Student Guide to Technology-Enabled Learning

SNDT Women's University
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Mumbai 400020

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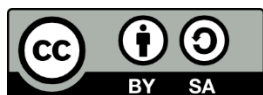
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Foreword

Information and Communication Technology (ICT) is a buzz word today not just because it is talking about new technologies, but because they have penetrated all walks of our lives including education. Though integration of ICT in the education sector is slow, it has integrated in many of your activities, communication, entertainment, information gathering and processing.

I see the importance of ICTs in education to a great extent. We wish to use ICTs for enhancing your learning.

SNDT women's University may be the first University in Maharashtra to prepare its Technology Enabled Learning (TEL) Policy which was approved by its Management Council in May 2016. A big thank you to Commonwealth of Learning (COL), Vancouver, Canada for initiating the process of Policy making and making it possible through financial support.

Our faculty members implemented TEL processes in their classrooms in a big way from 2016-17 and continued in 2017-18. Thanks once again to COL and my appreciation for Dr. Jayashree Shinde, the then Head, Department of Educational Technology and the Director of the Project of "Technology-Enabled Learning", for steering this project.

Now that you and your teachers will be using ICTs in a big way in the teaching-learning-assessment processes, there is a need for such a Student Guide which will assist you in cautiously using the ICTs in daily life and especially in education. Meaningful integration of ICTs, will definitely bring lot of change in your viewpoint, perspective as well as make you ready for 21st Century world of work.

We have already installed Moodle as Learning Management System (LMS) has already been installed and is in use since many years. I am happy to note now that your teachers have decided to use Moodle LMS for your class.

There are many Social media which can be fruitfully used in teaching learning process, but you must use them cautiously, carefully as it has repercussions in many aspects of life if not used judiciously. This Student Guide will make you aware of the ways in which you should use social media. This guide also makes you aware about the learning resources in our libraries which are procured for your use. Finally, I wish you and your teachers all the best for using ICTs in the most judicious way, fruitfully and productively for generation of new knowledge. This will contribute to the development of our Indian society.

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Prof. Shashikala Wanjari
Vice Chancellor
SNDT Women's University

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Preface

While this Student Guide was getting finalised, my mind went back to the first collaborative project of Teacher Professional Development that SNDT Women's University (SNDTWU) had planned and implemented in collaboration with COL. We trained more than 400 faculty members of SNDTWU, both on campus and from Affiliated colleges, under this project. As our association with COL became stronger, Dr. Sanjaya Mishra, Education Specialist, COL, suggested to prepare Technology Enabled Learning-TEL- Policy for the University. This was finalised through various meetings, workshops, discussions with the faculty members. The policy was adopted and uploaded to SNDTWU website in May 2016.

Thereafter, in the academic year 2017-18, we continued our collaboration with COL to work closely with faculty members to integrate ICTs and initiate Technology Enabled Learning in their classrooms. Sixteen faculty members (including myself) volunteered and we started working together. It was a very fruitful journey and we could critically look into the changing learning processes after integration of ICTs. These fifteen teachers involved about 575 students who used Moodle as Learning Management System (LMS) out of which 485 students learnt more than one course through this technology-enabled approach by two or three different teachers. The learner experience in using variety of ICT tools, Social Media, online resources and databases made available by the University Library proved very valuable for all of us. The results of this intervention are very encouraging. Both teachers and students appreciated this blended learning approach and shared how they benefitted by the new pedagogy which is more learner-centred. They also suggested that they would like to continue with this new pedagogy for the coming semester as well. Almost all teachers are continuing using this pedagogy with LMS integration for the next semester.

These encouraging findings initiated the third phase. It was decided that if our students are going to use ICTs to a great extent in the process of learning, we may provide them with some valuable information and advice related to use of such technologies. This Student Guide to Information and Communication Technologies is an output of those deliberations.

The contents of the publication have been prepared to help you, the students of SNDTWU use available resources effectively to learn. As a student in the 21st Century (or rather Netizen of NextGen), you are already exposed to many developments in the field of technology. This Guide brings to you not only motivation, but also orientation to use various ICT tools which are user-friendly, converging, and connecting you to many others and helping you to co-create knowledge. Five skills are considered important and relevant for the 21st Century, viz. Critical thinking, Problem Solving, Creativity, Collaboration and Communication. The interactive technologies help you to develop these skills if you use them wisely.

Gone are the days when the teachers used to take the responsibility of teaching as well as student learning. Now you are responsible for your own learning. Teachers and institutions are there to facilitate your learning, help you in every way to achieve your goals. ICT tools and platforms not only help you in undertaking this responsibility of learning, but also make you confident of learning any new trend on your own and acquire new knowledge in future. Technologies help you to become lifelong learner.

Last but not the least, User Generated Knowledge is of tremendous significance in today's world. We, at SNDTWU, aim at making our students contributors to the field of knowledge. The ICT

tools provide you an opportunity to create, co-create and share knowledge you generate. This guide provides to several do's and don'ts to use ICTS effectively and become a producer of knowledge rather than being a consumer of knowledge.

You are fortunate to have access to wealth of knowledge resources at SNDTWU and I urge you to make maximum use of the same.

With best wishes for a fulfilling journey with technology!

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Chapter I: University and its IT infrastructure

1.1   History

The SNDT Women's University was founded by Bharat Ratna Maharshi Dhondo Keshav Karve, the bold social reformer who dedicated his life to the advancement of Indian women. In 1896 he established an ashram at Hingne, near Pune for widows and other helpless women. Despite opposition and with very meagre resources he started a simple programme of schooling for the ashram inmates because he firmly believed that it was only through education that they could be made self-reliant and free. Slowly but steadily the Maharshi's Ashram school grew into a well-accepted institution in Pune. Young girls from educated families came to study, encouraged by the success, his aspirations stretched. He dreamt of establishing a University and launched it with five students.

The turning point came when Sir Vithaldas Thackersey, an eminent industrialist of Mumbai, also deeply committed to the cause of women's education stepped forward with a promise of donation of Rs. 15 lakh. The University was named Shreemati Nathibai Damodar Thackersey Women's University (SNDTWU) in the memory of his mother.

In 1936 the University established a campus at Mumbai. As the University grew at its campuses at Pune and Mumbai, its philosophy and its distinctive purpose took firm shape as relevant today as they were at the outset to create an atmosphere where girls can blossom into confident, self-reliant, responsible individuals, who can be a source of strength to their families and their communities. Guided by this philosophy the University has developed many special features which make it distinctive and unique. It caters exclusively to women and offers courses which are important and relevant to them. Our University pioneered the concept of Distance Education seven decades ago by allowing from the outset, students to study privately at home, in the days when the idea of girls attending college was not generally acceptable. Today, it has one of the country's most reputed programmes in Distance Education. It offers instruction in four media English, Gujarati, Hindi and Marathi. In fact, from its very inception when most Indian Universities were teaching exclusively in English, SNDTWU started teaching in Marathi and Gujarati.

In 1951 the University acquired statutory recognition. This recognition came along with the rare privilege of jurisdiction across the country.

