A CREATIVE METHOD FOR CHANGING FROM A BLACKBOARD TO A MANAGEMENT SYSTEM FOR CLASSROOM TEACHING

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Abstract:

During specific periods of the week, the engagement of the typical student in Blackboard discussions was at its highest. In addition to using Blackboard, students also visited a large number of other websites. The finished output sheds a lot of light on the situation, pointing the instructor in the direction of making improvements to the chalkboard that are both relevant and interesting. Based on the findings, it appears as though additional online resources ought to be introduced to Blackboard or linked to the platform in order to encourage increased engagement from students. The Learning Management System, sometimes known as an LMS, is an essential piece of equipment for any institution that provides postsecondary education and serves as the foundation of online learning. People will frequently refer to it as a when they are discussing it. A learning management system is the most essential new instrument for online education because of the vital role it plays in the development of education and training.

Keywords: Blackboard, Learning Management System

INTRODUCTION

This category encompasses both traditional classroom education as well as hybrid approaches that include both types of learning environments. This can be accomplished in an academic or a professional environment. At the very least, this is how the scientific explanation may be understood. "face-to-face learning" refers to education that is conducted in person between an instructor and a student or between students themselves, whereas "online learning" refers to teaching that is offered via the internet, most frequently utilizing a web-based platform. we will examine both in-person and online training in further detail. This style of education may be delivered in a group context, such as a classroom, or in a more personalized one, such as one-on-one with the assistance of a tutor. Students do some of their coursework in the conventional classroom setting while other coursework is completed online in a blended learning environment. It is anticipated that a learning management system (LMS) will be developed to support learner-centered methods, regardless of the mode of delivery that will eventually be selected. In addition, integrated learning activities will be designed with the course goals as their primary focus. In spite of this, the reasoning that underpins LMSs has been under intense scrutiny in recent years.

Conventional concepts include putting an emphasis on the function of the instructor and making use of a certain tool for management. These are only two instances of such ideas. In a learning management system, also known as an LMS, the course designer or instructor has the ability to define how the system will function by deciding the nature of the instruction (for instance, the order in which the material is delivered) and the interactions that will take place within the system (i.e., with whom, when, and how learners engage). It is possible to develop and implement learner-centered classes using any one of a number of distinct pedagogical techniques. Open-forum discussions, student-driven project work, and video chats are a few examples of the various methods that fall under this category.

LEARNING MANAGEMENT SYSTEMS

Learning management systems (LMSs) and technology resources that are equivalent to LMSs. This is because of the extensive changes brought about by the shift from the Industrial Revolution of the 20th century to the Age of Information of the 21st century. The Industrial Revolution of the 20th century gave way to the Information Age of the 21st century, which marked the change that took place.

It monitors how far along they are in their coursework, keeps them updated with relevant material on a consistent basis, and provides them with regular opportunities to demonstrate their level of knowledge and skill.

Advantages of the LMS

If a company is a specific size or larger and wants to systematically manage the education and professional development of its personnel, then it must use a learning management system (also known as LMS). These systems make it easier to administer education for large groups of students by making it possible to do so in a web-based environment that can be accessed at any time and from any location.

- The process of obtaining new information and capabilities for the very first time is referred to as "initial learning."

- The process of gaining further knowledge on a topic or subject by either study or hands-on experience is referred to as "continued learning."

- Remedial education, in which students who have let their skills and knowledge to deteriorate are taught new content as a means of bringing them up to speed.

- Enhance one's education by becoming more knowledgeable about information and abilities already have, and raising the level of expertise one possesses in those areas.

- Learning that is "transferred," in the sense that it is taken from one domain or environment and applied to another, is referred to as "transfer learning.".

OBJECTIVE OF THE STUDY

1. To study Identifying the availability of facilities for student regarding the use of the Blackboard Learning Management System.

2. To study Identifying the attitudes of faculty student towards using the Blackboard Learning Management System

DEVELOPMENT OF M-LMS

When conducting developmental research, both the creation of the software and the verification of the software's usefulness are extremely essential steps. An M-LMS environment was created by the investigator with the help of the appropriate software. The architecture of the software as well as the software that was selected were discussed in the preceding head. This portion will cover the techniques that were implemented during the process of developing M-LMS.

