Role of New Media in Education

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Abstract: It is essential to analyze how people learn with the help of computers and which learning activities they deploy during this process. Essential to distance learning is the way new media like internet and intranet can support the learner. It is important to know what expectations learners have from computer assisted studying. It regards the development of effective learning environments, by focusing on two sides of the construction process. The first is the side of the media and their functionalities, both activated and potential, and their disfunctionalities. The second is the exploration of three types of learning activities: cognitive, regulative and affective. Based on these two, we are in pursuit of an optimal mix of media, old and new.

Key Words: Traditional Learning, New Media, communication, E-generation, Education sector, Cognitive, & Regulative and Affective

I. LEARNING AND INSTRUCTION MAKE PROPER DISTANCE

The essential features of learning and instruction can be described in just a few words. Wisdom is making sense of the world. Admonishment, is aiding to learn. To design a wisdom atmosphere you must know the learner’s goals and the resources that are available. Then you can create wisdom activities. From this perfect definition three elements can be elaborated upon. The first is a pedagogical element: what are the learner’s goals? How can a learner become aware of them? New developments in assessment of competencies make it possible to get them clear. The second element is a technical one: which resources are required? Which media are available to present them?

New media offer new functionalities to open up resources. The element is innovation: what learning activities are possible these days? How can they be supported through the media? As new functionalities are available, new ways of supporting the wisdom activities can be found and maybe even new wisdom goals can be attained. This contribution offers a conceptual framework to support the design of wisdom environments. The focus of the framework is: ‘What combination of media offers an optimal mix of learning functions to support the learner’s activities, necessary to attain his or her desired wisdom outcomes?’

II. NEW MEDIUM OF MEDIA: GOOGLE, FACEBOOK, YOUTUBE & SMARTPHONE

As the new media gaining prominence in the digital age, there are many organizations adopting the new media in their corporate marketing or sales strategy and hope to be rewarded only by utilizing the new digital technologies but many don’t even understand about what to expect and what are the consequences for their organizations. The speed of technological developments during the digital age is so exponentially faster compared to the developments before the digital age (Dominick, 2009).

Google has latched onto new online wisdom and created tools to improve academic environments. Google Apps for Education allow teachers and students to share documents, share calendars, and communicate using integrated video chat.

A plat from to publicize anything we to about face book is useful in feeling according to brain smith of Penn staff university, face book in useful as it allows students to receive almost in stanta news feedback when student is not even near computer face book sends messages to his phone allowing him to respond it is a challenge to traditional teaching as its students have all answers on phone of test papers.

YouTube and other video chat services provide forceful, for wisdom via videos instead of live presence in a classroom. Studies on the difference in wisdom using video and live instruction show neither method is clearly preferable. Without a strong benefit of live instruction, it seems that video lectures could often prove worthwhile. Video lectures are much cheaper for institutions, as one video can be watched by an infinite number of students, and the same video can be used from one semester to another. Additionally, video lectures can be combined with interactive components such as discussion with other students to provide a better wisdom experience, and perhaps even improve students’ experiences.

Smartphone’s allow students to use their cell phones to look up information. Smartphones can access the Internet, as well as provide easy-to-access intimation, using apps. Smartphone applications include many tools that could prove useful in the classroom, including language translation and dictionaries. Students can even read e-books on their phones.

IV. THE INFLUENCES OF MEDIA UPON EDUCATION

Young children live in a mass media-saturated environment. Young children also spend a lot of time with mass media and it can have effects on them Therefore mass media education is important because it creates a space where educators can teach young learners skills to deconstruct mass media so they are better prepared to live in a mass media-saturated world. This qualitative research study explores the experiences and perspectives of a small sample of early childhood teachers.
who have taught media education, with a focus on mass media, to young children

The mass media intimation presented accessibly, nicely attracts the child or the youth and stimulates it intellectually and affectively and a convergent action school-mass-media focalized on the student can be extremely influential in the formation of necessary aptitudes in the modern society, but it has to be extremely efficient in aptitude formation necessary to the modern society, because it has to be used correctly because family, school and mass-media model behavior. Promoting values as freedom, dignity, honor etc. have to be projected and promoted in detriment of passivity, commodity in behavior and thinking, the search of superficiality, aesthetical and moral mediocrity, antisocial acts that instigate, homogenization and behavioral standardization, the sexual emphasis, violence instigation, intellective homogenization, inadequate vocabulary or mass-media excess that leads to dependence that brings about nervous exhaustion, stress and even depressions. Using the reasoning methods of research, the inductive reasoning more, and the deductive one less, we identified several conclusions, which led us to recommendations.

V. CONCLUSION

The New Media technology in education is creating a genre of outreach learning and contributing for the future global leaders. In addition to formal education based on communication, the non-formal education and the lifelong learning through the media can be a catalyst or inhibitor of information in a communication relationship between the transmitter and the receiver. The process of forming beliefs is a permanent one, from carrying out acts of rational foundation to a quantitative increase and changes in their content. The education communication forms beliefs because they build up the theoretical foundation of boosting human action. The increase of the number of beliefs appears with the help of the media too, and errors may occur in the educational act, so educational communication should correct mistaken beliefs and convictions set according to scientific and practical data. The responsibility for the quality of the music, for reading suitable books, for the choice of the shows viewed, for practicing sports, belongs to the parents and the teachers more than to the media.

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