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The Comparison Between Traditional Learning And Modern Learning Technique On Graduate Students

Dr. Velankanni Alex

Abstract:

This paper presents a similar report among traditional and modern learning. Traditional learning includes a physical place where students and educator could communicate though modern learning is sought after in an e-space where a server and web perusing connection point is to be there. Because of a steady pattern of developing student numbers across the world customary learning will be costly. Present day learning could be a strategy which could guarantee decreased cost while improving the result in the learning framework. Class room schooling may not necessarily in all cases prevail for web-based realizing, when the teacher is not around which need to animate inspiration and persistent learning progress. Whether a specific school system is of high or bad quality could be decided as far as info, result, and cycle. As of not long ago, in any case, much conversation of instructive quality is focused on just framework inputs as far as the arrangement of educators, showing materials and different offices, and based on yield in conditions of students' accomplishment. The primary goal of this article is to zero in on the examination of showing strategies, going from the utilization of the writing board also, chalk in old customary classes, utilizing slides and above projectors and utilization of show programming, to the video, electronic board furthermore, network assets now days. The objective of the study is to decide the way in which students' exhibition concerning introducing abilities and powerful composing is impacted by sight and sound upheld schooling. The benefactors are graduate students, school administrators and parents.

Key words: *Traditional, Modern, learning and graduate student.*

Introduction:

It is an instructional methodology, a teaching and learning approach that combines face to- face classroom methods with computer mediated activities to deliver instruction. This pedagogical approach means a mixtur[1]e of face-to-face and online activities and the integration of synchronous and asynchronous learning tools, thus providing an optimal possibility for the arrangement of effective learning processes. Traditional learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true modern learning environment, both the student and the teacher should be physically located in the same space. Despite this, the digital tools used should be able to be utilized by the students in order to enforce some control over the speed or topics of their learning. The flipped classroom model is a

Graduate School, Stamford International University of Thailand-10250

similar program that aims to utilize technology in order to rearrange the learning experience and maximize the effectiveness of valuable face to face time in the classroom. In a flipped classroom programmed, students would be encouraged to access digital learning materials via a cloud-based learning platform during their own time. Resources such as video lectures, podcasts, recordings, and articles would be provided in order to transfer the main bulk of the necessary knowledge from teacher to student before each class. This then frees up time in class for teachers to support students in activities, lead discussions and facilitate engagement It has demonstrated challenging for some educators to show subjects connecting with science, innovation, designing, and math. Powerful students really use their instructors' information, ideas, and shrewdness as well as work on learning materials. Therefore, making legitimate students is a vital occupation of educating. (P Kumari, 2015). Most of educators in mathematics classroom utilize conventional showing methods, which have more than once introduced troubles for the two students and educators after some time. One of the essential thing science subjects to which students are presented to set them up for ensuing logical examinations and endeavors is science, which is a pivotal part of science. Modern learning enjoys various benefits, for example, it helps in saving time and use or the likelihood of learning whenever and anyplace. Even though innovation is broadly utilized in numerous rich nations for personal computer based described movements, perceptions have demonstrated that utilizing a computer to show optional school students is creating. Nowadays, trial research has extended to incorporate the examination of a great many issues that fall under the domain of various disciplines, including humanism, brain science, physical science, science, science, and medication. In the series of these creations, the utilization of the "modern approach in classroom educating learning" possesses a vital spot.

Review of Literature:

The world is changing persistently and the various spaces are moreover affected by the change. There is no prohibition even in the preparation region. The improvement of the high-level learning stages has a gigantic impact in enlightening associations and has eventually put the standard systems in the auxiliary parlor. In any case, there are demands for both tradition and modern learning techniques. Thusly, the specialty of getting progressed learning gadgets together with more customary classroom very close instructing delivered the adage "Combined Learning".

