THE WHAT AND HOW OF LEARNING APPS IN PEDAGOGIES

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ABSTRACT

We are living in an age where the learners are faster than the teachers. The teachers have to cope with and make themselves such efficient that they can commensurate with ever growing technological and digital advancement , understand children psychology and teach effectively in ever expanding digital world. Digital divide has to be reduced and fast growing knowledge industry has to be harnessed with full vigour. Apps i.e. applications are those which are used in mobiles and palmtops like tablets, notepads which enable the learners to get information as and when needed. Apps apart from providing information have additional benefits of making the world close to ones five senses. World has become immersed in ones palm by providing her/him every desirable knowledge. Every thing in the world has two aspects one is positive and the other is negative. When used in the positive sense even the worst of anything can be ideally used. Technology has its own implications, it can be used for positive results by using it in most productive sense by channelizing its process and outcomes for intelligent purposes. In this context, learning apps have specialised features of enabling the learners to become such efficient and sufficient in their learning that they can promote self learning and self discipline too. Whilst a significant part of learning comes from teaching – of good teaching with good teachers – a major measure comes from exploration.it would seem that introducing educational apps in classroom settings is not difficult in the 21st century, making good use of the technology whilst using appropriate pedagogic practice to enhance learning with young children is crucial. Although respected educators strongly advise against the use of 'drill and practice' pedagogical practices, this type of method of teaching is still being practised. And where it would seem that independent exploration has its benefits, it is clear that adult intervention and collaboration with the children can be found to be especially effective. The present article attempts to focus on the learning apps, what they are and how they work.

KEYWORDS: The What and How of Learning Apps in Pedagogies, Ever Growing Technological and Digital Advancement , Understand Children Psychology and Teach Effectively

INTRODUCTION

Learning in simply a classroom with blackboard, chart, duster has become an olden days affair. Now it is the time of computer and mobile technology. On one side where computer has provided us with the various innovations in various fields, at the same time it ha revolutionized our system of education. Nowadays learning is done by learning apps. While many early years and primary school settings now recognise the need to integrate educational apps within a classroom setting, less emphasis has often been placed on integrating the technology in pedagogical terms where the term pedagogy is referred to as an art of teaching. This can take the form of an interactive process between teacher and learner and that which takes place within a learning environment (House of Commons Select Committee on Education and Employment (2000).

What are Learning Apps

These are *Applications*used in mobile technology generally run with the help of mobile technologies. Various kinds of knowledge can be gained with the help of learning apps. There are a lot of apps related to books, journals, study materials, research applications, guidance etc. if used rationally and effectively these can yield much effective results. Students generally catch the innovative study techniques eve faster than the teachers themselves. Whilst there is much influence and hype for including new apps into education, there is also much evidence to suggest that simply providing technology equipment and/or a collection of 'electronic gadgets' to teachers and schools is not necessarily enough to make a difference. There is plenty of academic evidence (and more awareness within the commercial sector) to suggest that what is of immediate importance at present is to develop more appropriate models of learning and pedagogic practices within the classrooms. Following points should be kept in mind.

Understanding: Apps that fit into this "understanding" stage provide opportunitiesfor students to explain ideas or concepts. Understanding apps step away from theselection of a "right" answer and introduce a more open-ended format for studentsto summarise content and translate meaning.

Applying Criteria

Remembering: Apps that fit into the "remembering" stage improvethe user's ability to define terms, identify facts, and recall and locateinformation. Many educational apps fall into the "remembering"phase of learning. They ask users to select an answer out of aline-up, find matches, and sequence content or input answers.

Applying: Apps that fit into the applying stage provideopportunities for students to demonstrate their ability toimplement learned procedures and methods. They alsohighlight the ability to apply concepts in unfamiliarcircumstances.

Analysing: Apps that fit into the "analysing" stageimprove the user's ability to differentiate betweenthe relevant and irrelevant, determine relationships,and recognise the organisation of content..

Evaluating: Apps that fit into the "evaluating"stage improve the user's ability to judge materialor methods based on criteria set by themselves orexternal sources. They help students judgecontent reliability, accuracy, quality, effectiveness,and reach informed decisions.

Creating: Apps that fit into the "creating" stage provideopportunities for students generate ideas, designplans, and produce products.

