AN OVERVIEW ON E-CONTENT

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ABSTRACT

The pressure on educational systems around the world to use modern information and communication technologies to provide students with the knowledge and information they need in this techno-savvy day is growing. It is critical to integrate ICT at all levels of schooling in order to create a knowledge society. Content is an extremely effective teaching tool. It is the most recent method of instruction that has piqued the interest of students and teachers across all educational systems. It is a valuable resource for the development of a data society where everyone, regardless of caste, religion, race, region, or gender bias, has the ability to create, share, and use knowledge and information for their financial, social, cultural, and political betterment and development. The point of the study is to evaluate the efficacy of f o in teaching Environmental Education to Villach Vidyanagar high school students. The research was conducted out in an experimental setting. The outcomes showed that the experimental group students performed better than the controls group students, as shown by the increased scores. As a consequence, it can be stated that content is a highly effective instrument for teaching purchase behavior to secondary students [1].

KEYWORDS: *E-Content, Contemporary, Education System, Green Consumerism.*

1. INTRODUCTION

In today's knowledge-based society, technology plays an essential role in the dissemination of information, the creation of creative content, and the integration of new information and communication at all levels of the educational system. Mastering Skills and using ICT is critical in every educator's career for next digital generation to build a digital teaching-learning environment. Web-based learning, computer-based learning, cellphone learning, virtual classrooms, and digital collaboration are all instances of e-content that fulfill this function. Text, music, video, pictures, animations, and visual effects are supplied through the internet, satellite transmission, or mobile technologies. In today's education systems, e-content has become a very valuable and powerful educational tool; it is the newest instructional approach that can be used to create an information-rich society where everyone, regardless of caste, religion, race, region, gender, or other factors, is empowered to create, receive, share, and use knowledge and information for their economic, social, cultural, as well as political needs. The use of e-content has educational circles in a number of ways. Structured and verified e-content acts as an effective virtual teacher in the e-learning process. Educators may now create their own materials and, as a result, have more control over the class than they had before[2].

Every instructional method has many elements, so each part impacts multiple learning results. When evaluating whether active learning "works," a wide variety of outcomes should be considered, including measures of factual knowledge, applicable skills, and student attitudes, as well as practical things like curriculum retention. However, reliable evidence on how a specific teaching technique affects all of these learning outcomes is often lacking, making comprehensive

evaluation difficult. Moreover, when data on multiple learning outcomes is available, the findings may be mixed. Some studies on problem-based learning with medical students. Indicate that therapeutic performance improves somewhat but standardized exam performance slightly decreases. In situations like this, whether or not a strategy works is a question of perception, and proponents and detractors are free to have opposing viewpoints. Because PBL typically offers practice in both skills, students will be able to solve ajar issues and engage in life-long learning. Problem solving and lifelong learning, on either hand, are difficult to quantify. As a result, data on these outcomes is less common than data on standard indicators of academic achievement, such as test scores. As just a result, determining whether PBL's potential to promote these goals is realized in reality is challenging. It's simple to misinterpret reported findings, even when data on higher-level outcomes is available. Consider the results of a research by Qin ET al.which showed that cooperation leads to better individual problem solving than competition. People working in cooperative groups generated better answers to issues than individuals working in competitive settings, according the findings. While the findings seem to support collaborative learning, it's essential to note what the research will not really show. These results do not necessarily imply that children in cooperative settings acquired stronger, more durable, and transferrable problem-solving skills. Faculty who use the reference to show that cooperative learning makes people better problem solvers in general are misconstruing the findings[3].

1. Active Learning:

The core elements of active learning, as according us, are adding activities into traditional lectures and promoting student engagement. Both components are thoroughly discussed below, with an emphasis on scientific evidence for their effectiveness[4].

2. Cooperative Learning:

Cooperative learning is based on the premise that student cooperation is more effective than student rivalry in achieving positive learning outcomes. The reported outcomes have always been favorable. Indeed, when elevated studies with strong internal validity are considered, the already substantial effect size. Cooperation also improves interpersonal relationships, social support, and self-esteem, as shown in. Another topic of interest to Profs is that collaborative learning provides a natural setting for fostering innovation. Another issue is whether cooperative learning successfully improves interpersonal skills. Part of the difficulty in addressing that issue comes from the way team abilities are defined. Nevertheless, there is reason to believe that cooperative learning may help in this area. When utilizing cooperative learning, Johnson ET al.suggest explicitly educating students in the skills required to be effective team members. It is fair to believe that having the opportunity to exercise interpersonal skills while also getting explicit lessons in these skills is more successful than traditional instruction, which focuses on the individual learning and seldom includes explicit teamwork instruction. This conclusion is also backed up by actual data. As according Johnson and Johnson, social performance improves better in cooperative settings than in competitive or solo ones[5].