1.1.1 Founder of the University: Bharat Ratna Maharshi Karve

Bharat Ratna Maharshi Dhondo Keshav Karve (April 18, 1858 – November 9, 1962) was a Humanist, an evangel of emancipation both for Hindu widows and for womanhood at large. A pioneering figure moved by the magnificent instinct that upheld the progress of womanhood as the purest and surest test of the progress of civilization, the   establishment of Shreemati Nathibai Damodhar Thackersey Indian Women's

University was the culmination of an odyssey, which began with the establishment of Hindu Widow's Home Association in 1896 and the Mahila Vidyalaya in 1907. Maharshi was impressed by the first Women's University in Japan established by education reformist Jinzo Naruse in April 1901. The founding father advocated women's education as instrumental in women's empowerment by enabling them to be economically independent and to be able to think for themselves.

1.1.2 Vision

We visualise the SNDT Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement is to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

1.1.3 Motto

'Sanskrita Stri Parashakti' which means that 'An enlightened woman is a source of infinite strength'.

1.1.4 Mission

SNDT Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with "Quality in every Activity".

1.1.5 Goals

- In pursuance of its vision and mission, SNDT Women's University will provide flexible and accessible system of education in which women will be prepared to face the world of opportunities and challenges and fulfill their aspirations and be empowered to take judicious decisions in all areas of life.
- The university will engage in high quality scientific research, humanistic scholarship and artistic creativity that will attract the very best researchers from around the globe and make the university a first choice for women students.
- The university will improve linkages between knowledge creation and its application by fostering close ties between basic research, business and services.
- The university will strengthen its programme of lifelong learning and extension and reach out to the larger community at the local, national, regional and international levels thus extending its resources to the community for inclusive development and enriching its own knowledge base by incorporating experiences gained from the community.
- The university will embrace /deploy technologies to provide student centric education?

1.1.6 Core Values

At the SNDTWU we value:

- Education that is truly human and genuinely liberative, committed to human rights and justice
- Education committed to nation building through economic development.
- Education that will open worlds of culture and artistic excellence
- Education that bridges theoretical and empirical knowledge
- Education that focuses on development of body, mind and spirit

1.1.7 University Song and its meaning

"संस्कृता स्त्री पराशक्ति" स्वर हमारा है
विश्व है परिवार, भारत घर हमारा है |

हम नहीं हैं दीन, कहता कौन हम अबला
है सबल संस्कृति हमारी, हम सभी सबला|

ज्योति से जगमग हुआ अन्तर हमारा है ||
स्वप्न ठाकरसी हुआ साकार है इस में

महर्षि कर्वे तपस्या सारहै इस में
हम दिशाएँ और यह दिनकर हमारा है||

Meaning of University Song:
Our vision is - 'An enlightened woman is a source of infinite strength'.
This Universe is our family and India is our home!

Our womanhood does not make us weak and pitiful, instead,
We believe that the richness of our culture gives us immeasurable strength
And the fire of this strength lights up our soul.

This is fulfilment of the dream of Sir Vithaldas Thackersey,
And the essence of the Penance of Maharshi Karve,

We ourselves are the directions and he is the beacon of light guiding us on the path of enlightenment.

1.2 Present Advancement

1.2.1 Campuses

Presently university operates from three campuses:

1. Maharshi Karve Campus, Churchgate, Mumbai
2. Sir Vithaldas Thackersey Vidyavihar, Juhu, Mumbai
3. Maharshi Karve Vidyavihar, Pune

All three campuses offer undergraduate, Post Graduate as well as Ph.D. programmes.

1.2.2 Colleges, Post Graduate Departments and Centres

University has 41 Post Graduate Departments, 11 Conducted Colleges and 2 Centres which are listed below:

Sr. No.	Name of the Post Graduate Department
1.	Marathi, Mumbai
2.	Marathi, Pune
3.	Hindi, Mumbai
4.	Hindi, Pune
5.	English, Mumbai
6.	Sanskrit, Mumbai
7.	Gujrati, Mumbai
8.	Drawing and Painting, Mumbai
9.	Drawing and Painting, Pune
10.	Music, Mumbai
11.	Music, Pune
12.	Commerce, Mumbai
13.	Commerce, Pune
14.	Continuing and Adult Education and Extension Works, Mumbai
15.	Economics, Mumbai
16.	Economics, Pune
17.	Geography, Pune
18.	History, Mumbai
19.	Political Science, Mumbai
20.	Psychology, Mumbai
21.	Psychology, Pune
22.	Sociology, Mumbai
23.	Education, Mumbai
24.	Education, Pune
25.	Educational Technology, Mumbai
26.	Guidance and Counselling, Mumbai
27.	Language Teaching, Mumbai
28.	Special Education, Mumbai
29.	Communication Media for Children, Pune
30.	Extension Education, Mumbai
31.	Food Science and Nutrition, Mumbai
32.	Human Development, Mumbai
33.	Resource Management, Mumbai
34.	Textile Science and Apparel Design, Mumbai
35.	Education Management, Mumbai
36.	Janki Devi Bajaj Institute of Management Studies, Mumbai
37.	SHPT School of Library Science, Mumbai
38.	Law School, Mumbai

Sr. No.	
39.	Analytical Chemistry, Mumbai
40.	Computer Science, Mumbai
41.	Social Work, Mumbai

Sr. No.	Colleges
1.	C U Shah College of Pharmacy, Mumbai
2.	L T College of Nursing, Mumbai
3.	Maharshi Karve Model College for Women, Shriwardhan
4.	P V Polytechnic, Mumbai
5.	PVDT College of Education, Mumbai
6.	SNDT College of Arts, CB Shah College of Commerce and Science, Mumbai
7.	SNDT College of Arts and Commerce for Women, Pune
8.	SNDT College of Education, Pune
9.	SNDT College of Home Science, Pune
10.	Usha Mittal Institute of Technology, Mumbai
	Autonomous College
11.	SVT College of Home Science, Mumbai

Sr. No.	Centres
1.	Research Centre for Women's Studies, Mumbai
2.	Centre of Distance Education, Mumbai

1.2.3 Affiliated Colleges

SNDTWU is an affiliating University. The University presently has 175 affiliated colleges across 7 States.

1.2.4 Programmes Offered

The University has large number of academic programmes which are offered through Conducted and affiliated Colleges as well as Post Graduate departments and Centres.:

Number of Undergraduate programmes   :   45
Number of Post graduate programmes   :   50
Number of M.Phil./Ph.D. programmes   :   51
Number of Post graduate diplomas: 22
Number of diploma programmes   :   15
Certificate programmes are also offered by various departments and colleges.

1.2.5 Student Support Services

University offers NCC, NSS as well as Cultural facilities to students through its Department of Student Welfare which is headed by the Director and has Assistant Directors looking after each section. Department of Physical education provides Sports facilities to students.

University provides excellent student support through the Library, Hostels, Cafeteria, Medical facility, etc.

A. Library

Library provides very important academic resource support to the staff and students of the University and its Colleges.

The Main Library is at Churchgate and Branch Libraries are at Juhu and Pune campuses. All of these have excellent library resources and are interconnected. So the students and teachers have access to resources on all three campuses

Libraries provide access to students to large number of books, reports, journals. Masters and Ph.D. degree students have open access facility wherein (they can visit the shelves and search for books themselves. The library also acquired online databases of journals nearly for every subject. It uses SLIM package to issue books. Digitization is going on in a big way.