Traditional learning:

Learner-centered teaching-learning activities include several cognitive processes which enable learners to be communicative, confident, creative, and cooperative. Learners in tradition environments are not visualized as passive learners, but active learners generating ideas, assimilating knowledge individually and in teams. Once learning resources are provided on an online platform, students sitting in the classroom need not again listen to the instructor. The time, then, can be used for engaging them in activities. Even their online time can be used innovatively for making online sessions more effective and interesting.

Blackboard is considered one of the most popular web-based learning systems tools in higher education today as it provides a framework for course delivery in addition to its ease of use by learners (Iskander, 2008). According to Blackboarding. (2012), it is defined as “the comprehensive technology platform for teaching and learning, community building, content management and sharing, and measuring learning outcomes and consists of integrated modules, with a core set of capabilities that work

together." It is being used by more than 39,000 instructors at over 1,350 colleges and universities to deliver over 147,000 courses to more than 10 million student accounts in 80 countries. It integrates communication tools, including a bulletin board, chat room and private e-mail. In addition, graphics, video, and audio files can be included into a Blackboard site. Blackboard also provides instructional tools to support course content such as a glossary, references, self-test, and quiz module. Students, too, can place assignments and other materials in Blackboard for courses in which they are enrolled. Furthermore, Blackboard also gives academic staff course management tools for grading, tracking student interaction, and monitoring class progress (Tarhini et al., 2016).

Modern learning technique:

Modern technology learning does not require extensive computer skills, although familiarity with computers and software (especially Web browsers) helps to reduce the acceptance barriers (Steven, 2001; Tarhini et al., 2013a). Modern learning generally fits into one of three major categories: Self-paced independent study: Students determine the schedule and study at their own pace. They can review the material for as long as necessary. Feedback from online quizzes takes the form of pre-programmed responses. Unfortunately, there is no one to whom the student can direct questions. This form of study requires the most self-motivation (Tsang et al., 2007).

Jakobsone and Cakula (2015) aimed to get a new perspective on knowledge sharing process, and better understand the future of automated learning support system involving the use of new technological opportunities. The major study question was how the automated learning support system could develop the efficiency and quality of further knowledge flow and offer sustainable cooperation between educational institutions and entrepreneurs. The researchers found that the analysis of the information system as an online learning support platform, improved quality of knowledge flow, and recommendations for advancing work-based learning besides the encouragement of efficient knowledge management technologies. Furthermore, innovations in the learning process needs to be real and simple to help adults find how to solve their problems; preparation of training is needed following a specific employer demand and knowledge sharing must be equally vigorous on both interested sides; and needs must be obtained; and accurate content and quality must be presented according to merchant's prospects.

Inevitable crises and disasters can profoundly affect the educational sector. Previously, the emergency procedure was to stop the educational process completely. However, today's technological developments have provided solutions to help overcome the sorts of difficulties encountered in an emergency, including online learning as an educational option. For example, having developed a national plan for continuing education in emergencies, Saudi Arabia aims to maintain the entire pedagogical system fairly and effectively through online learning via the Internet (Moawad, 2020).

In Saudi Arabia, the recent transfer of education to online delivery has not been optional. The COVID-19 pandemic has, for example, forced educators to convert university courses to online learning, with the most significant challenge likely being the mass transfer of all students and all staff to digital platforms on the same day (Chaka, 2020). It was a significant challenge for universities that urgently needed to prepare the modules that support online teaching and learning, such as Blackboard and Microsoft Teams, and provide rapid training for staff and students in using these modules.

Methodology:

A method of quantitative was used to be the most reasonable given the idea of the problem. This approach centers around inspecting how reliant and free factors connect with each other. Utilizing the purposive irregular testing strategy, 100 students in the department of mathematics were chosen from a population. As such, treatment was not given to this gathering. The exploratory and control bunches got a mathematics achievement test following the finish of the treatment to measure their calculated information. The experimental group received treatment in the form of a multimedia lesson from the researcher on mathematics, whereas the control group received a traditional lesson on the same material. In other words, treatment was not provided to this group. The experimental and control groups received a mathematical student accomplishment test following the conclusion of the treatment to gauge their conceptual knowledge. The population of the study was department of mathematics graduate students. The sample for this study was made 80 mathematics graduate students, two groups were created from the sample 40 students in the control group and 40 students in the experimental group.