LMS Technology Resource Implementation

According to Downe (2020) pedagogical changes that are meant to assist students when they participate in activities that take place in online settings may be influenced by the LMS's constant revisions and enhancements to technology resources. These changes are intended to help students when they participate in activities that take place in online settings. One approach for educational leaders to demonstrate their support for the program is by working together with school instructional teams that are on board with it to collaborate on the program's implementation.

As time goes on, classroom instructors will have fewer alternatives for putting theory into practice utilizing a wide range of technology resources that are aligned with the authorized curriculum. This is because more and more of these tools will become obsolete. Yet, it has only been relatively lately that online teachers have begun to utilize these technologies in order to develop compelling and useful courses for their pupils. Increasing the chance of successfully implementing the curriculum may be accomplished by the utilization of LMS resources in conjunction with one-on-one computing and the provision of instructions for regular student training to do so.

The Association for Middle Level Education (AMLE) suggests that instructional, collaborative, and leadership practices should be aligned with the needs of today's active learners. This is done in order to provide active learners with the kind of technologically

advanced and personally engaging learning environments that they are looking for. When applied to education, these strategies should mirror the emphasis that is placed on teaching and subject matter knowledge. Professors have the potential to broaden their perspectives and gain new insights into their subject by participating in continuing professional development events (CPD) that investigate the usage of technical tools provided by LMS. The majority of the time, these occurrences take place within of digital frameworks that have been designed to encourage the development of true connections. It has been recommended that students who are participating in online learning should be given help by linking their educational struggles with certain applications

An investigation is conducted on the perspectives and experiences of students about the integration of technology into mathematical training.

LEARNING OBJECTS OBTAINED FROM VARIOUS LEARNING REPOSITORIES

The data that is produced as a result of users' interactions with repositories is of interest to a wide variety of communities, including those in the commercial world, the government, and academic institutions. For the straightforward reason that these exchanges produce new pieces of information. This has resulted in a scenario in which several datasets and repositories allow access to the same set of learning objects and resources through a broad diversity of metadata standards and access techniques. This scenario has come about as a direct result of the aforementioned situation. There is a significant issue present here. In recent years, the use of these LORs, which stand for "learning object repositories," has seen a rise in popularity. This is because a rising number of people are searching for ways to satiate their desire to further their education when it is most convenient for them.

The idea of "learning objects" is one of the most important ideas to come out of the field of education in recent years, since it has inspired the development of innovative tools. It is extremely important that instructional materials may be used in more than one context at a time. There have been a lot of serious attempts made to narrow down the meaning of "learning object," but as of right now, there hasn't been any kind of consensus achieved. In spite of these attempts, there is still a need for a definition that is widely acknowledged in order to provide the foundation for later improvements in the relevant area. When it comes to the design of educational programs, the vast majority of the studies conducted came to the conclusion that real-world problems should be taken into consideration. In spite of the fact that there is not a single definition that can be agreed upon for the term "learning object," this was, in reality, the situation. In the following sections, we will explain how this problem affects repositories of learning objects by first digging into the concept of reusability as well as the standards and the metadata. This will be done so in order to set the stage for the discussion.

