PARADIGM SHIFT IN THE PEDAGOGY OF LEARNING: CHALLENGES AND PRACTICES

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Abstract- Today the education scenario is changing rapidly. New issues and challenges are uprising. There is a revolutionary change from the traditional method to modern methods of learning and newer pedagogies growing in leaps and bounds. The focus is learner-oriented and user-friendly. Mutual and co-operative learning environments and learning building blocks are the buzzwords. There is a high demand for adaptable, flexible and open learning. The pedagogical paradigm often focuses on enhancing the amount of information; the learning paradigm concentrates more on the effectiveness and efficiency of the learning process with respect to what students know and what they can do with the latest knowledge and information. The educators are looking for effective ways of moving from a cliché mode of teaching delivery to the creative and innovative mode of learning and mastering student content material. It's a shift in a teacher-centered mode to learning-centered mode in higher education.
Keywords: Pedagogy, Student-Centered, Issues, Challenges, Practices

1. INTRODUCTION

Education is the spine of every country. In this competitive world, if its education system is not competent of contributing for its progress, country and youth will not survive. Education system is extensively criticized in multi-dimensions for its collapse to generate requisite employability in its learner according to the business requirements and its incapability to contribute to comprehensive expansion in the country as a total. The phrase student–centered learning is extensively used in the learning and teaching writing. Numerous terms have been connected with student–centered learning, such as flexible learning (Taylor 2000), experiential learning (Burnard 1999), and self-directed learning and then the somewhat clichéd term 'student–centered learning' means diverse things to poles apart. In practice it is too described by a variety of terms and this has led to misunderstanding.

The notion of student–centered learning has been attributed as before time as 1905 to Hayward and in 1956 to Dewey's work (O'Sullivan 2003). In the book 'Freedom to Learn for the 80s', Rogers (1983), describes the transfer in power from the specialist academician to the learner, determined by a need for a change in the customary environment where in this so called educational ambiance, students become inactive, uninterested and bored The paradigm shift away from education to an stress on learning has encouraged control to be stimulated from the academician to the scholar (Barr and Tagg 1995).

The earlier period of dedication towards the teaching is shifting and focusing on learning. The pedagogical paradigm often focuses on enhancing the amount of information; the learning paradigm concentrates more on the effectiveness and efficiency of the learning process with respect to what students know and what they can do with the latest knowledge and information. The educators are looking for effective ways of moving from a cliché mode of teaching delivery to the creative and innovative mode of learning and mastering student content material. It's a paradigm shift in a teacher-centered mode to learning-centered mode. Recent trend affecting education is a change in approach to enrichment and pedagogical support for students. Integration of technology in education has given a new edge. Educational Technology principles are the roadmap to teaching-learning effectively and growing efficiently in an upcoming digital era. In this digital era, we need to develop rethinking on our teaching pedagogy instruction, curriculum, and training. Previous educational models will purely not sufficient for anyone. The innovative and creative technologies have put on stress to instructive and educational practices as well.

2. EMBRACING STUDENT-CENTERED LEARNING IN HIGHER EDUCATION

It is usually overvalued that we have a well-built educational structure with leading education. The different yardsticks like novel courses, altering core curriculum, vibrant pedagogy and faculty development facilitate in providing of quality content. It is hyped extensively that numerous students learn throughout memorization, and every program is designed exam-oriented and not learning-oriented. It is the time to understand and evaluate the issues and challenges in the higher education system and to provide solutions. Now with the interference of technology we are able to concentrate more and more on student's requirements. Today education is almost unimaginable without these technologies. In hardly any duration of the computer and internet will almost definitely be in a similar class. Current research in educational Technology discovered a number of significant concepts in unfolding teaching and learning in the digital age as the globe is transforming into a global village with the use of the Internet (A. Collins, J.S. Brown and S.E. Newman t.1983).

3. IMPLICATION OF TEACHING LEARNING METHODS

Technology advancement has propagated a new form of learning and conversion has arisen. Now academicians have additional choices to engage students in a different form. Executive Director of The University of Texas System's Institute for Transformational Learning Steven Mintz highlighting the future of higher education says "much higher levels of interaction through collaborative learning, as well as animations, educational gaming, immersive-learning environments, and hands-on simulations" (Mintz, S. 2013).