Findings & Recommendation:

Table: 1 The comparison of control group's mathematical graduate students' achievement test Pre- and Post-test scores.

	N	**Mean**	**S. D**	**t-ratio**	**Level of Significance**
Pre – Test	40	25.4	2.67	1.87	0.05
Post - Test	40	27.16	3.89		

There is no statistically significant difference between pre-test and post-test achievement scores in mathematical for the control group, according to the calculated t-ratio between pre-test and post-test achievement scores, which came out to 1.87 and is statistically insignificant at 0.05 levels of significance. Since the underachievers in mathematical scored the same on the accomplishment exam in mathematics pre-and post-test, it is inferred that traditional teaching was ineffective.

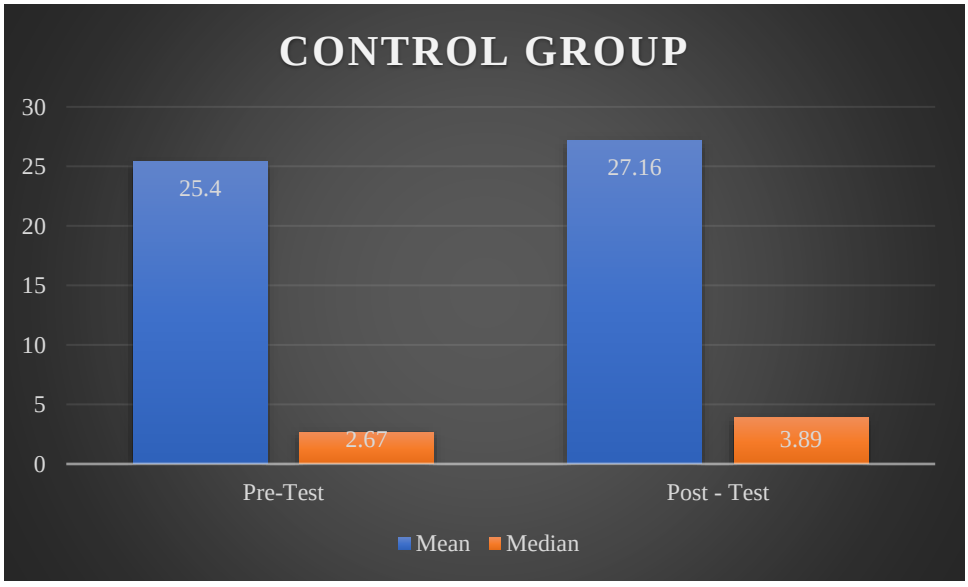

Fig: - Comparison of the Control Group's Mathematical Achievement Test Pre- and Post-Test Scores

Table: 2 The comparison of experimental group's mathematical graduate students' achievement test Pre- and Post-test scores.

	N	**Mean**	**S. D**	**t-ratio**	**Level of Significance**
Pre – Test	40	24.07	3.87	5.40	0.05
Post – Test	40	28.18	3.91		

There is a significant difference between the control group and experimental group concerning the post-test scores of the achievement test in mathematical, as indicated by the calculated t-ratio of the post-test scores of the achievement test in mathematical between the control group and experimental group being 5.40, which is statistically significant at 0.05 levels of significance. As a result, it can be said that underachievers in mathematical who were taught using modern technology significantly improved their performance in mathematics.