3. Problem-Based Learning:

The first step in determining if an educational method works, as discussed in Section II of this article, is to define exactly what the approach is. Unfortunately, while everyone agrees on the basic concept of PBL, how it is applied differs greatly. For example, Woods et al. discuss several PBL variants. The wide range of PBL practices makes evaluating its efficacy more difficult. Many studies that compared PBL to traditional programs are simply not comparing apples to apples. The signal from the common elements of PBL would have to be stronger than the noise produced by variations in the execution of both PBL and traditional curricula for meta-studies of PBL to show any significant effect when compared to traditional curricula. Given the wide range of PBL practices, not to mention variations in conventional programs, readers should not be shocked if

meta-studies that bring together various PBL approaches yield contradictory results. Norman and Schmidt. Explain how to get around the problem by defining various PBL components and showing how they affect learning results. Shows their findings that were obtained directly from Norman and Schmidt using Linsey and Wilson's summary of meta-studies. Academic achievement was the assessed learning outcome in all of Linsey and Wilson's educational research. This table by Norman and Schmidt shows how different elements of PBL have varied impacts on learning outcomes. Table 3's substantive results, on the other hand, are worth emphasizing for teachers interested in adopting PBL since there seems to be a lot of consensus on what works and what doesn't in PBL. When it comes to the negative impacts of PBL with non-expert instructors, there is a substantial negative effect size. This result is in line with some research on assisting students in making the transition from beginner to expert problem solvers. Experts and beginners in a particular area were compared in research, and it has been discovered that becoming an expert is not just a matter of "excellent thinking. Instead, research has shown that specialists in their areas must have both a deep and wide base of factual knowledge. Tutors in PBL seem to be in the same boat[6].

4. Global trends in higher education:

Skills and human capital are universally recognized as the backbone of economic success and social well-being inside the twenty-first century. Individual and social progress are driven largely by technology breakthroughs in today's knowledge-intensive economies and society. To preserve their competitive advantage, nations must create and maintain a competent workforce, maintain an internationally competitive research foundation, and improve knowledge dissemination for the benefit of society as a whole. Higher education, in this context, is a key element in innovation and human resource development, as well as a critical component of the knowledge country's economic success and long-term viability. As a result, higher education has grown in importance on national agendas and has undergone significant mutations and reforms across the globe in recent decades, as shown by a recent OECD assessment of higher education policy. In the last half-century, an academic revolution has occurred in higher education characterized by changes unprecedented in breadth and diversity," according to Attach et al.[7].

5. Expansion of higher education systems:

The most noteworthy of these trends in the past half-century is probably the dramatic expansion of higher education around the globe, as seen inFigure. According to the Department Of statistics. There were about. Students enrolled in higher education throughout the globe in. This figure rose to almost. When contrasted to the. Percent average annual increase in the global population over the same time, this equates to a.percent annual growth rate in tertiary enrolment. Also shows that higher education enrolments grew at a faster rate beginning in the mid with an average annual growth rate of 5.9% in the first decade of the twenty-first century. The number of students enrolled in higher education is projected to increase to. Access to higher education has grown in stages across nations and global regions. According to Attach ETAlma higher education was first achieved in the. in the United States and Canada, followed by Western Europe and Asia. The trend then extended to developing nations.

6. Wider participation:

Trends in access to education reflect the growth in raw numbers of students. In only the percentage of young adults enrolling in undergraduate university courses 2 has increased by. Percent in Meanwhile, the percentage of those enrolling in more vocationally oriented programs3 has remained stable at. There are no comparable trend statistics available to evaluate changes in education participation across time. However, by comparing the attainment rates of various age groups, it is feasible to indirectly reflect the progress made. In this kind of study, the percentage of young people with a tertiary degree now.is compared to those who finished their studies earlier.

Those aged. Over the last three decades, the proportion of people with a tertiary degree has risen from percent across the OECD. Higher education attainment rates of over have already been achieved in Canada, Japan, and Korea, and this is becoming the standard for. Countries. Several. Nations have established ambitious objectives, as shown by the European Commission's aim of higher educational attainment among Europe's newer generations by which countries have already met4. Similarly, President Barack Obama admin has set a lofty target of. Achievement rates amongst, claiming that "America will once again have the greatest percentage of college graduates in the world. The Russian Federation has also achieved over higher education attainment among non-OECD Nations, while China aims for. Target by, as well as some leading Indian analysts call for. Percent participation rates in the near future Emergence of new players.

