

A STUDY ON VALUE ADDITION IN EDUCATION

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Abstract

The term "value addition" in the context of education refers to the process of enhancing and improving the educational experience, as well as the outcomes and the overall quality of learning. In the context of education, the term "value addition" refers to the process of improving the educational experience in terms of both its quality and its efficiency in order to equip students with more than just knowledge. It entails the use of tactics and practises that go beyond traditional teaching approaches in order to equip learners with practical skills, the ability to think critically, and the capacity to succeed in a world that is always changing.

Keywords: Value Addition, Education, Quality, Service, Technological.

Introduction

Integration with Learning Management Systems (also known as LMSs) and other educational technologies is an essential component of today's educational technology. The entire quality of the educational experience is improved as a result of its ability to facilitate frictionless connectivity and the sharing of data among various educational applications and platforms. Integrations with LMS make it possible for instructors to access and manage curriculum, exams, and student data all inside a single centralised system, which streamlines administrative work.

In addition, integration with educational technologies, such as adaptive learning platforms, assessment tools, and communication applications, enriches the instructional environment by providing teachers with a diverse range of resources that can be tailored to match the specific requirements of their pupils. In the current educational scene, the integrations in question contribute to the development of teaching and learning processes that are more efficient, effective, and data-driven.

Review of Literature

2018's Anand; [1] There is unrestricted access to online resources, educational materials, and archives in this era of smart gadgets and the Internet. These learners, millennials, are intelligent ones. Hence, from lecture halls, physical labs, PowerPoint presentations, and projectors, the use of ICT for education has advanced to include smart, collaborative, virtual, visual, and round-the-clock learning. Reinforced learning is just as important in an academic setting as learning and evaluation. Teachers are required by the learners' experience to produce content and offer creative learning. In order to improve the experiences of both the teachers' and the e-learners' communities, the Learning & Content Management System (LCMS) provides seamless synchronisation between the two. This paper describes how to create an LCMS for an engineering course (Computer Architecture) using MOODLE, a free and open source software. The most effective ways to meet the needs of content creation, course scheduling, registration, creative learning, quizzes, assignments, blogs, assessments, and analysis were achieved by utilising MOODLE's features.

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It is discovered that MOODLE is a feature-rich LCMS platform that works well in an academic setting. Teachers and instructors can design courses and their materials with the help of content management systems (CMS) and make them accessible online. The features needed by the tutor and the student are supported by learning management systems. Among the benefits for tutors include the ability to schedule classes and deliver them in a variety of formats, including text, audio, video, and presentations.

LMS provides a wealth of learning support features for students, including the ability to enrol in courses, listen, see, and read course materials, as well as capabilities for assessment like as assignments, quizzes, and peer and tutor interaction. The learner and the educator are typically not coordinated in an LMS. The Learning & Content Management System (LCMS) integrates LMS and CMS functionalities into a single platform. Any kind of engagement can typically be had through chat rooms, discussion boards, or email. On the other hand, the online interactions that occur with students and teachers for a range of courses are referred to as Learning & Content Management Systems (LCMS). A more straightforward explanation of LMS and LCMS is given by Connolly: "LMS provides the rules, and the LCMS offers the content."

(2017) Bakri [2]; With e-learning materials, learning in the twenty-first century can take place anywhere, at any time. The issue is with the way senior high school physics e-learning media devices built on the Joomla Content Management System (CMS) are created. The goal of this project is to create an e-learning tool for senior high school physics that runs on the CMS Joomla. The Dick and Carey model's research and development methodology was applied in this study. The electronic learning tool is a multiple-representation content exposure. To help students and teachers communicate, the material is enhanced with learning videos, practise questions, learning assessment tools, and discussion forums. Students study on their own schedule, not confined by time or place. The Likert scale instrument 1–5 is used in this study to formatively evaluate the e-learning media device. This study employs qualitative data processing techniques for data analysis. The scale value of 100 represents the outcome of the Likert instrument product assessment. The results of the study eligibility are 92,14; the material feasibility test is 86,33; the media is 86.3; the field trial with questionnaire is 85.44; and the field trial for physics teachers is 91,78. The attempt of using media usage in e-learning as a learning supplement yielded a value of 0.335. The findings of our research indicate that using Joomla CMS-based e-

learning materials for senior high school physics instruction is doable and produces outstanding results. Furthermore, pupils assert that they have learned a substantial amount of new information after using this e-learning resource on their own. In conclusion, an e-learning media device built on CMS Joomla is doable and suitable for usage as a senior high school physics learning model. It is suggested that senior high school teachers and/or pupils adopt a physics learning aid based on the CMS Joomla. [3-5]

Analysis

The addition of value places an emphasis on individualised education, the incorporation of new technologies, inclusive teaching methods, international viewpoints, and the cultivation of important life skills. The objective is to educate students so that they are not only equipped for academic achievement but also for personal development, flexibility, and active involvement in a global community that is rich in diversity and interrelated. It involves techniques, practises, and technologies that contribute to the development of students' knowledge, skills, and competences while simultaneously optimising the educational process as a whole. The following are important components of adding value to education:

1. Experience of Learning That Is Improved

- To engage students and make learning a more enjoyable experience, interactive content can be defined as the incorporation of multimedia, simulations, and other interactive components into instructional materials.
- Gamification is the process of encouraging and rewarding students for their accomplishments through the use of game-like elements such as points, badges, and challenges.
- Virtual Reality (VR) and Augmented Reality (AR): Providing students with immersive experiences that allow them to study and interact with subjects in a three-dimensional or augmented environment.