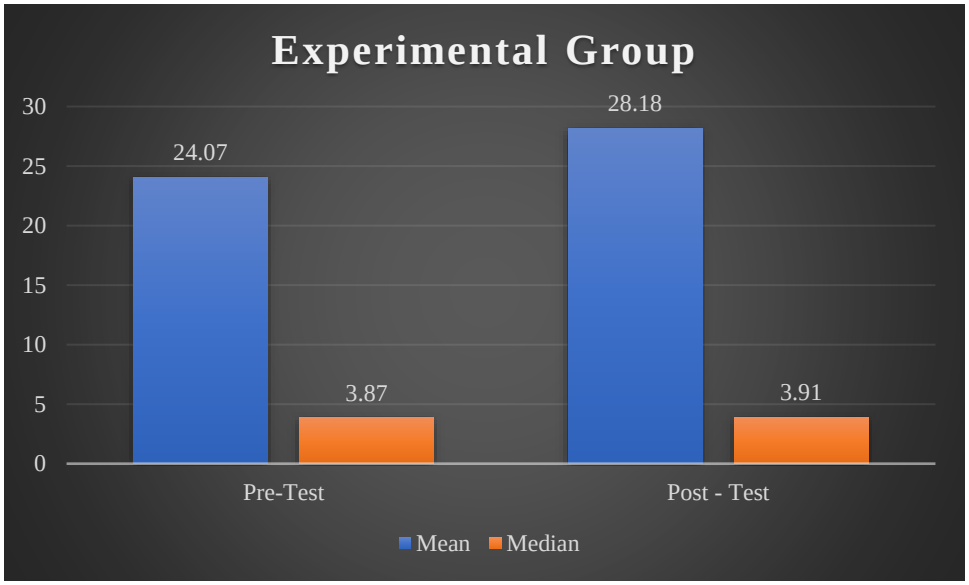

Fig: -Comparison of the Experimental Group's Mathematical Achievement Test Pre- and Post-Test Scores

This study aimed to compare traditional and modern learning performance and behavior of graduate students. Student engagement, expectations, time management, and other pedagogical skills were key parameters used in evaluating the validity of traditional and modern learning for many colleges during outbreak. Arthur-Nyarko et al. (2020) found that students preferred modern learning using digital materials to traditional learning and that students switch between mobile phones, tablets, laptops, and desktop computers according to place of residence when attending each lecture. Ienca and Vayena (2020) found that modern learning helped, and will continue to help, to overcome the negative effects of the COVID-19 pandemic.

The author also aimed to examine whether the shift to traditional learning influenced instructors or not. Previous effort aimed to assess students' sense of presence (feeling of exerting control, interacting with and getting immersed into real/virtual environments), behavioral, emotional, social, and cognitive engagement with synchronous modern teaching, together with the need for socialization. Also, the author measured technical preparedness (receiving adequate guidance, technical support, and having satisfactory hardware and internet access) and academic performance during synchronous e-learning in a sample of 1,288 medical students. It was found that modern learning provides easily accessible learning materials, saving time, effort, and money, improving technical and self-learning skills, taking the necessary safety measures and precautions, interaction without timidness, and getting higher academic grades (Al Zahrani et al., 2021). Alammary et al. (2021), found attitudes toward modern learning, self-efficacy, and perceived reliability influenced student willingness to adopt modern learning.

Conclusion:

The author has concluded by saying that both educating helps sight and sound and chalkboard is significant for language learning in class. The structure and utilizing technique for the instructing helps is totally unique in relation to one another. Considering the study, cutting edge showing helps, traditional‟ is thought of as tomfoolery, beautiful, drawing in, persuading, eye catching for the language class. Then again, customary educating help chalkboard is taken as less amusing to check out, does not energize taking part in the class movement, and makes understudies uninterested towards language class. In any case, students have valued the need of slate as it has been the most importantly support for educating any class room however, they do not favor the customary educating help for learning language now daily. Among the two educating helps, interactive media is thought of as generally basic, liked also, well known to the language students. Students see as current showing help better fitted as it contains present day devices that make students intrigued, draw in with the illustration, and support taking part in class. It could take the learning experience to another level that can make learning fun and energizing for the language students.

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