக்க இயலாது இத்தகைய அமுத தமிழைப் பருகிய தமிழ் பேராசிரியர்களும், படைப்பாளிகளும் தமிழின் பெருமையையும், சிறப்பையும் கல்வி வாயிலாகவும், எழுத்தி



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மொழிபெயர்ப்பில் ஏற்படும் சிக்கல்களும் தீர்வுகளும்

த. சகாய சைலா

துணை பேராசிரியர் கல்வியியல் தமிழ்
என்.கே.தி. தேசிய பெண்கள் கல்வியியல் கல்லூரி
திருவல்லிக்கேணி, சென்னை - 600 005

முன்னுரை

சில ஆயிரம் ஆண்டுகளுக்கு முன்னர் மொழியானது தோன்றியிருந்தாலும் கிட்டத்தட்ட 6000 மொழிகள் தற்போது உலகெங்கும் பேசப்பட்டு வருகின்றன. இந்த மொழியின் வரிசையில் முதல் இடத்தில் உள்ளது நம் தமிழ்மொழி. இன்றுவரை உயிர்ப்புடன் இருக்கும் பழைய மொழிகளில் முன்னிலையில் உள்ளது நம் தமிழ்மொழி.

வரலாற்று நிகழ்ச்சிகளும் மொழிபெயர்ப்பும்

மொழிபெயர்ப்பைப் பற்றிய குறிப்பு தொல்காப்பியத்தில் காணப்படுகிறது. சமண சமயக் கருத்துக்களைக் கூறும் சமண இலக்கியத்தில் வடமொழிக் கலப்புக் காணப்படுகிறது. 16-ஆம் நூற்றாண்டில் தமிழ்மொழியிலிருந்த தலபுராணங்கள் ஆங்கிலத்தில் மொழிபெயர்க்கப்பட்டுள்ளன. திருக்குறளும், விவிலியமும் பல மொழிகளில் மொழிபெயர்க்கப்பட்டுள்ளன.

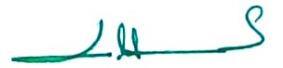
மொழிபெயர்ப்பு என்ற கலை பல நூற்றாண்டுகளுக்கு முன்பே தோன்றிவிட்டது என்பதை கிரேக்க மொழியிலிருந்து இலத்தீன் மொழிக்கு மொழிபெயர்ப்புச் செய்யப்பட்ட ஹோமருடைய ஒடிசியின் மூலம் அறியலாம். மொழிபெயர்ப்பின் தலைநகரமாக பாக்தாத் விளங்கியதை அரேபிய மொழி இலக்கியங்கள் உணர்த்துகின்றன. பன்னிரெண்டாம் நூற்றாண்டு முதல் மொழிபெயர்ப்புக்கலை பெரும் வளர்ச்சி பெற்று வந்துள்ளது.

வால்மீகி எழுதிய இராமாயணத்தைக் கம்பர் தமிழில் வழங்கும் போது தமிழ் பண்பாட்டுக்கும், தமிழர் சிறப்புக்கும் பொருத்தமான மாற்றங்களை அமைத்தே எழுதினார். உதாரணமாக “வீபீஷணன்” என்னும் கொச்சை எழுத்துக்களை அகற்றி “வீடணன்” என்றே வழங்கினார். இவ்வாறு பெயரில் மட்டும் அல்லாமல் பிறமொழிச் சொற்களைத் தவிர்ந்து தூய தமிழ்ச் சொற்களைக் கொண்டே எழுதினார்.

அதுபோன்றே இன்றும் தமிழ் பற்றுக் கொண்டவர்கள் விஞ்ஞான சொற்கள் அதிகமாக ஆங்கிலத்தில் உருவானாலும் அந்தச் சொற்களுக்குப் பொருத்தமான தமிழ் இணைச் சொற்களைத் தந்து தமிழின் பெருமையை நிலைநாட்டுவது சிறப்பான செயலாகும்.

மொழி பெயர்ப்பு - வரையறை

மொழிபெயர்ப்பு என்பது ஒரு மொழியில் சொல்லப்படும் கருத்துக்களை அல்லது செயதிகளை மற்றொரு மொழிக்கு மாற்றியமைக்கும் முறையாகும்.