2. Enhancements to Communication and Collaborative Efforts

- Students are able to communicate with one another and express their thoughts and points of view through the use of online discussion forums, which facilitate meaningful conversations and peer-to-peer exchanges.
- Utilising Collaborative Platforms and Tools Utilising collaborative platforms and tools for group projects and real-time collaboration such as Google Workspace

or Microsoft Teams are examples of collaborative tools.

- Integration of Social Media: Utilising social media to connect students, share resources, and cultivate a sense of community in the learning environment.

3. Learning that is Tailored to the Individual

- Adaptive learning is the process of using data and analytics to personalise a student's educational experiences to meet their unique requirements, pace, and preferences.
- Learning analytics refers to the process of analysing data collected from students to determine areas in which they may improve and then implementing specific solutions.
- Instruction that is differentiated involves making adjustments to teaching strategies and resources so as to cater to a variety of students' preferred modes of learning and levels of aptitude.

4. Decision-Making That Is Informed by Data

- Assessment and Feedback: The process of implementing formative and summative assessments to measure the progress of students and providing feedback in a timely manner.
- Learning analytics refers to the practise of making use of data on student performance to guide instructional practises, the creation of curricula, and the making of policy decisions.
- Using predictive analytics, teachers may identify children who are at danger of failing and put early intervention techniques into place to help them succeed.

5. Education That Is Both Accessible And Inclusive

- Accessibility Standards: Making certain that all students, including those with impairments, are able to use instructional resources and digital platforms without difficulty.
- The process of designing curricula that incorporate a wide variety of viewpoints and experiences in order to produce an inclusive educational setting is referred to as inclusive curriculum design.

6. Continuing Education for Teaching Professionals

- Training and Workshops: Offering continuous professional development opportunities for educators to stay updated

on best practices and emerging technologies.

- Providing tools and guidance on effective teaching strategies and approaches is an example of what is meant by "pedagogical support."

7. The Integration of Technology

- Blended learning refers to the practise of combining traditional classroom instruction with online materials, which enables greater flexibility as well as the creation of more individualised learning plans.
- The term "flipped classroom" refers to an educational strategy that inverts the conventional instructional format by having teachers assign students to review course material online before they come to class for discussion and activities.
- E-books, research databases, and multimedia content are just some of the digital resources that may be found in digital libraries, which offer a huge array of digital resources.

8. The Assurance of Quality

- Accreditation and Evaluation: Ensuring that educational institutions continue to uphold high-quality standards through the use of accreditation procedures and on-going evaluation.
- Encouragement of institutions to engage in self-assessment and implementation of improvements based on data and feedback received is an essential part of continuous improvement.

9. Education That Bridges Cultures And Regions

- Students are given the opportunity to take part in international exchanges, study in other countries, or participate in online global classrooms as part of their participation in international programmes.
- Promoting knowledge and comprehension of a variety of cultures and points of view is an essential component of cultural competence.

10. Development of Essential Life Skills and Character Traits

- The incorporation into the educational process of the cultivation of important life skills such as communication, problem-solving, and teamwork is referred to as "soft skills."

- The promotion of moral and ethical values, including empathetic behaviour, social responsibility, and ethical conduct.
- The process of adding value to education is a continual endeavour that calls for the participation of educators, administrators, legislators, and technology providers in collaborative effort. Its goal is to equip students not just with the academic information but also with the abilities and characteristics necessary to survive in a world that is always shifting and evolving.

Conclusion

Software or online platforms that allow students, educators, and teams to work together, exchange materials, and communicate without a hitch are examples of collaborative tools that can be used in the educational setting. These tools enhance both in-person and remote learning experiences by facilitating real-time collaboration, file sharing, and communication. Co-editing of documents, video conferencing, live chat, and even management of projects are all possible features. Tools that encourage collaboration and group work including group projects, teamwork, and learning from one's peers help create environments that are engaging and dynamic for students. They are especially useful in settings that combine traditional classroom instruction with online or hybrid learning because they enable students to collaborate regardless of where they are physically located. In general, collaborative tools give educational groups the ability to efficiently work together, share their expertise, and accomplish their shared educational goals. [9-13]

- Utilise digital platforms and solutions that enable cooperation in real time between students and teachers.
- Sharing documents, collaborating on them simultaneously, and chatting with one another are all capabilities offered by software applications such as Google Workspace (previously known as G Suite) and Microsoft Teams.
- These platforms make it possible to work on collaborative projects, engage in brainstorming sessions, and have interactive learning experiences.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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