Different technological platforms have been developed to support educational programs like MOOCs, LMS, Gamification, Blended Learning, Micro learning. Recent development and advancement in the field of distance education is the arrival of Massive Open Online Courses or MOOCs which aim at providing enormous involvement via open resources available on the internet. Provided by major and prominent Universities and other institutes of higher learning, it focuses at providing quality education and certified courses to students, teachers, professors and academician using webcast, videos, animations, graphics, web-tutorials and any other resources which can be availed on the internet. The cloud-based learning technology offers an innovative way to convey education as an online service accessed from a web browser. The trend is rapidly evolving into the finest learning platform for information and data storage and exchange in educational organizations and institutions by using "cloud-based" applications. Gamification is the process of using game thinking and game dynamics in order to connect audiences to develop logically and rational thinking. It is not the latest trend, but rather one that will positively progress. It's a controlling device that enables technological innovation, develops student/learner skills, crafts behaviors and enhances problem-solving. Micro learning is also has become the latest and innovative trend. Organizations are adopting this latest trend of delivering precisely designed object targeted, no-nonsense learning bytes. Blended learning or hybrid learning is the expressions commonly used to for education program which combines commonly online digital media and classroom teaching tools and methods.

4. DESIGNING STUDENT'S CENTRIC CURRICULUM

In the present scenario, student–centered curriculum design should be based on Problem–Based Learning which allows for a number of choices within a program of areas that scholar may learn. It must permit scholar to fix some of their own knowledge outcomes/objective, reliant on previous acquaintance. Problem Based Learning encourages the learner to build up their own learning goals, thus filling in the gaps in their information or thoughtful (Boud and Feletti 1997).

The curriculum must be designed as per the requirement of the present scenario. It should include the vision and mission of the organization to achieve its goal. The content of the curriculum reflects the learner's attitude and value of the organization. It should have a learner-centric approach which provides the best and easily accessible learning platform to the learner. It may be innovative and creative in nature so that learner should not feel

monotonous. Feedback should be ensured to measure the connectivity of technology with learning. It would be more feasible and useful when it is related to real life experience. Curriculum authors attribute to create effective and efficient instructions strategies. The distinctiveness of an efficient action design described by Macdonald & Black (2010), claiming that efficient activity design makes use of interaction in an online community when participants have a sense that they belong to an active group of fellow participants.

5. APPROACHES, ISSUES AND PRACTICES IN HIGHER EDUCATION

There is a paradigm shift for academician also. Education institute is empowering their teachers and professor with new age tools. Many academicians advocate the improvement of learning with technology (Hoffner, 2007; O'Bannon & Puckett, 2007), while a few others are anxious about the effect of the latest technology integration into teaching and classroom. Several academicians may agree that "technology is replacing teachers". Integration of technology in the traditional classroom may be a herculean task but it is the need of time. Academician plays a vital role in making decisions concerning the make use of technologies in a course, but the technique engaged need to be learner-centered. Integration of technologies in the classroom is not as effortless as it may appear from the first glimpse. As Govindasamy (2002) says, e-learning is one more way of teaching and learning, but all educational and pedagogical philosophy that pertains to conventional classroom delivery also reckon in technology improved and enhanced learning, though, they require to be complete to accommodate technological development.

Technology incursion into the learning process needs a completely diverse mindset from an academician. It also requires technical skills of an academician. As Fang (2001) says, an opening of technology improved learning causes trends that emerge to be powerful to build it a shift of paradigms. Creation of better quality contents is a herculean task. Kim & Bonk (2006) survey discuss a shift from conventional teacher-directed approaches to learner-centered techniques in online learning. This implies an additional dynamic use of association, case learning and problem-based learning in online learning

In the study of Paechter, Maier, and Macher (2010), the academician does not lose his significance in e-learning but is further esteemed for his proficiency, expertise, knowledge, and support for his students. Academician expertise in e-learning promotes students awareness, skills, knowledge, competencies and student fulfillment with the course. In the present scenario, academicians are becoming more of facilitators, instructors, trainers and coaches who are related with study resources as much as the enhancement of student' elevated thoughts process to crack intricate solutions. In the meantime, students have become more independent, to find out ways to be creative, innovative and organized. They are able to administer their valuable time efficiently and be energetic in their learning process by raising a query. They have evolved curiosity and captivating complete liability for their learning.

6. CONCLUSION

The altering demographics of the student populace and the more customer/user–centred traditions in today's culture have provided an environment where the utilization of student–centred learning is flourishing. The shift of power in the teacher–student relationship is moving towards learner side Academicians have more tools and resources to present the content and learning experiences, and students have ample opportunities to employ themselves in learning. Learning and teaching have become increasingly effective with the involvement of resources. After the intervention of various tools in education, the entire process has changed. Academician and students are getting expertise in different avenues of learning. Due to the availability of a wide range of learning platforms has a learning environment has changed. Organizations and academic institutions are designing their curriculum as per the requirements of a learner. Academicians are developing their expertise differently latest pedagogical approach. It's the time to the revolutionary change in conventional mode of teaching and education to and learner-cantered approach in higher education.

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