Library conducts orientation workshops for all new students (department wise) so that the students have easy access to the library resources. Library personnel from all three campuses are well known for their quick service to the users.

More about library resources is in Chapter 5.

B. Hostels

- All the 3 campuses (Churchgate, Juhu and Pune) provide hostel facility. The hostel at Churchgate campus has a capacity of 190 seats, at Pune and Juhu campus the capacity is of 400 seats. Wifi facility is provided in hostels. Each Hostel is looked after by the Hostel Superintendent who is assisted by the Hostel Warden.
- Students celebrate many festivals as well as Annual Day. Students also have access to various indoor games. Moreover, they can use the sports ground. Churchgate campus provides Badminton as well as Basket Ball court. Hostel students along with Day-Scholars use these facilities.
- Each hostel provides medical facility to the students through a visiting medical officer.

C. Educational Guidance and Counseling Centre

University established a Department of Guidance and Counseling in 1973 to provide counseling facilities to students. The department operates from Churchgate campus but counseling facilities are offered on request to students on all campuses.

The Department conducts vocational counseling workshops in affiliated colleges along with exhibitions. The department plays major role in organising Education Fair as well as exhibitions on Career Counselling.

The guidance and counselling facilities offered to students through the counselling centre are mainly testing and counselling (a full range of components such as Intelligence, Interest, Aptitude, Adjustment etc. are tested, a profile created and used for providing appropriate educational, vocational guidance to students. If required, parents are also invited for some sessions.

Counselling Centre has a variety of tests, inventories, scales required to provide guidance and counselling facilities.

D. Student Placement Centre

Many departments/Colleges/Institutes have introduced internship and placement process. Department of Student Welfare also runs a placement centre through which students register and get information about job availability.

Many industries visit campuses for campus interviews. Each department/institute generally has a Placement Coordinator who invites prospective employers to campus, who also invites resume of all the students seeking employment. Students need to register under the placement cell in respective department/institution.

E. Bank Facility

Bank facility is provided on Pune and Juhu campuses. There are many banks in the vicinity of Churchgate campus. Banking facility available to staff and students facilitates payment of fees, FDs, money transfer, and expedites banking transactions.

1.2.6   Academic Initiatives for Students

University has taken many initiatives for the holistic development of the students. SNDTWU introduced Semester and Credit based curricula at the Masters programme in the year 2000-2001. A compulsory 4-credit course on ICT (Information and Communication Technology) was introduced a s a compulsory component at undergraduate level across all faculties.

In the year 2012-13, SNDTWU introduced Internship as a component in the Curricula of all post graduate programmes. Every year all Masters Students go for Internship to an industry, organisation, agency, school, of their choice where they can apply their knowledge and skills developed during the 3 semesters of the Programme.

Introduction of Internship under all Masters programmes have given an opportunity to students to observe the world of work closely and also introspect about her own skills and attitude as well acknowledge base required to work in an organization. Some students got the stipend for the internship; some students got offers and got absorbed in the organization after getting the degree. Many students did their internship in the same city where they lived but some did it in another city and some more outside the country as well.

In the same year SNDTWU introduced Choice Based Credit System (CBCS) in all Postgraduate (Master level) programmes.

1.3   Achievements

Many achievements of the University could be listed. For want of space only a few major achievements are listed here.

1. **'A' Grade** by the National Assessment and Accreditation Council (NAAC) in 2016
2. **Centennial Year:** SNDTWU celebrated its Centennial Year during 2015-16, the celebrations started on Foundation Day July 5, 2015 and culminated on July 5, 2016.
3. **Online Course and MOOC:** SNDTWU is the first University in Maharashtra to offer 4-credit Online Course in 2007. It is also the first in designing and offering MOOC in 2016 for the Faculty of Higher Education in 'ICT Integration in Higher Education'.
4. **India Today Survey**: This survey in 2015 declared PV Polytechnic of SNDTWU at 9th Rank in India (India's Best Fashion College)
5. **India Today-Nielsen Survey of Universities in India 2014:** SNDTWU ranked 16th in all India (In the Year 2013 it had 24th rank). SNDTWU also stands 3rd in the Universities in Western India in 2014. In the year 2013, it was at 5th rank.
6. **Teaching-Learning Centre:** In 2017, MHRD funded SNDTWU to establish Teaching-Learning Centre (TLC) under Department of Educational Technology TLC to conduct Induction/training programmes for higher education faculty in new trends and techniques of teaching-learning, to conduct research in eLearning and pedagogy and to develop educational multimedia. This is funded under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme.
7. **Avhan: Chancellor's Brigade**: SNDTWU conducted Avhan: Chancellor's Brigade a programme for NSS students form all non-agricultural universities in Maharashtra (May 25-June 3, 2015). One thousand Two Hundred students participated. Main theme was "Disaster Preparedness". The training was conducted by NDRF (National Disaster Response Force) Officers.
8. **Indra-Dhanushya**: Indra-Dhanushya is a Cultural Festival and Competition among students of all universities in Maharashtra. SNDTWU was awarded First Rank in 2014. It ranked third in 2016 and many awards are won by students of SNDTWU in every competition.
9. **Avishkar**: Avishkar is a Research Competitions among all Universities in Maharashtra. SNDTWU research scholars always win several awards at 'Avishkar'.
10. SNDTWU has many 'Firsts' at its credit. The Nursing College established in the year 1962 was the first of its kind. Establishment of Home Science Faculty with 6 full fledged departments with national recognition through SAP/DRS, Faculty of Education with 6 departments are noteworthy. Department of Continuing and Adult Education as well as Research Centre for Women's Studies were the first in

the country and they helped in establishing, setting up other such departments/ centres in the country.

1.4   IT and resource infrastructure at the University

New technologies are deployed by the university for enhancing student learning and evaluation. This will also help to meet new / future challenges.

The University is ready with fibre optics providing internet access to each and every department, college, library and hostel. The university avails the National Knowledge Network connectivity of 1 Gbps. Departments and colleges are well-equipped with computer labs and data-projectors.

Admissions, accounting and examination processes are automated.

The University possesses eLearning centre with the state-of-art audio-video recording and editing facilities. Moodle LMS to upload resources and support classroom teaching is being used by several teachers. A few courses are offered in online or blended mode.

1.5   Conclusion

Thus, in this chapter you were introduced to your university, the SNDTWU. The history of the university, the vision and mission of its founders, the progressive attitude with which the university is working towards women-empowerment, its efforts to build the IT infrastructure and its achievements attempted to give a holistic overview of the university. To keep up with the technological advancements in the education industry, ICT enabled teaching-learning processes were introduced in the system in various departments of the university; thus introducing instructors to the concept of blended learning. The next chapter throws light on how to make the most of blended learning.

Chapter II: Making the most of Blended Learning

2.1   Blended Learning

You all have been experiencing the regular classroom teaching for several years, right from the school days till in your college and university days. You are taught by several teachers, some of which were excellent speakers, some had good communication skills, some were very knowledgeable, but you might have also experienced difficulty in understanding explanations by a few. You might have felt some teachers' pace too fast or else you might have got bored of lengthy and repetitive explanations by some when you had already understood the concept.

