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The Art of Being a Digital Educator

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Mankind has seen many revolutions and 21st century has brought another revolution-the e-revolution. This revolution has led to the evolution of the digital educator. As we all know that humans have evolved through different stages from a series of ancestors. They have learnt the art of communicating and have designed and shaped their physical world accordingly. With all the new inventions and discoveries the modern man has become all the more capable to work and communicate faster and efficiently. When we talk about educators we can see that modern educators have come a long way in the process of teaching and communicating. A modern educator has been using some simple technologies in his/her lessons or messages without being entirely dependent on e tools and e environment. But with the outbreak of COVID 19, the modern educator has to gear himself up for taking a big leap from modern to digital. Life has changed in just about every way since the deadly pandemic Covid-19 break out. The sudden shift from the traditional way to the digital has posed plethora of opportunities and challenges for the educators. While on the one hand this predicament has triggered the world of intellectuals to meltdown the geographical boundaries and connect on various online platforms, on the other hand it has heighten the sense of unease and added stress on the modern day educator who is struggling with the 'fight or flight' response. This paper is an attempt to analyze and implement various creative and innovative techniques in the process of digital learning to make it a fulfilling experience for both teachers and students. Every aspect of our life in this present time has been influenced and governed by the most advanced machine, known as computer. On the same note an educator has to accept and adapt himself with the ongoing changes in his surroundings so that the spirit of education remains alive and intact.

Digital Education has become the prime source of disseminating information and a pivotal force in breaking all kind of geographical barriers. We can see a big change in

every part of teaching from the teaching approach and lecture design to the delivery and teaching and learning strategies. Simple educational techniques have been used by the educators in various forms but the urgency of the situation has propelled the educators to accept the new and complex forms of educational techniques. The very first step which an educator has to take is a mental shift in the way he/she has imagined and been conceptualizing about the teaching and learning process. When an educator realizes that these digital tools are going to be a consistent support in learning and instruction then the educator willingly accepts and adapts himself to the new tools. The new tools and the new environment can be a little quirky and challenging but that also expose and prepare the modern educator to the hidden art of being a digital educator. As stated that learning styles are changing in 21st century, the conventional classrooms have been replaced by virtual platforms and the conventional tools by e tools. Textbooks can be read and studied in the form of pdfs and lectures and tutorials can be delivered on virtual platforms. All kind of discussions like formal and informal, between an educator and students or between students of same class or different classes have moved out of physical settings and are being capsuled in whatsapp groups. The new platform of education has also unlocked the opportunity of using various computed tools and animated contents in the form of audios and videos. So to make the lectures more interesting and informative, educators can incorporate various features which can establish clarity and motivate the learners towards effective and efficient learning. *Multiple modes of representation have emerged. In addition, multiple forms of communication have also emerged. In addition to one-to-one and one-to-many face-to-face communication modalities, there are multiple forms of digital communication, including internet chat rooms, videoconferencing, discussion forums, social networks and more. (1) Thu*s the shift has brought many new things in the domain of education for which the educator is not prepared and trained. The crisis highlights the 'gap' which is both an opportunity and a challenge for the educator to respond accordingly. If the educator accepts the change and joins the fight then slowly but surely he/she can move along the curve but if he/she back out and wait for the resumption of the conventional way of teaching and learning, then the gap will keep on increasing and it will become all the more difficult for the educator to be back. So an educator has to train or equip himself with the changing times so that he /she can participate in the dissemination of information and knowledge. *So, once the problem and need have been identified; the goal or goals of the effort can be identified. These goals also form the basis for*

determining the degree to which the effort is succeeding over a solution is developed and deployed. (2)The use of zoom sessions for completion of syllabus and for official meetings can be taken as a perfect example. Most of the educators were encountering the common problems of internet connectivity and student attentiveness while taking their sessions on zoom. In fact most of the educators felt themselves badly wired with the sudden shift to the online mode of tutorials, meetings and webinars. Figure 1 is an example of the critical situation in which almost every educator found trapped.
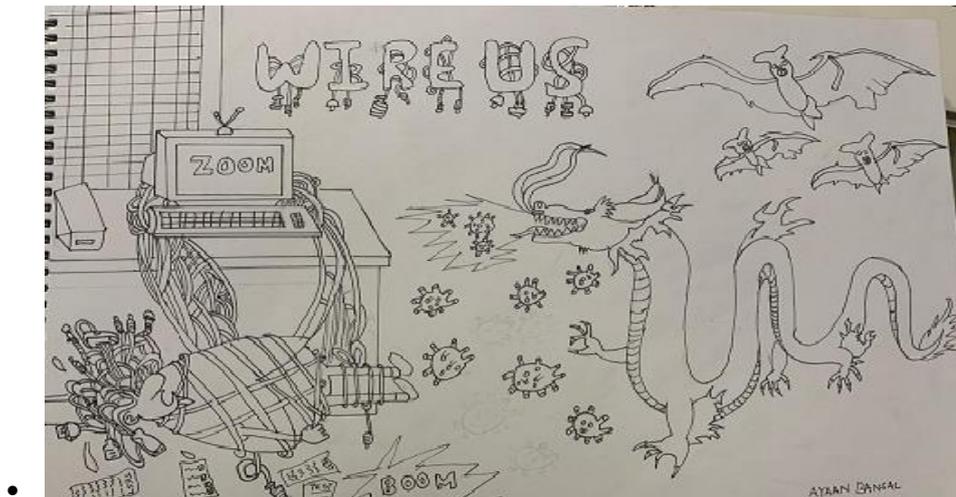
- Fig 1: Insights from Ayaan Bansal