Higher education systems have seen a rise in higher education providers as a result of the intensification of participation and inclusion during the last half-century, with a burgeoning of new HEIs created across the world to meet increasing demand. In fact, the bulk of today's higher education institutions were established in the previous century. To put the scale of change in perception, the Indian higher education system had 27 universities and 695 colleges when the country became independent in. By, there were 361 universities and thousands more colleges in the. With projected increase in overall enrolments for the next, this trend is unlikely to change. In order to satisfy the demand for an extra students between and, predicts that an additional students. The equivalent of four major institutions.

Would need to be housed every week! In many nations, the trend of basification has resulted in the development of new kinds of higher education institutions that serve as alternatives to conventional universities. One of the most important structural developments in recent times for higher education institutions is the emergence of a highly employer-oriented non-university sector, closely integrated with the labor market needs of each location and region. Within the OECD, the movement began in France in the mid with the establishment of InstitutesUniversities de Technologies modeled after some of the United States' vocationally-oriented junior and community colleges, and was followed quickly by Technical and Further Education Colleges.in Australia, Fachhochschulen in Germany, and Distriktshgskoler in Norway in the early. Portugal established Polytechnic Institutes in the late. Whereas the Netherlands established Hogescholen in the late. The Polytechnic sector.in Finland, the Universidad'sTechnological in Mexico, and the Swiss Universities of Applied Sciences all began in the. Finally, during the last decade, Mexico has seen the emergence of from across Politécnicas and Universidad'sIntercultural.

7. More diverse profiles of institutions, programmers and students:

The diversity of higher education student bodies, HEIs, and educational programs is a related trend. This diversification is assumed to provide substantial benefits to various stakeholders throughout higher education systems, such as better meeting educators' needs, empowering greater levels of higher educational status, improving social mobility, better serving labor market needs, increasing democratic authority, and more effective higher education structures. The growing heterogeneity of learners in relation of their economic class, academic aptitude and preparation, career expectations, motivation, and engagement is a corollary of the shift from elite to mass.and now almost universal in the some countries. Higher education access and participation. This diversity indicates increasing societal demand for higher education and full involvement as a result. Aside from the increase in female participation, another noticeable trend is the increasing number of older students who are seeking a first degree, returning to school after a time in the industry, or attending while employed to update or improve their abilities. Institutions of higher learning have become more diverse in terms of type, possession, and educational offerings, as well as in terms of their missions, focusing on specific learners (women, minorities, disadvantaged or children, adults and lifelong learners, overseas students, and so on), serving specific local or regional needs, specializing in some niche areas, or establishing new institutions. This indicates

that HEIs now are responsible for a far broader spectrum of vocational training than they were before. Overall, this has resulted in significant institutional differentiation so order to satisfy the demands of increasingly diverse audiences. This differentiation process, however, has not unfolded in a clear and precise way. In certain nations, for example, the more wanted to pursue sector has seen an academic drift, with institutions attempting to gain legitimacy as full-fledged universities notwithstanding legal institutional differences[8].

2. DISCUSSION

The majority of students will have earned A-levels, BTECs, or comparable credentials further in education. If you're seeking your first degree, such as a Bachelor of Arts. Or a Bachelor of Science. You're an undergraduate student. Academic work after junior high and before postgraduate education is known as undergraduate study. An honors degree is the most common bachelor qualification; it is typically the first degree a student studies and is the highest qualification that can be earned at this level. What's the distinction between an HND and a DipHE in Higher Education? A diploma of higher education is a graduate qualification, while the HND is equal to a significant portion of the undergraduate degree. The term "highest educational qualification" refers to the educational degree you have received. This refers to a course that you have finished successfully. For example, if you are in your last year of B. Tech, you have not yet finished your graduation and have not yet received your program completion certificate. A student who is pursuing their first degree is known to as an undergraduate. A certificate, advanced diploma, associate degree, or. Most frequently - a bachelor degree is awarded after having completed an undergraduate course. Undergraduate courses are available at universities and also private higher education institutions[9].

3. CONCLUSION

E-content development is the heart of teaching learning process. Although content development plays a key role in e-learning, it is undoubtedly not an easy process. It requires expert knowledge in the subject area, patience in creating the necessary objects that make up quality and a high sense of creativity in structuring and sequencing the topics to make a complete whole. From this we can predict that e-Content production enriches the e-learning in a dynamic way. It is said that people are visual minded. They retain of what they hear.Of what they hear and see. And probably, of what they hear and see and do. This is what e-contents are poised to do and what e-contents are intended for[10].

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