In an investigation Carrington added 62 iPad apps to the wheel and placed them where they could serve the pedagogy. He pointed out "the app may not necessarily be the best app for the job and many of the apps can be used in different realms but it is a good start".
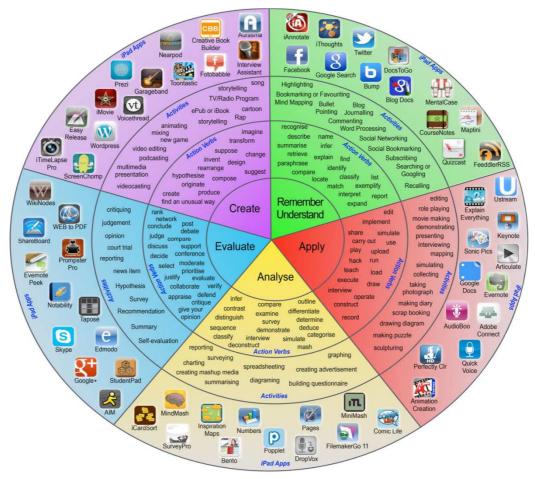
Figure 1

Organising Elements for ICT Capability in the Australian Curriculum

Diagram by ACARA under CC BY-NC-SA 3.0 Licence from

www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-

Communication-Technology-capability/Organising-elements/Organising-elements

The above requirements can all be fulfilled to some extent through engaging in literacy activitiesusing mobile handheld devices. For example, commonly used mobile devices can be used to accessthe internet via wifi (iPad, iPod Touch) or 3G/4G connections (iPad), whether inside the classroom oroutside it. Thus, they allow students to *investigate* (e.g., though web searches) and *communicate*(e.g., through interactive web forums or online publishing). Mobile handheld devices also allowstudents to *create* (e.g., though writing, drawing or speaking apps, many of which involvemultimodal literacies), with the work they have composed later being published and/or shared.While using mobile handheld devices, students are acquiring essential 'digital literacies' (Dudeney,Hockly&Pegrum, 2013), including the skills to *manage and operate* ICTs effectively.
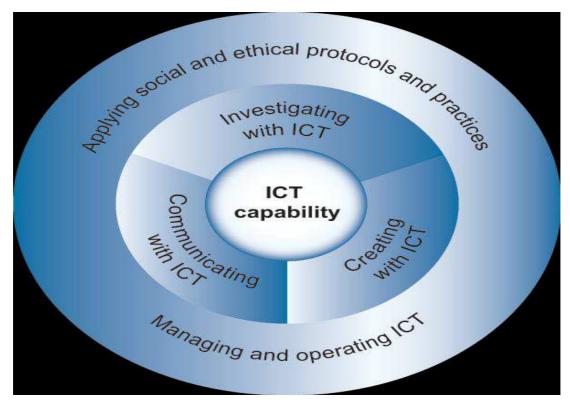
Figure 2

At all timeswhen engaging in digital literacy activities, students can be given guidance as they develop the abilityto *apply social and ethical protocols and practices* in the use of new technologies – especially theubiquitous mobile technologies which will play such an important role in their future personal andprofessional lives. Mobile technologies allow teachers and students to access and create multimedia materials (e.g.,records of lessons or field trips), produce digital narratives, and explore emerging literacies, whichrange from multimedia/multimodal literacy to network literacy. The devices encourage theintegration of in-school and out-of-school education, with the experience of 'seamless learning'(Looi, Seow, Zhang, So, Chen & Wong, 2010) giving rise to a new sense of learning spaces andlearning networks.

It is possible that learners themselves are changing in some ways, with today's students thinking andcommunicating differently from previous generations, although research suggests that thecommonly heard claims about a new generation of 'digital natives' are rather exaggerated (e.g.,Bennett, Maton&Kervin, 2008; Hague & Williamson, 2009; Hargittai, 2010). What is certain is thatever larger numbers of young people make regular use of mobile handheld technologies outside theclassroom. Rather than educators ignoring their students' out-of school practices, it would seemappropriate to build on them, thereby helping to engage students, making their learning relevant totheir present and future lives, and capitalising on the educational potential of the devices.

Learning apps in pedagogies can be quite meaningful and useful for the learners to gain new knowledge and acquiring new skills. As mobile devices are becoming increasingly popular, many researchers and practitioners have incorporated the technology into their teaching and learning environments. As Keegan (2002) said, "mobile learning is a harbinger of the future of learning" (p. 9). The applications of mobile learning range widely within the system and

corporate learning settings, from formal and informal learning to classroom learning, distance learning, and field study. Despite the many forms of and increasing services offered by mobile learning, it is still immature in terms of its technological limitations and pedagogical considerations (Traxler, 2007). And although some researchers offer a framework for theorizing about mobile learning with conversation theory and activity theory (Sharples, Taylor, &Vavoula, 2005; Uden, 2007; Zurita& Nussbaum, 2007), instructional designers and teachers need a proper theoretical foundation for mobile learning in the context of distance education and more guidance about how to utilize emerging mobile technologies and integrate them into their teaching more effectively.