The example shows the manifestation of the problem of the educator with the sudden change in the teaching mechanism for which efforts and solutions have to be generated. On the other hand the same platform has provided greater autonomy to the students. Students can enjoy the privilege of attending the classes from any part of the country. Courses like MOOCs allow the students to participate from different countries and backdrops thus giving them a chance to connect at a common platform where they can interact and learn. But yes the biggest challenge is that the students can enter the session just for namesake and can enjoy being dummy participants. So again the educator has to be ready with some innovative techniques through which the students can really become active participants. Apart from that, the educators and support teams should be trained enough to handle all the anticipated online barriers along with the counseling of students. Several techniques can be employed to gain and retain the attention of the students .The digital educators can refer to ARCS model of motivational design created by John Keller. *It is a problem-solving approach to design the motivational aspects of learning environments to promote and sustain students' motivation to learn. According to the ARCS model, there are four interrelated phases*

for stimulating and sustaining learner's motivation in the teaching and learning process: Attention, Relevance, Confidence, and Satisfaction. (3).The educator can devise some games like 'Fastest Finger First' or role play activities to arouse their interest. Informative videos, short lectures can be planted in the presentation. Humor can also be sparkled to make the session more interesting. Certain brainstorming activities like quiz can be planned or designed to assess the development of learning. Thus the educator has to be flexible and creative in making use of appropriate resources to achieve desired outcomes; this often involves significant changes in learning activities, teaching methods and instructional designs. The sudden change from formal learning environment to informal is also preparing the educator for hybrid form of learning which will integrate some new teaching methods like collaborative learning. Thus the teachers' task become more challenging as it will be a continuous act where he/she is working on the generation and sustenance of the learners' interest and will be devising different strategies for the subject enrichment. The digital educator has to emphasize the learners' active role, and has to invest time and guidance in tutoring about self- monitoring skills so that the students' can understand the emergence of virtual learning space and move further with the help of digital literacy aids. The learners' should be made aware of their new and changed responsibility of not just being recipients but also active participants in the new learning space. Thus by shifting their role from passive to participating, the educator is empowering the learners not only to build themselves but also become a contributive force in the realm of education. Since technology and the related devices are accessible and more comprehensible to the generation of today, thus it will automatically attract the students' to respond in interactions and communication rounds.. The instructor can take the advantage of this aspect of the students' personalities and hence can design or frame certain questions which can lead them to participate in a positive way. It will also help the instructor to interact with the students and will provide him/her a chance to assess them in situational participations in addition to exams and assignments. This will really help in the psychological growth of the students. The students will not only enjoy their new learning space with a constructive role but also they will provide valuable feedbacks and inputs for research and improvement. Of course there will be some students who can create disturbance during the session, so the teacher can assign monitoring tasks on rotation to some high performing students who will again enable them to participate in collaborative learning and work together as a team for a shared goal. It will thus help

the teacher to create a hybrid form of learning where the teachers and the students mutually understand the multiple facets of technology and become front liners in solving each others' problems and will promote positive interdependence. So coming to assessment which is again a tricky but vital aspect of online assessment, the educator has to draft certain questions which are thought provoking and directs the student to frame more genuine answers. The questions should be such which can actually lead the student to take up the tests more positively and with interest and where the student wishes to contribute his ideas in a more natural way on which the teacher can assess the student's growth. The assessment should target at the students' multiple personality skills and would aim at contributing in his/her holistic development. Since the shift is on the learner, so the main aim of the educator is to understand the goal and then motivate the students to frame answers which reflect their true knowledge. In other words online learning should aim at inculcating a strong sense of responsibility and foster self reflection practices, thus formative assessments should consider the value of an individual's true learning. A sample question paper has been attached below to highlight the importance of assessing the true learning by motivating the students to think and draw inferences based on their learning so far.

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MODERN SCIENCE WRITING AND JOURNALISM

AENG-201A

Marks: 15 marks TA: 2 hours

Note: Attempt any 2 questions out of the given questions.

Q1. Write two paragraphs analyzing the positive and negative implications of Artificial Intelligence.

Q2. Imagine you are a scientist involved in developing a useful but potentially dangerous technology. Write a set of recommendations on the do's and dont's to be observed while putting your discovery to use.

Q3. Express your ideas in your words after looking the picture given below.

(Total:15)

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Works Cited

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