You enjoy your college life as you can meet your friends every day. Even your teachers teach you face-to-face in the class. Could you imagine a scenario in which you are told to study from home, away from your college friends and teachers?

Do you still feel that the time spent by your teacher to explain a topic appears adequate? Or do you feel the need of discussing some assignments with your friends?

Have you experienced that you wanted to refer to more resources than the textbook? Have you ever felt the need to refer to some video, audio or some animations which could not be made available in the classroom?

Do you think of a possibility of 'online learning' as an option? Do you visualise that all additional resources, in the form of articles, web-portals, audio, videos, animations are available to you for viewing, listening and reading online? How's about your own teachers selecting or creating such resources for you? 'Online learning; not only provides you an opportunity of accessing such learning material online, but also allowing you to discuss, work on projects, assignments with your classmates online. Discussion forums, blogs, virtual classrooms are a few platforms which make your communication with peers possible.

Though many dimensions get added to learning process through online mode, the learners sometimes face isolation, often fail to decide how much time s/he should spend in online studies, when and how to contact tutors for clearing doubts. Many a times, learners coming to brick and mortal system for practicing a few skills prove essential.

In order to achieve benefits of both the worlds - face-to-face learning and online learning - there is an option of combining both the types in the form of 'blended learning'. The blended learning combines the benefits of traditional face-to-face classroom with those of the online teaching-learning.

The vary purpose of having blended learning is to have maximization of your interaction and your engagement with the learning resources.

2.2   Role of a Learner

The virtual communications and community expects both – your teacher and you – to engage, interact and contribute to learning in new ways. There is a challenge attached to it. You may be an opportunity to interact and collaborate, but that does not guarantee that you will get indulged into deep and meaningful learning. e.g. if you merely find information pieces from web-based resources and duplicate the same on a discussion forum, you may fail to create deep understanding of the subject. Learner needs to understand that you are merely not a learner here but are a 'co-creator of knowledge'. You are also a member of 'learner community'. Understanding what others are saying, accepting and respecting others' views, responding to them, posting your views and reflections becomes more important than mere informative posts. You will have to make a purposeful collaboration to resolve an issue, to solve a problem, or to create new understandings.

2.3   Expectations from a Learner

Blended learning has lot many benefits for you. In order to reap those benefits, your independence is the key. You are responsible for owning your learning. In light of your role stated above, the following attributes are expected to help you succeed in blended learning environments:

- A sense of accountability
- Being an independent learner
- Intrinsic motivation
- Self-regulation
- Collaborating in the learning process. Use various collaboration platforms such as forums, online communities to work together.
- Reflecting and goal setting
- Communicate effectively. Whether you are in a classroom, or in an online environment, be proactive in communicating with others.
- Be creative. You have the freedom to explore and create in various ways using both traditional and online technologies.
- Be a researcher. Reflect and investigate into your learning and also that of others.
- Be an effective time-manager. Various allotted tasks demand your focus and time-management.
- Be a prompt respondent. Online environments demand your regular and frequent logins and self-motivated acts to complete online readings and tasks.
- Be participative in the class. In blended learning, you are expected to learn through online resources before coming to the class. Apply your acquired knowledge when you are back in the class with your peers.

2.4   Individual Learning and Group Learning

In blended learning you would be required to study in a variety of learning situations. Sometimes it would be an individual learning whereas at times it would be group

learning. Figure 2.1 takes a look at the activities from both the dimensions – individual v/s group and online v/s offline.

	Individual (IN)	Group (GR)
Online (ONL)	• Research online • Create a wiki or online document • Take an e-learning course • Write a blog	• Participate in a discussion forum • Review other's work remotely • Create a report, presentation remotely • Watch a lecture online and discuss remotely
Offline (OFL)	• Read articles, books (resources) • Keep a journal • Write a paper	• Group project work • Field Trip • Guest lecture

Figure 2.1: The Possible Distribution of Activities in Blended Learning
(Source: Pankin, Roberts, & Savio, 2012)

Similarly Figure 2.2 gives a glimpse of the possible activities pre-, during- and post-sessions.

Pre - session
• read article to activate learning
• comment on article in class forum
• watch elearning on basic concepts/ processes

During Session
• intructor led session(s) on- or off-line
• meet with instructor for coaching sessions
• group discussions
• group project

Post- session
• group project work on- or off-line
• post reflections on a blog
• participate in Moodle discussion group/forum

Figure 2.2: An Example of Activities woven around a F-2-F Session
(Source: Pankin, Roberts, & Savio, 2012)

This distribution will help you to optimally utilize the time, resources and the opportunities at hand. You may plan your individual schedule accordingly and make the most of the given situation.

Friends, blended learning has created enormous opportunities for the students like you – an opportunity to learn from the best of the best resources, an opportunity to learn through best of the best strategies. I am sure you will make the most of this opportunity and will make your learning a joyful and enriching journey not only for you but also for your fellow learners.

2.5 Dos and Don'ts

Vaughan, Cleveland-Innes, & Garrison (2013) have given some of the dos and don'ts while you study through blended mode. If you follow them, you will be able to make the most of this opportunity given to you.

1. Do more than stating agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidences, examples, reasons and facts. If you disagree with something, say why.

2. Do the appropriate preparation, such as reading and class activity work, before you join the discussion.
3. Keep your comments fairly brief. A paragraph or two is plenty unless you are posting something that by nature has to be longer – a short story, for example.
4. Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the point you want in a clear and concise way. Remember, other students and instructors can read your messages.
5. Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said ("piggy-back" on other's ideas)
6. Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?
7. Share your experience with your fellow students. You may be able to offer advice to someone, who is new to the course.
8. Respect other's ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner.
9. Be positive while offering advice. If one of your fellow students posts something to be edited or asks for your opinion on a piece of writing, be encouraging with your comment. If you see weaknesses in someone's writing or ideas, focus on describing the strengths to keep up and the opportunities for improvement. Put yourself in the shoes of the other people in the forum discussions.
10. Be gracious when receiving advice. When you post your work, you are hoping that other people will tell you what you have done well and suggest useful ideas about how to do even better. When others are critical, assume that they are trying to provide a critique, not criticism in the negative sense. Even if they don't seem diplomatic, be gracious in response.

2.6   Conclusion

Thus, Chapter II attempted to introduce you to the concept of blended learning in the teaching-learning process. It threw light on the roles that the instructor and the learner play in this process. It also covered the pros-cons and dos-don'ts which need to be followed while using this approach. There are certain platforms available to the instructors which they can use in their blended learning process. The next chapter focuses on MOODLE which is a learning management system which is designed to conduct online learning courses.

Chapter III: MOODLE: Learning Management System

3.1   What is MOODLE?

SNDTWU uses Moodle as its Learning Management System. Let us understand how to use Moodle for regular learning activities.

You may perhaps be wondering what a 'Learning Management System (LMS)' means. LMS is a platform which allows online teaching-learning activities for a group of students as per planning of their teachers. Teachers can use this platform for uploading various resources (text files, web links, presentations etc). Learners can discuss, select and use resources, appear for online tests, submit assignments. Almost all that you can do in your own classroom can be done through LMS, that too many a times as per your and teacher's convenience of time. e.g. You may discuss an issue anytime during day or night and also raise a query, which your teacher may solve even at midnight!

