



Project Based on-line learning (PBOL): A New Concept for Independent learning

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(Received 19 April, 2015, Accepted 09May, 2015)

(Published by Research Trend, Website: www.researchtrend.net)

ABSTRACT: The main purpose of this paper is to foster Independent learning strategies through Project Based on-line learning. This paper also aims to explore the dimensions & dynamics of self – motivated learning in this digital society. The author has developed a theoretical framework that provides authentic examples and experiences for probing on-line learners. It is accessible, practical and goes beyond traditional ‘Study Skills’ that influence life – long learning. The proposed model of PBOL can generate global curriculum standards through research & data collection and interpretation by adapting diverse resources, multi-cultural experiences and egalitarian opportunities. The self – motivated learning model (PBOL) can construct a very powerful paradigm shift to establish public interests encompassing the reflections of every aspect of egalitarian milieus with the ideologies, persuasions and judgments.

I. INTRODUCTION

This project based on-line learning is a unique approach to promote self – motivated learning that provides the individual learner with an opportunity to collect and sort the data, and work in collaboration using critical – thinking skills to solve the authentic dilemmas & problems. On – line learners can become an independent scholar, establish connections to life outside the classroom, helps to address larger concerns of the society. On line professionals can develop and utilize new communication technologies, on-line administrators, learning environment designers, tutors, teachers, mentors, parents, can encourage learners to use latest technologies to conduct their research & present their findings. As mentioned by Clerehan, Turubull, Moore, Brown and Tuovinen (2003), Kurubacak (2005) and Martinez (2001) can generate global curriculum standards through research & data collection. The proposed model, combines dimensions (self – management, self – monitoring and self – intimacy) and dynamics (learning strategies, thinking skills, meta-cognitive skills, management strategies and communication standards).

A. The Dimensions of Independent learning through PBOL

Among the most innovative templates of portfolios in teacher education are electronic portfolios that are gaining popularity due to the technological accessibility and numerous on-line options. Education reform around the world has triggered shifts from traditional to innovative practices in education. As noted by Gump and Wijekumar (2004) and Thomas Macgregor (2005) discussions that on-line communication workers have on the relationship that exists between self-motivated learning and PBOL help on-line learners to redefine their learning goals of democratic understanding of the decline of the individual & intellectual as moving forces in their education life. The PBOL, self motivating learning reveals the potentialities and changed the three basic ideas of ‘‘Self-Management, Self-Monitoring and Self-Intimacy’’; which has an impact on learning as well as on democratic challenges.

(i) Self – Management: Self - management helps on-line learners to improve their communication skills, promote the provision of information about long-term learning outcomes that enhances flexibility of their learning commitments. As mentioned by O’Keefe and Berger (2000). It strengthens on-line learners’ motivation, increase positive feelings and attitudes, organize their tasks well to meet the specific deadlines. Many people work effectively in this environment they produce their work on time on high quality without allowing themselves to be tied to any ideology.

(ii) Self – Monitoring: Self - monitoring is the conscious awareness of the progress of the text, marked with re-reading reflection on the textual matter. Self-monitoring strategies are used to increase independence in academic, behavioural and social areas. Three basic elements of self-monitoring were outlined by Bandura(1999), which included (1) Self observation or scanning of beliefs & behavior output, (2) Symbolization and judgment or comparing cognitive structures & behavior output to a desired target, (3) Self – reaction or applying self-

reinforcement. It helps to empower the on-line learners to achieve sustained change in teacher practices and improvement in innovative instruction strategies.

(iii) Self – Intimacy: It is the connection to self, refer to the ability to rely on themselves and appreciate their learning skills and motives without any judgment. As today's world is complex and the sources of knowledge are developing fast, learning must go on through out life. As noted by Campo (2004) promoting self-intimacy can help on-line learners to know how to deal with change that requires reformist actions. As mentioned by Becket and Brookes (2005) and O'Sullivan, Morrell and Sherry (2000) promoting self intimacy can assist with issues in PBOL such as academic mobility, international exchanges of excellence, curriculum innovation, leadership roles for woman educators, content development and achieving higher educational qualification.

