

TEACHING AND LEARNING IN HIGHER EDUCATION

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Abstract: *Higher education is tertiary education leading to award of an academic degree. Higher education, also called post-secondary education, third-level or tertiary education, is an optional final stage of formal learning that occurs after completion of secondary education. It represents levels 6, 7 and 8 of the 2011 version of the International Standard Classification of Education structure. Tertiary education at a non-degree level is sometimes referred to as further education or continuing education as distinct from higher education. The right of access to higher education is mentioned in a number of international human rights instruments. The UN International Covenant on Economic, Social and Cultural Rights of 1966 declares, in Article 13, that "higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education". In Europe, Article 2 of the First Protocol to the European Convention on Human Rights, adopted in 1950, obliges all signatory parties to guarantee the right to education. Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners.*

Keywords : *Classification, Integrates, collaboration, technology.*

Introduction:

It is important to remember that what the student does is actually more important in determining what is learned than what the teacher does' (Sheull, cited in Biggs, 1993). This statement is congruent with a constructivist view and also reminds us that students in Understanding student learning | 21 higher education must engage with and take considerable responsibility for their learning. It is important that learners structure information and are able to use it (Biggs, 1999). The teacher cannot do all the work if

learning is to be the outcome; congruently, the teacher must ensure that course design, selection of teaching and learning opportunities and assessment help the learner to learn. As designers of courses and as teachers, we want to ‘produce’ graduates of higher education capable of critical thought, able to be creative and innovate at a relatively high level. Learning requires opportunities for practice and exploration, space for thinking or reflecting ‘in your head’ and for interaction with others, and learning from and with peers and experts. These imperatives, coupled with those of our discipline, should affect our view of how we teach (and design courses) in our particular higher education context (see also Chapter 15). Case study 3 (opposite) shows three teachers creatively exploiting technology to assist learners to grasp the symmetry of molecules. Next generation learning is not about technology. It’s about...deep, profound, powerful experiences... students owning their learning... whole-person development and student success. It’s quite possible for next generation learning to thrive without a single electronic device, software, or internet service. The challenge of **Technology Tools**, then, lies in identifying the technological needs that educators and students of next gen learning have and developing affordable and reliable ed tech to meet those needs. Next gen educators find value in ed tech that coordinates and tracks learning inside and outside of the classroom. Integrates data from multiple sources and records learner profiles and progression through competencies. Enables educators to collaborate and develop professionally.

Study Objectives:

The present study has the following objectives, to study the Discussion Teaching and Learning in Higher Education.

Data Base & Methodology:

The data has been furnished from the related articles, research papers. Some data has furnished the websites & as well as time magazine. For the present research paper the primary and secondary sources have been used. Materials from various libraries have been collected. The articles regarding to it have been read thoroughly. The descriptive and analytical research methods has been used for this research paper.

Discussion Teaching and Learning in Higher Education :

Students of next gen learning find value in ed tech that gives them real-time status of their progress toward personal learning goals. Enables collaboration and communication with peers, teachers, and mentors. Provides access to people, materials, and activities so they may

pursue their passions and self-direct their learning. When learning is geared toward a broad and rigorous set of outcomes and designed by educators based on learning science, research, and deep pedagogical insights, **Technology Tools** may be the catalyst educators need to make the transformation of K-12 education a reality for all students. Evolution of information technology in educational management, which focused on ways information technology has been involved in and supported educational management over a period of 20 years, and the changes seen over that period of time (considered in depth in the international conference in Darwin, Australia, in 2008) Information technology and managing quality education, which focused on ways information technology has been used to support enhanced qualities of educational management and its outcomes in terms of effective and improved teaching and learning (explored in the international conference in Kasane, Botswana, in 2010).

"Mobile learning" is any learning activity that utilizes a mobile device--usually a smartphone. Mobile learning seeks to utilize the ubiquity and unique capabilities of mobile devices to make course materials available to students wherever they are, and to create new kinds of learning experiences that help students engage with course content and the world. M-learning or mobile learning is "learning across multiple contexts, through social and content interactions, using personal electronic devices".

A form of distance education, m-learners use mobile device educational technology at their convenient time. As you may already know blended learning or "hybrid learning" represents a learning model that combines both formal (traditional classroom) and non-formal (online courses) methodologies. But the reference that I prefer is that blended learning represents a model that integrates technology to boost learning and deliver business impact. Smart education offers a paradigm shift in the way students access education. It is not just a change in the delivery of education, it is much more than that. With radical changes in technology, the teachers of today, can have a hard time in processing what the future will be like 20 years from now.

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