There are many such platforms, i.e. LMSs. Many are proprietary, i.e. companies charge the users for these platforms, but many are free to use. Some are not only free, but can be customised, modified so as to suit to our needs. A team of programmers can do this customization because its coding is open, meaning source-code is free. These are 'Free and Open Source Software' (FOSS).

Moodle is one of the most popular FOSS LMS. Moodle is short form of Modular Object-Oriented Dynamic Learning Environment'. It is a popular and comprehensive learning platform which is designed for educators to conduct online courses or to provide ICT and web-support to classroom students and teachers. Moodle includes multiple facilities - Resources, Forums, Quizzes, Polls, to name a few. While it is not a complex platform in terms of use, some guidance would certainly be helpful to save time and improve efficiency. This chapter aims at providing you some guidelines so as to use Moodle effectively and effortlessly.

3.2   Learning Resources

Resources are materials that the instructors upload in Moodle. These resources can be in various formats. Let us now see how you can access the resources that have been uploaded in Moodle.

3.2.1 Logging into the Course page

The first step is to login in to the Moodle site that has been allotted to your University/ Department/College. Once this is done, you will be able to access the 'My Courses' page that will take you to the courses that have been included by your instructors as shown in Figure 3.1.
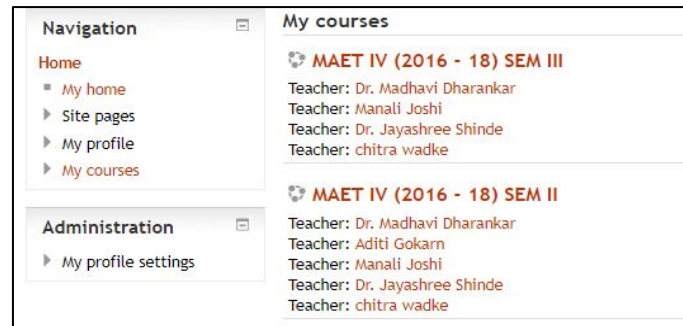
Figure 3.1: Course Names on the My Course Page

There may be additional elements on the page, like Calendar, List of online users, etc. but this is the basic course page on Moodle. Once you click on a Course, the course content, resources, etc. are accessible.

Based on the settings used by the instructor, the resource files may either open in a new window, or download before viewing, or be provided as in-text resources. Each resource may have different setting as planned by the instructor,

3.2.2 Links/ URLs

As you are aware, there are millions of Open Educational Resources and the web-references available on your subject. Your instructor may identify useful resources and provide links for reading and viewing such material. These links may be URLs of videos, articles, books, websites, etc. Clicking them would either open that site in the same window or in a new window depending on the settings provided by the instructor. If the resource pens in the same page, do not forget to click n 'back' arrow in the browser to go to the main course page of Moodle

Figures 3.2 and 3.3 demonstrate two ways in which the links could appear. In Figure 3.2, the links appear one after the other with the URL address hyperlinked to the source website.
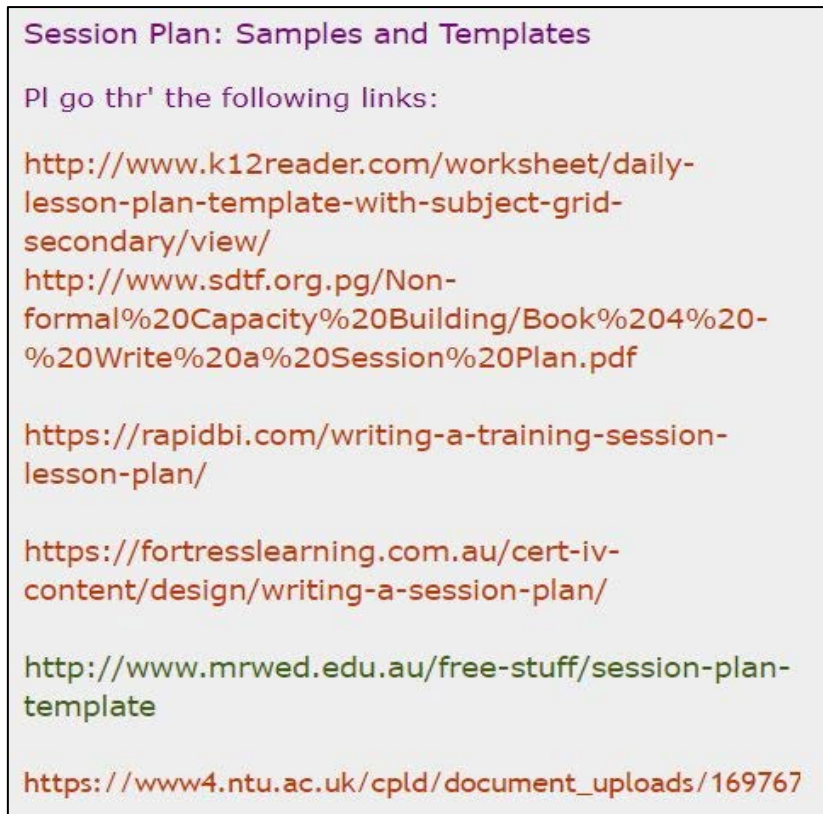
Figure 3.2: URL addresses are Hyperlinked to the Source Website

In Figure 3.3, the URL address is not directly visible and there is a symbol for the URL which when clicked will take you to the source website.

Figure 3.3: Symbol is Hyperlinked to the Source Website

3.3 File Formats

Moodle LMS supports various types of formats. Learners like you are lucky to learn through various formats of learning material uploaded by teachers. Some of the file formats are provided below:

3.3.1 PDF File Format

One of the File formats that is used in Moodle to upload resources is the PDF file format, i.e., Portable Document Format. PDFs are used more often because they are reliable, and they present documents independent of the application software. A PDF file is represented by Figure 3.4 given.

Figure3.4: Icon of a File in pdf Format

Figure 3.5 shows how the pdf file format is used. If you click on the PDF icon or the name of the topic given alongside, the pdf icon either downloads the file or opens it in a new tab.

Figure 3.5: pdf Icon Hyperlinked to a File

3.3.2 Office Documents

Various file formats such as Open Office Writer, Spreadsheet, Presentations, LibreOffice documents and Microsoft Word, Excel or PowerPoint can also be uploaded by the instructors. Similar to what is shown in Figure 3.5, instructors could use the icons for the file formats in Microsoft Office along with the file names alongside. So clicking on either of these would either download those files to your machine or open a new window asking you to download them. Figure 3.6 shows how the MS Office files appear in Moodle. File can also be read without downloading.