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Departments of Tamil, Hindi, Sanskrit and French



INTERNATIONAL MULTILINGUAL CONFERENCE

Language Teaching : challenges encountered and solutions proposed

SEPTEMBER 7th & 8th 2016

CERTIFICATE

This is to Certify that த. சகாயகாசன் திருணைப்பேராசிரியர்
அன்.கே.த. தேவ வுண்கள் திபியியல் கல்வார் *has participated in the*
International Multilingual Conference and presented a paper entitled மொழிவெய்தல்
தற்போதே சிக்கல்களும் தீர்வுகளும்.


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ROLE OF TEACHERS
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GLOBAL ENVIRONMENTAL PROBLEM-UNIVERSAL ACCEPTED WISDOM OF STUDENTS AND TEACHERS

NIRESHA* and **Dr. S. MALATHI****

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Introduction

According to the definition, causes of environmental problems are human activities that result in changes in the environment. However, any human activities (excluding mental activities) will in one way or another cause certain changes in our surroundings. At such, all problems that are results of human activities will become environmental problems. In other words, Known process (such as resource consumption) that has negative effects on the sustainability of the environmental quality necessary for the well being of the organisms living in it. The definition is too broad and to suggest, "Problems caused by environmental changes due to human activities that greatly endangers the well-being of humans and the balance of our ecosystem". An environmental problem is an imbalance or undesirable change in the environment. The perception of a problem changes due to one's definition of the world undesirable and the awareness of the consequences of certain actions.

Environmental Challenges on a Global Scale

Global environmental challenges, such as impacts of climate change, loss of biodiversity, over-use of natural resources and environmental and health issues, are critically linked to issues of poverty and the sustainability of ecosystems, and consequently, issues of resource security and political stability. This adds pressure and uncertainty to the overall competition for natural resources, which might intensify as a consequence of increased demands, decreased supplies and decreased stability of supplies. Ultimately, this further increases pressure on ecosystems globally, and especially their capacity to ensure continued food, energy and water security.

Global Thinking among Students

Two main concepts underlie the paradigm of global thinking

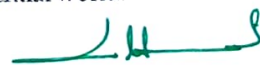
- Anticipation
- Participation

Anticipation in learning is the capacity to face new situations. It is the ability to deal with the future, to predict coming events, and understand the consequences of current and future actions. Anticipation also implies "inventing" future scenarios, and developing the philosophy that humankind can influence future events.

Participation, on the other hand, is the complimentary side of anticipation. Students must participate directly in learning. The learning model that underlies global thinking is based on:

- Knowledge is not passively received but actively constructed by the student.
- The function of cognition is adaptive and it organizes the experiential world.

Teaching Methodology in Schools



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Role of Individual, Community and Government

Each individual, community and government have a vital role in planning, decision making, legislation and social action for preventing problems and improving environment. Though a number of steps are being taken to prevent the environmental problems, it is still adequate. We are equally responsible in the environmental protection.

Community

- Create awareness to the students and others about the environmental protection.
- Take steps to solve the local environmental problems.
- Develop the spirit of national integration.

Government

Education the people through mass media, books, films, newspaper, magazines, electronic media etc about environment and its importance. There should be a congenial health and co-operative attitude among the individuals, community and the government in order to create a pollution free environment.

Reference

1. Michel, Rachel (1996). Environmental education: A study of how it is influenced and informed by the concepts of environmentalism. Doctoral Dissertation. La Trobe University, Melbourne, Australia



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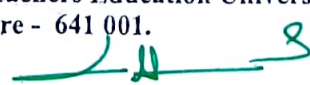