The Role of Learning Management Systems in Online and Distance Learning

Countries such as Australia, with a population that is dispersed throughout a wide region, realized early on in their history the need to ensure that all of its citizens, regardless of where they lived, had equal access to a quality education. It debut on the airways in 1951, and to this day, it can be heard in some of the most distant parts of the country. Learning via a distance has a long and illustrious tradition in Australia. Because the majority of Australians had dial-up Internet connections by the middle of 1995, providing distant education services through the use of snail mail was no longer a practical option. Because of this, distance learning would need to go through a significant transformation. It is possible that Sidney Pressey's "learning machine," which he developed in the 1920s, was the impetus for the development of the first online LMSs. A window on the "learning machine" would provide questions to the user, and the person would be offered an option between four different responses to those questions. It's possible that the Canadian business SoftArc, which was founded in 1990, was responsible for the development of the first independent learning system for Macintosh computers. In any event, it was just this type of effort that inspired programmers to ponder the possibility of developing an online classroom. No matter what triggered the creation of the Internet, its eventual goal was always to transform the way humans connect with one another and communicate with one another. As a result of the proliferation of the Internet, it became abundantly evident that educational institutions would have to adjust the procedures they use. When electronic learning management systems (LMSs) were originally introduced, they were just web-based libraries that enabled instructors to make course materials accessible to students. These software programs might be classified as either proprietary or open source, depending on their licensing arrangements. Open-source systems, on the other hand, were developed through collaborative efforts by software experts with the goal of making the code freely available to businesses and individuals. After some time had passed, Blackboard Corporation purchased WebCT and changed the name of the company to "Blackboard." Open-source systems have since replaced the "WebCT" moniker with "Blackboard." Educational institutions such as universities and colleges made extensive use of them due to the fact that their source code was initially publicly available for download, editing, and utilization in the development of one-of-a-kind learning management systems. This transpired as a result of the necessary code being easily accessible online for free.The conceptual groundwork for the creation of this system was laid forth by the constructivist philosophical school. The idea that students are only recipients of knowledge is replaced with the perspective that they are active participants and contributors to the learning process.

Use of a Learning Management System (LMS) for Teaching

These forms of media include print, audio, video, and digital formats. There is a good chance that this pattern will carry on. With each new technological advance comes the development

of tools that are even more user-friendly and the launch of teaching strategies that are just as inventive. Learning management system (LMS) software become more readily available in parallel with the expansion of the Internet's user base. Because of this, teachers who had less experience with technology were able to communicate with their pupils even if they were located in remote areas. Since then, virtually all educational institutions have fully adopted learning management systems (LMSs), strongly promoted faculty use of them, and given enough user training and support.

The objective of the study was to trace the ascent and fall of particular characteristics throughout the course of time and investigate the usefulness of these characteristics.

This division will be in charge of making the final decision. The following types of companies are included in its scope of application:

In a couple of these states, the obligation is vested in the Department of Education rather than the state's respective education agencies. A little more than half of the states and territories in the country each have completely autonomous directorates that are in charge of supervising the teacher education programs within their respective school districts. There are a few additional areas in which the Directorate and the SCERT share the responsibilities of leadership.

The majority of state departments of education are in charge of regulating the educational institutions that prepare future teachers for elementary schools. Courses appropriate for teachers with a wide range of years in the field can be found at these educational institutions. Nevertheless, the Department of Higher Education is responsible for overseeing universities and other types of institutions that offer paths to become a licensed teacher. These institutions may include colleges and professional training centers. In some parts of the country, colleges and universities that offer teacher training might be held directly accountable for failing to comply with state government reporting requirements. There are a few additional states besides those that do not provide any public financing to the majority of the institutions that are responsible for the development of teachers. It is the responsibility of each state's Department of Tribal Welfare (or an agency that is administratively equal to it) to regulate and monitor educational institutions that are in the business of providing teacher training courses. At the state level, getting in touch with groups such as this one is not difficult at all. It has recently come to light as a pressing matter in a number of areas that there is an immediate requirement to educate and prepare a new generation of teachers in the field of education.

Conclusion:

The Learning Management System (LMS) will become an increasingly crucial factor in the development of modern pedagogy as a growing number of colleges transfer their classes online. This effect is covertly exercised by way of the affordances that current technology give to both students and instructors, and it tends toward a transmission model of education. In other words, students and teachers benefit from the affordances that contemporary technology provides. By encouraging a streamlined information transfer, learning management systems (LMSs) foster a "banking model" of education, in which students are viewed as inactive consumers of information rather than active producers in the production of that information. In contrast to Paulo Freire's conception of the classroom as a setting in which students may dispute preexisting knowledge systems and work toward building consensus, the ideal online classroom serves as a conduit through which information can be sent in the most efficient and timely manner. Instead of correcting the power imbalance that exists between professors and students, learning management systems (LMSs) just transfer it from the instructor to the program. LMSs make it difficult for instructors and students to collaborate because of the stringent permissions and duties they impose. LMSs contribute to the empiricist logic of the transmission model in that they allow for the facilitation of advanced learning measurements, engagement ratings, and monitoring tools.

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