File Format	Symbol and its Usage
Office Documents	Research Proposal
Presentations	1. Historical Research Method
Spreadsheets	Student Database

Figure 3.6: Office Icons used for Files in MOODLE

3.3.3 Images, video and audio clips:

Audio-Visual resources such as images may be provided in jpg, audio and video files may be provided in mp3 or mp4 formats.
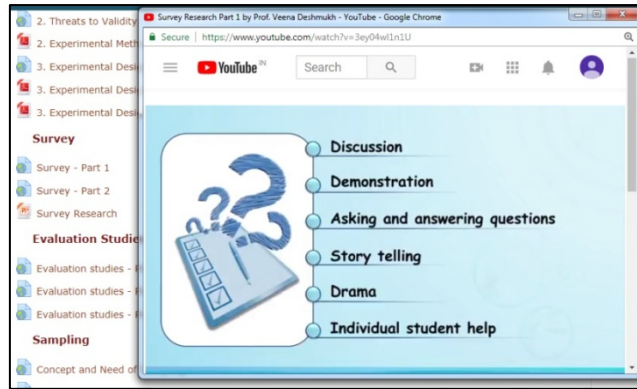
Figure 3.7: Link to Video on the topic 'Survey'
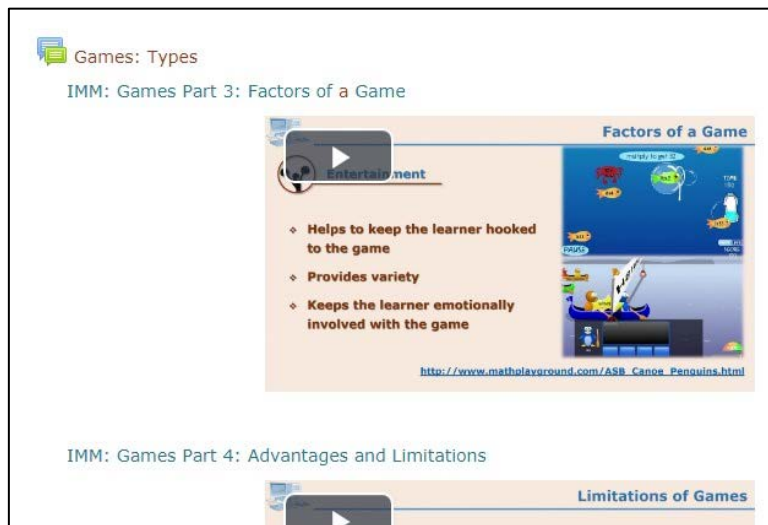
Figure 3.8: Embedded video on the course-page of Moodle

3.4 Folders

Sometimes, resources may either be uploaded in folders or various files with different formats can be put into a folder. Again, a folder can be visible to you in two ways:

1. All the files under the folder are visible to you in the main course page. Depending on the settings done by your instructor, you can either download the entire folder, or can download each file from the folder as shown in Figure 3.9.

Figure 3.9: Folder Structure

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2. The files under the folder are not shown on the main course page. When you click on the folder, it either opens up a page revealing all files or it allows you to download it individually or it opens in another window. But that depends on the setting made by the instructor while uploading the folder.

Clicking on the folder icon, file structure opens the page as shown in Figure 3.10.

Figure 3.10: File Structure inside a Folder

Creating these types of folders help you see files related to one topic together.

It is easy to access all the different resources on Moodle. All you need to do is log in and click on the resource that you want to view.

3.5   Discussion Forum

Moodle is a platform that is used to enhance the online learning experience. From the various activities that can be added on Moodle, discussion forum is one of the oftenused options. Discussion forum allows asynchronous communication among the learners. It allows teachers and students to exchange their ideas by posting these as comments. While commenting on a reply, students can add any type of files, images and video links to the comments. Forum activities can be used as a learning activity or as an assessment activity.

There are various types of discussion activities that can be conducted. Some of these different types are presented below:

- **Standard forum for general use** - In this forum learners can add an introduction about the discussion topic. Then the fellow learners can start a new discussion thread. Please follow your teacher's instructions in this case. If a teacher writes that you should create a separate thread, then only click to create a new discussion topic or else 'reply' to previous post.

- **Single simple discussion** - In this forum, the instructor starts a new discussion thread and learners can only reply to the post in that discussion. They cannot start a new discussion. Learners have to reply to that post or a question.

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- **Standard forum display like a blog** - This forum looks like a blog. It works like the standard forum for general use, but only the first post on the discussion is visible and learners have to click on discuss this topic to read the post.

Figure 3.11 is the home page on the Moodle of a user. The instructor has added a discussion forum. This forum is created to start a discussion on the recent trends in educational technology. In this discussion, learners have to post one recent trend and reply to five other learners' posts.

Figure 3.11: Discussion Forum added on the MOODLE Homepage

Once the discussion thread is started by the instructor, you can then start your own discussion topic. Once you select the discussion activity, the page will open. You and your fellow learners can add a new discussion topic by selecting the option of 'Add a new discussion topic' as shown in Figure 3.12.
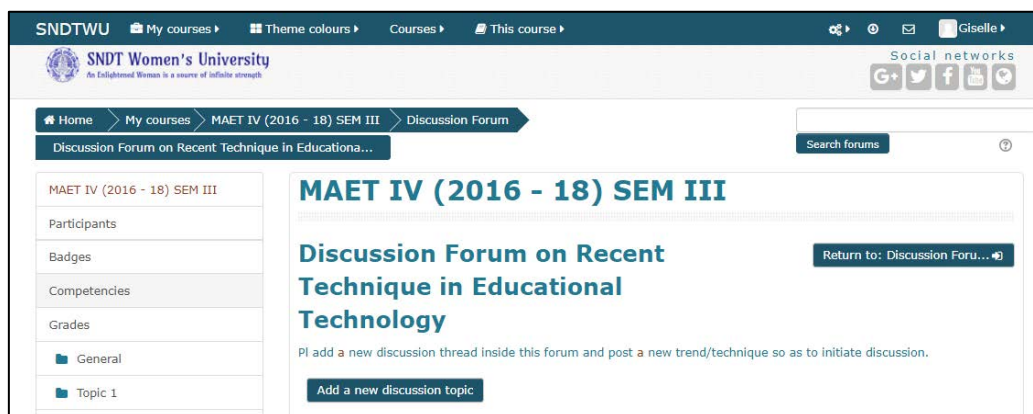
Figure 3.12: Adding a New Discussion Topic in an Existing Forum

Figure 3.13 shows how it will look when you are going to start a new discussion. At the top, the 'Subject' textbox is where the title of the new topic will be added. Then in the 'Message' textbox, the relevant content will be typed in. Here, the Format toolbar helps in changing the font and size of the text, add bullets and hyperlink etc. You can also format text by accessing more buttons as shown in figure 3.14.
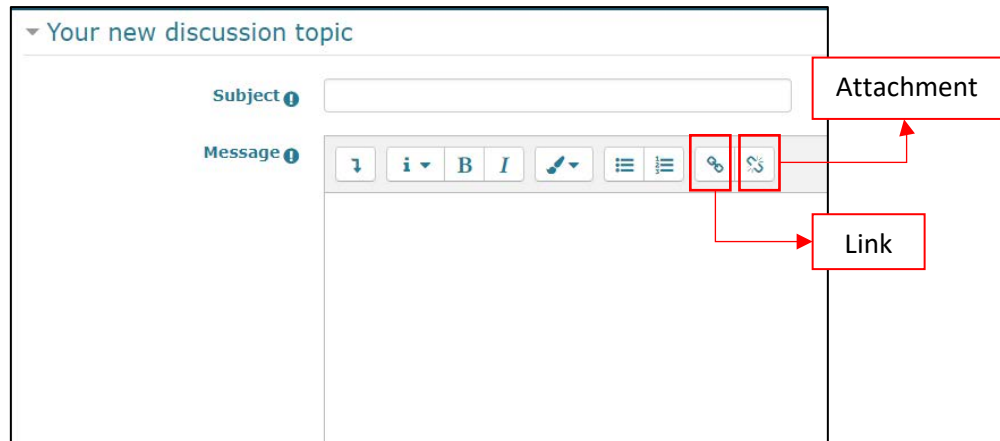
Figure 3.13: Textboxes in the New Discussion Topic