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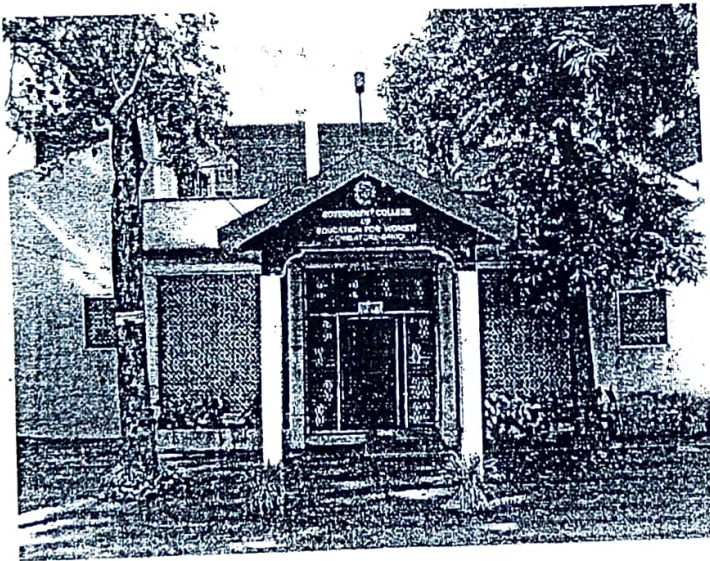
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THE ROLE OF E-RESOURCES IN TEACHER EDUCATION

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Abstract

E-resources should be readily accessible to all. Before the development of computer and internet technology, printed version of resources like books, journals, dictionaries, work books, etc played a significant role in teaching and learning process. But these printed versions are not easily accessible to all and are also expensive in nature.

The following as the pedagogical equation for future

$$PEF = 3w + e$$

Where the 3 W's are

- Wire / wireless
- Web
- Windows

and the "e" stands for the electronic resources. All the 3w's need the use of e-resources and hence without "e", the e-resources the pedagogical equation becomes meaningless. Therefore, e-resources are very much needed for future pedagogy. E-resources may be classified into two major areas are Online e-resources and Offline e-resources. Development of e-resources for Education

The development of e-resources requires the fundamental knowledges are Basic computer skills, Internet skills, Web skills and so on. Preservation of e-resources is as important as developing of them. This can be done with the help of Online preservation and Offline preservation. Seven e-learning and e-resources are Scitable, Edutopia, Learnhub, Moodle, Edmodo, You tube Education and ESL Video. This study suggests the e-resources have significant roles to play in teaching and learning process and hence it is the high time for the teachers to get an awareness of these resources for their future academic growth.

Keywords : Online e-resource, Offline e-resource, online Preservation and offline preservation.

I. Introduction:

E-resources should be readily accessible to all. Before the development of computer and internet technology, printed version of resources like books, journals, dictionaries, work books, etc played a significant role in teaching and learning process. But these printed versions are not easily accessible to all and are also expensive in nature. For example, if two teachers want to refer to a particular book simultaneously, two separate copies of the same book must be needed in the library. Instead of having the printed version of the book, if we have electronic or e-version of the book, the same book can be easily accessed simultaneously by many and also can be accessed from their drawing room with the help of a personal computer. In this computer age, e-version of books, journals, etc or e-resources in general have become inevitable and hence it is very much needed to convert the printed version into e-version for future needs.

II. Proposed Pedagogical equation for future :

The following as the pedagogical equation for future

$$PEF = 3w + e$$

Where the 3 W's are

- Wire / wireless
- Web
- Windows

and the "e" stands for the electronic resources.


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All the 3w's need the use of e-resources and hence without "e", the e-resources the pedagogical equation becomes meaningless. Therefore, e-resources are very much needed for future pedagogy.

III. Different areas of e-resources:

E-resources may be classified into two major areas

- Online e-resources and
- Offline e-resources

Online e-resources :

- e-books
- e-journals
- email
- gmail
- sms / mms
- e-library
- e-forum
- e-learning (courses)
- e-shops
- e-dictionaries
- Search engines
- Meta search engines
- Websites

Offline e-resources :

- CD ROM based e-resources
- Offline e-books
- Offline e-dictionaries
- MS Office applications (power point presentation)
- Training software (mouse training)
- e-prompter

IV. Development of e-resources for Education :

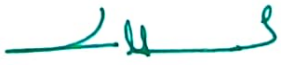
The development of e-resources requires the fundamental knowledge of the following:-

- Basic computer skills
- Internet skills
- Web skills and so on.