Learners have become very fast surpassing the abilities of their teachers. The young minds want activities and chance to utilise their ever flowing energy, along with it this they wholeheartedly ready to experience new knowledge and command over the technological advancements. Although the higher education sector has begun to acknowledge its student cohort largely as 'adult learners', universities have generally been slow to change the way they conduct their core business – teaching, learning and research - to meet the specific needs to of these learners. Gradually, notions such as 'flexible learning', 'student-centred learning', 'self-directed learning' and 'problem-based learning' have taken hold as the focus has shifted from retaining established institutional practices to adapting to changing student needs. Universities, colleges, schools must acknowledge the demands of the students and work thereupon.As Scott-Webber (20040) reminds us, 'Built environments impact behaviour and we must know for which intended behaviour we are designing' (p. 65).

There is reduction in the teacher-centred, didactic instruction in favour of more self-directed learning activity, learning by doing, child centred education that is likely to result in the need for fewer large lecture theatres that have traditionally been the foundation stone of the educational institutions blueprint. It is likely that major presentational auditoriums (lecture theatres) will need to be retained within institutions, An independent, self-directed learner will also be involved in learning-centred discussions and negotiations with both teaching staff and fellow students (Tait& Knight, 1996). Platformneed to be provided which offer opportunities for both formal and informal interaction. This platform would provide an alternative to the teacher-student contact which is often restricted to either the formal classroom or the teacher's office and also the campus dining facilities and cafes, etc. which typically host student-student interaction. Located inclose nearness to relevant classrooms, staff offices and other resources and facilities, these platforms would beattractive, common areas for formal and informal activity. When the spaces outside the classroom arelayered for the diverse ways in which students learn, they cease to exist as paths and become 'learning spaces' in their own right (Pasalar, 2003; Lippman, 2002a, 2002b). Describing the value of such platforms for improved learning experiences.

As educators, it is important to understand the basic features, functionality and settings of the iPad, whether you are just learning how to turn your iPad on, or trying to become more productive. It is also crucial to establish foundational understandings of classroom implications for adopting the iPad into your practices. The Pedagogy literature serves as an introduction to frameworks which will serve as a point of reference as you move through the course and refine your teaching.

There is a major concern around the increasing gap between the current use of technologies for teaching and learning in schools and the daily experiences that pupils have with technologies outside of school (OECD, 2009). Attwell (2007, (a)) expresses this most starkly when he warns that schools may become simply irrelevant to the day to day social life of young people.

Christopher Sessums (2007) says: "While many kids' social life hinges on digital social networks, many schools have not figured out how to tap into their power. Instead students code switch, i.e., they use their MySpace, Facebook, and del.icio.us accounts for their personal life and drop them in their school life." Much has also been written about how education should respond to these new ways of using technology. Students are concerned about the ICT competency of lecturers and academic staff. There are varying levels of ICT competence on the part of lecturers and staff and, whilst some are clearly skilled or at least able to function in an IT setting, others lack even the most rudimentary IT skills; 21 per cent of students thought their lecturers needed additional training.

Opinions to be fundamentally divided over e-learning, especially taking into consideration course type and exposure to ICT and both significant advantages and disadvantages were raised in all of the qualitative research with the students. The reality may be that different learners may use technologies in different ways. Beetham et al (2009: p24) report that learners want meaningful choices about how they learn, with and without ICT, and that many learners use technology to multi-task while some find being online a distraction from study. But within institutions, students' use of technology is largely led by tutor recommendations and course requirements and this may be at odds with the way they use it socially. For example, McIntosh (2008) found that personal blogging is a minority activity but one which an increasing number of institutions are demanding.

Amongst other findings, Beetham et al (2009) report that learners want meaningful choices about how they learn, with and without ICT, and that many learners use technology to multi-task while some find being online a distraction from study. They found that technology is important to learners at a personal level.

"Learners are attached to their technologies, emotionally and in terms of personal organisation and practice: they benefit from being able to use personal technologies and access personalised services in institutional contexts. Learners are creating their own learning spaces, blending virtual with face-to-face, and formal with social.

CONCLUSIONS

Learning apps are very helpful to draw effective results of education. These provide good knowledge understanding and skill of providing the students with overall learning processes.

It a matter of great interest and concern that how to introduce application of learning apps in educational scenario.

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