Figure 3.14: More format buttons for the text formatting

After adding the post content, you can select the 'Create link' option which helps in adding a link to the post content. You can also select if you want the link to open in the same window or a new window by just clicking the 'Open in new window' option as shown in Figure 3.15.
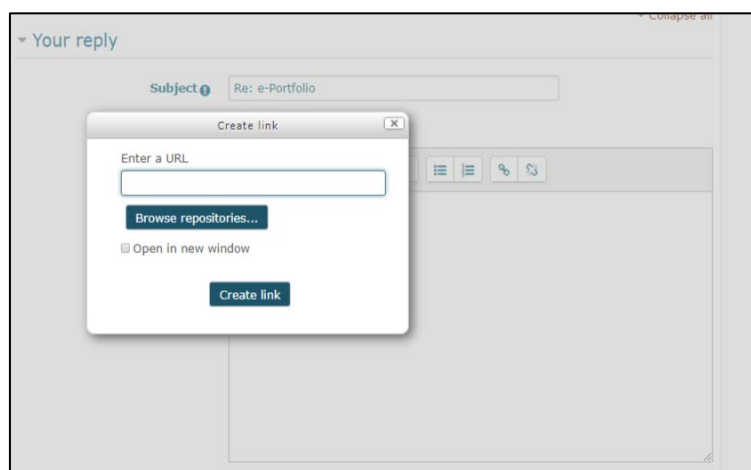

Figure 3.15: Adding a Link to a Website in the Post

After the text box, the next box is for attachments as shown in Figure 3.16. In this box, you can drag and drop the files. Here files like pdf, video, and images can be added.

Folders can also be attached. Above the attachment box the maximum size of the file to be attached is also given.
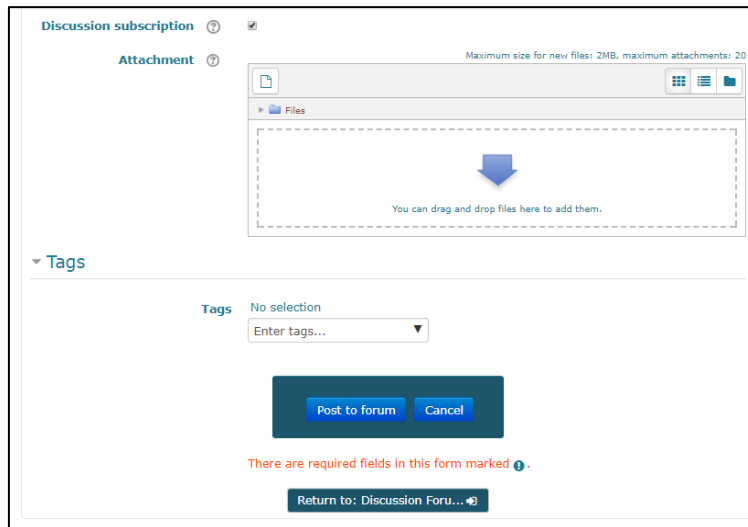
Figure 3.16: Adding File Attachments to the Post

Figure 3.17 shows how the file attachment looks when you click on it. In this option you can choose the file from the device. The file name can be also changed using the 'Save as' option. After choosing the file you can click on the 'Upload this file' button.
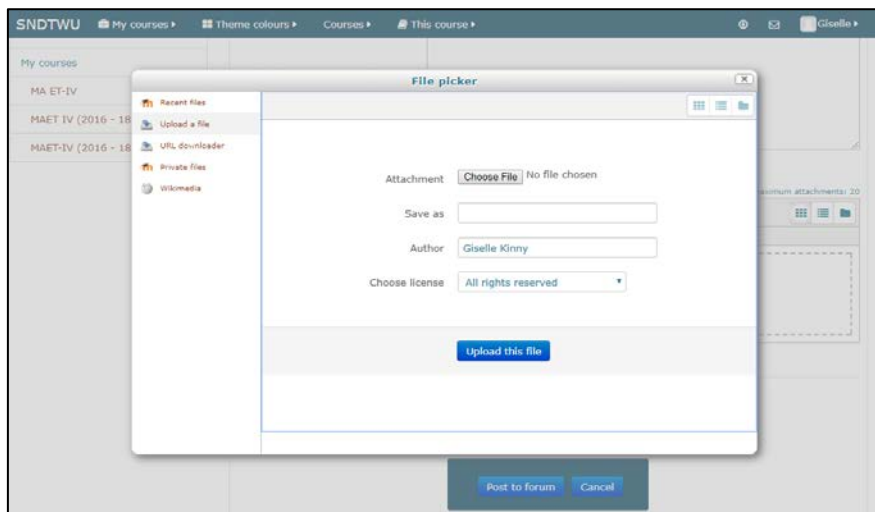
Figure 3.17: File Picker Options to Save and Upload a File

Once the message and the attachment of files are complete, select the 'Post to forum' option which is given at the end of the page as given in Figure 3.18.
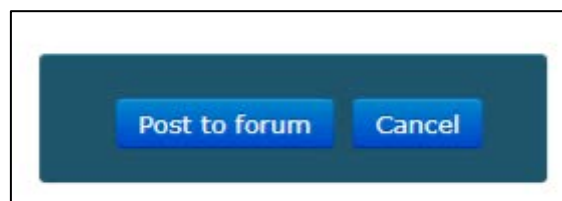
Figure 3.18: Post to Forum Button

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Figure 3.19 shows how the main page will look after learners post the discussions. On this page you can see the different discussion topics started by your fellow-learners. You can also see the number of replies for each discussion. On the right side of the page, along with the names of the learners who have replied to the post, the date and the exact time at which the last post was made is visible.
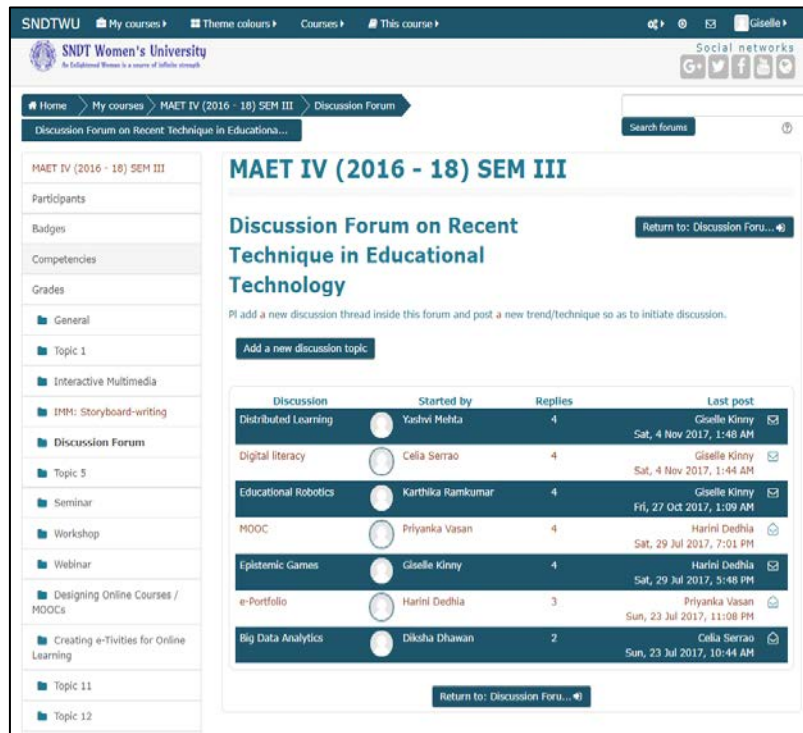