B. The Dynamics of Independent Learning Through "PBOL"

There are efforts around the globe to reform on-line education considered as a critical action for curriculum change to improve equity of access and opportunity, and strengthen learning milieus. Knowledge obtained can have suggestions for policy & practice in higher education & researchers who increasingly recognize the importance promoting independent learning through "PBOL". As mentioned by Vrasidas and Mclsaac (1999) there is an urgent need to plan & conduct independent learning in a systematic approach with a democratic agenda as a radical evaluation process to various problems, dilemmas about a wide variety of evaluation objects. These dynamics are Learning Strategies, Thinking skills, Metacognitive skills, Roles & Responsibilities, Management Strategies and communication Standards.

(i) Learning Strategies: It refers to methods that on-line learners learn from several techniques for improved cognitive intimacy to better critical thinking skills. There are relatively continuing distinctions in the way individuals prefer to learn. As mentioned by Alexander, Polya Kova Norwood, Johnston, Christensen and Loquist (2003) on-line learners should learn how to use the media for professional development.

(ii) On-line Communication: It will help on-line learners to enhance awareness of the obstacles of thinking skills and clarity to thinking & expressing thoughts. As highlighted by Burniske & Monke (2001) on-line learners must collaborate with others, such that it empowers the thinking skills to explore how a digital community of people committed to social justice generates, negotiate and make sense of social experiences in on-line contexts and also represent the experience in their community work as theorists, educators, theater workers, artists & other who are committed to transformative pedagogy and social equity PBOL is not only activist process but also a complex decision that makes progress in culturally diverse digital milieus to deepen their awareness of cultural biases, stereotypes, prejudices & challenges the social inequalities.

(iii) Metacognitive Skills: It refers to on-line learners' automatic awareness of their own knowledge & their ability to understand control & manipulate their own cognitive process. As mentioned by Duchastel and Carr– Chellman (2000) producing explicit definitions of Metacognitive skills & understanding their changing responsibilities to build a strong on-line knowledge network. The learners develop a common vision of educational and social justice for life-long learning.

(iv) Roles & Responsibilities: It engages on line communication in a structured way to improve on-line communication styles & abilities. PBOL helps individuals & rethink traditional communications & aware of their communication strengths & weaknesses in a constructivist milieu. As pointed out by Borges and Baranauskas (2003), Moallem (2001) O'Reilly (2000) Lagoze and Warner (2004) discusses the roles & responsibilities of on-line learners by combining the communication philosophy, concept and resources of life long learning PBOL can provide with a useful framework to turn the challenges with cultural, educational legal changes to enable life long learners who have communication needs skills & interests to achieve the goals & objectives of effective communication styles & abilities. The learners can reflect on their personal learning experiences & share knowledge from the globe on authentic experiences in critical dialogues.

(v) Management Strategies : It requires communicational reforms that have great significance to share knowledge online having profound effects on self-motivated / independent learning (Martinez 2002). It helps to build powerful net work in relatively flexible, open & egalitarian that has instituted fundamental changes in collective communication actions (Jung, Choi, Lim & Leem 2002) These improvements must be concerned with the development of whole collaborative interactions within digital multi-cultural knowledge based societies. Management strategies have therefore the radical potentials to deliver global knowledge by promoting democratic principles & social justice around the world.

(vi) Communication Standards: Can be capable of designing and maintaining effective PBOL based activities to provide on-line learners with flexible collaboration contents. Therefore promoting self-motivated learning brings new ground for key questions.

- (a) What extent do on-line learners metacognitive skills continue to improve their communication styles & abilities?
- (b) What kind of online learning experience is associated with developing communication styles & abilities?
- (c) What are the impacts of communication styles & abilities on their life long learning outcomes?

As discussed by Pan & Sullivan (2005), individuals can become active participant in their knowledge constructions rather than passive receptacles.

II. CONCLUSION

Project Based on-line learning (PBOL) has a potential to promote justice, equity and human rights which enhances global values & ethics in building an interactive communication milieus. PBOL can address authentic communication experiences & promote independent learning by providing women, minorities & disadvantaged individuals to better access global knowledge by breaking the digital walls around the world and adhering to digital gaps among people, communities & sources powerfully.

In my opinion, we teacher educators are a powerful tool to design a professional development (PD) workshop program that will serve to deepen and extend teachers subject matter knowledge & extend & refine teaching practices. We can extend our knowledge from contextual barriers that exist within school/ college settings. It can provide resources to help teachers to integrate new curricula & instructional Skills for training & providing a mentorship model. This endeavor would present new prospective, but represent only a modest step towards teaching education quality & will prove to be significant with UNESCO towards improvement on education quality of the world to be achieved by 2015.

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