V. Preservation of e-resources :

Preservation of e-resources is as important as developing of them. This can be done with the help of following:-

- *Online preservation*
 - o Virtual storage space in gmail
 - o Websites
 - o Yahoo briefcase applications
 - o webshots.com for photos and so on
- *Offline preservation*
 - o Floppy disks,


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o Compact disks



o USB Flash Drives



ATM / Debit / Credit cards



o SIM cards in mobile phones

VI. Types of E-resources Used :

Types of e-resources are

- Student record system
- E-mail
- Powerpoint
- Interactive white board
- MP3 recorder
- iPod
- Facebook
- Twitter
- Office applications
- Laptop
- AV equipment

VII. Seven e-Learning and Teaching Resources

1 Scitable:

Geared towards advanced high school and college science students, Nature Education launched Scitable to provide free online access to more than 180 overviews of key scientific and genetics concepts. Educators and students can upload their own content for exploration and discussion, while the content library provides a number of articles accepted as valid sources at the university level;

2. Edutopia:

The George Lucas Educational Foundation launched Edutopia in the hopes of creating educational best practices for multimedia in the classroom. The site includes online polls, curated blogs, assessment tools and a dedicated magazine for educators at the K-12 levels. The 2009 Webby Award winning site's best content is in its library of high-production videos for teachers and educators.

3. LearnHub:

LearnHub is a network where members can create their own communities, share lessons, chat, create tests and tutor each other online at no cost. Schools create their own virtual classrooms where students complete assignments, play games and share photos and text. One of the great features of this site is that the site's report generator allows teachers to track users' progress. LearnHub had partnered with a variety of institutions, including public and private Colleges and Universities, technical institutes, research institutions, and liberal arts colleges.

4. Moodle:

Moodle was originally developed by Martin Dougiamas to help educators to create online courses. The first version of Moodle was released on 20 August 2002. Moodle is a free open-source course management platform designed to help teachers create better online resources. Microsoft Education Labs recently announced a new Live@edu plug-in for Moodle. Now in addition to providing lesson plan, assignment and quiz-making tools

for teachers, schools also gain access to Outlook Live for e-mail, Office Live Workspace for document sharing, Windows Messenger for chat and Windows Live SkyDrive for 25 GB of storage.

5. Edmodo:

Edmodo was founded by Nic Borg and Jeff O'Hara in 2008. Edmodo is an educational technology company offering communication, collaboration, and coaching tools to K-12 schools and teachers. The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents. In March 2015, Noodle named Edmodo as one of "The 32 Most Innovative Online Educational Tools".

6. YouTube Edu:

YouTube is a global video-sharing website headquartered in San Bruno, California, United States. The service was created by three former PayPal employees in February 2005. In November 2006, it was bought by Google for US\$1.65 billion. YouTube now operates as one of Google's subsidiaries. The site allows users to upload, view, rate, share, and comment on videos. YouTube Edu allows students and educators to access lectures from leading educators across the country.

7. ESL Video:

ESL Video allows language educators to create quizzes from virtually any video on the internet. From here they can embed their quizzes into their classroom sites or redirect students to the ESL Videodomain. Teachers tailor their video quizzes to specific learning units or create simple vocabulary quizzes like the one I made below using YouTube videos.

VIII. Conclusion

Thus the e-resources have significant roles to play in teaching and learning process and hence it is the high time for the teachers to get an awareness of these resources for their future academic growth.

There are two main problems that are holding back the wider utilisation of these technologies.

Firstly, within institutions uneven skill-sets of personnel, and a lack of internal dissemination of e-resource use findings, means that the adoption of these resources, which might have already been trialled in one subject area, is slow to spread to other areas.

Secondly, aside from the BLE, there is very little collaboration between institutions. This means that there is potential here to optimise e-resource use.

Therefore, knowledge of the different e-resources, developing e-resources and preservation of them has become the need of this hour.

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CERTIFICATE

This is to certify that Dr. / Mr. / Ms / *D. Thenbagavalli*.....
acted as a Resource person / Participated / Presented a paper entitled
The role of E-Resources in teacher Education.....at the
"National Conference on Educational Technology in Teacher Education in the 21st
Century" organized by Government College of Education for Women, Coimbatore on
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