Figure 3.19: Posts on the Discussion Forum

Figure 3.20 shows how a new discussion post looks like when you select to read it. Here a learner has added a discussion topic 'e-portfolio'. Under the topic name, you can see the learner's name and the date of starting the discussion. Below this, the content of the post is visible. The post ends with the link of a website. At the end of the post an option of 'Reply' is made available where other learners can reply to the post.
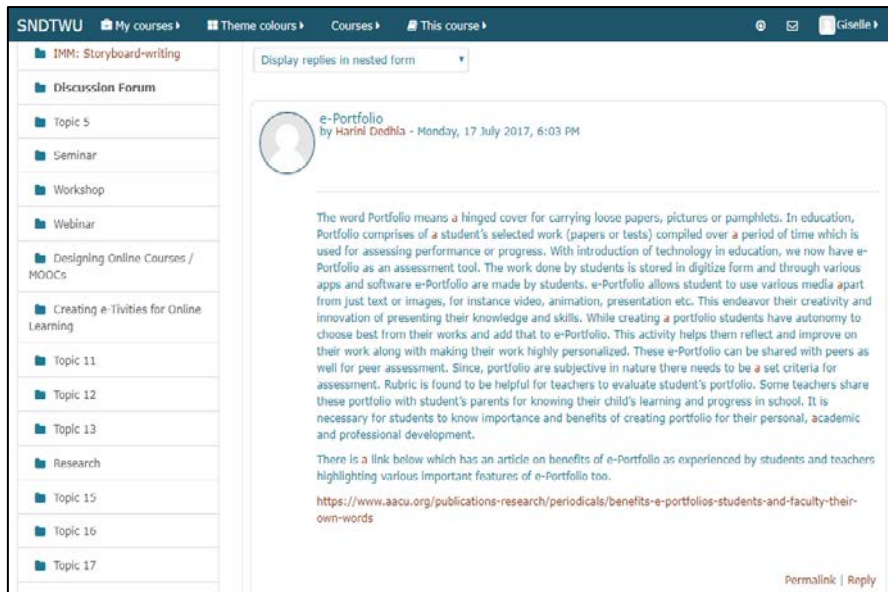
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Figure 3.20: Reading a Selected Post on the Forum

Figure 3.21 shows how the screen looks when you select the 'Your reply' option. You can see the names of the other learners who have already replied to the post before they did. Here the 'Subject' textbox automatically shows the subject heading to which the reply is to be given. Only the message has to be typed by the learner. Links to websites and files can also be attached to the reply.
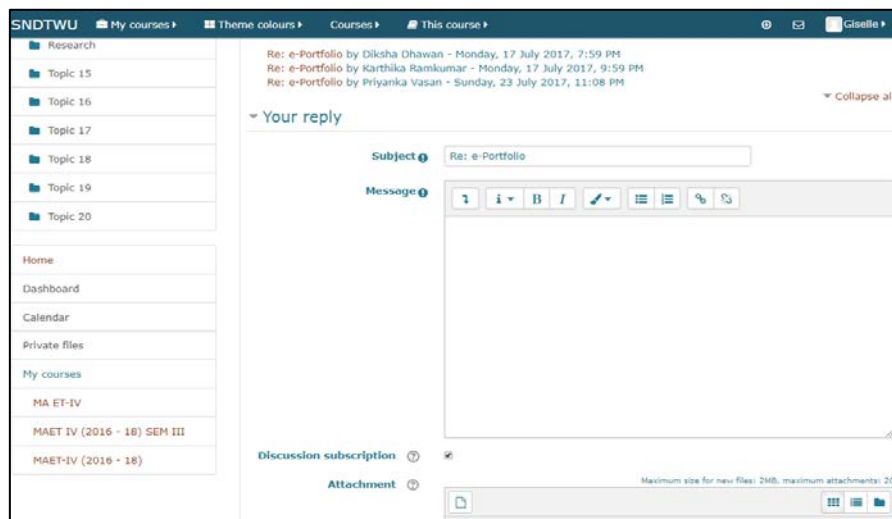

Figure 3.21: Your Reply Text Box to Reply to a Post on the Forum

The reply to the post would look as shown in Figure 3.22. There are replies one after the other to the post. The replies have links in them. These replies can be read by all the learners who are a part of this discussion.
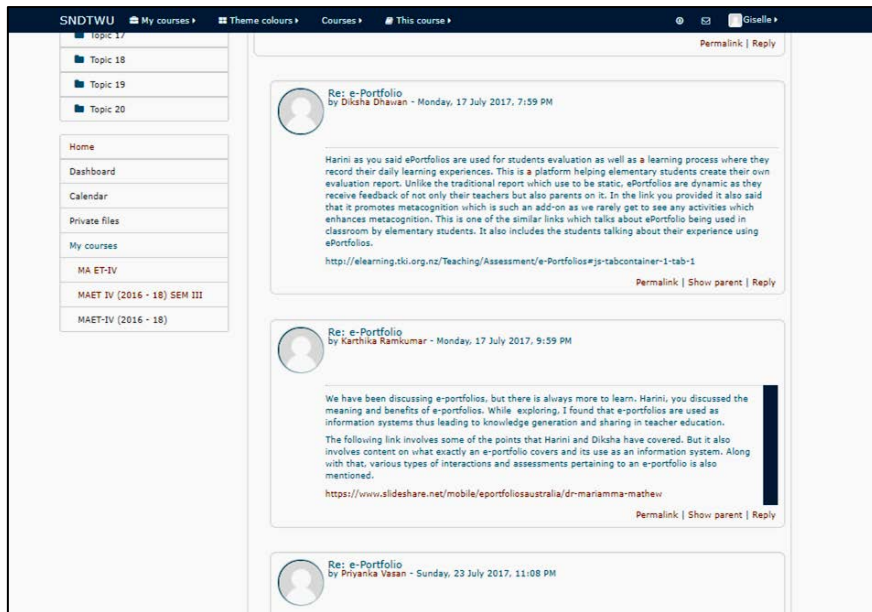
Figure 3.22: Replies to a Post on the Forum

Your instructor may assign grade to your posts which may be counted towards internal assessment. Please refer to Figure 3.23 for rating.
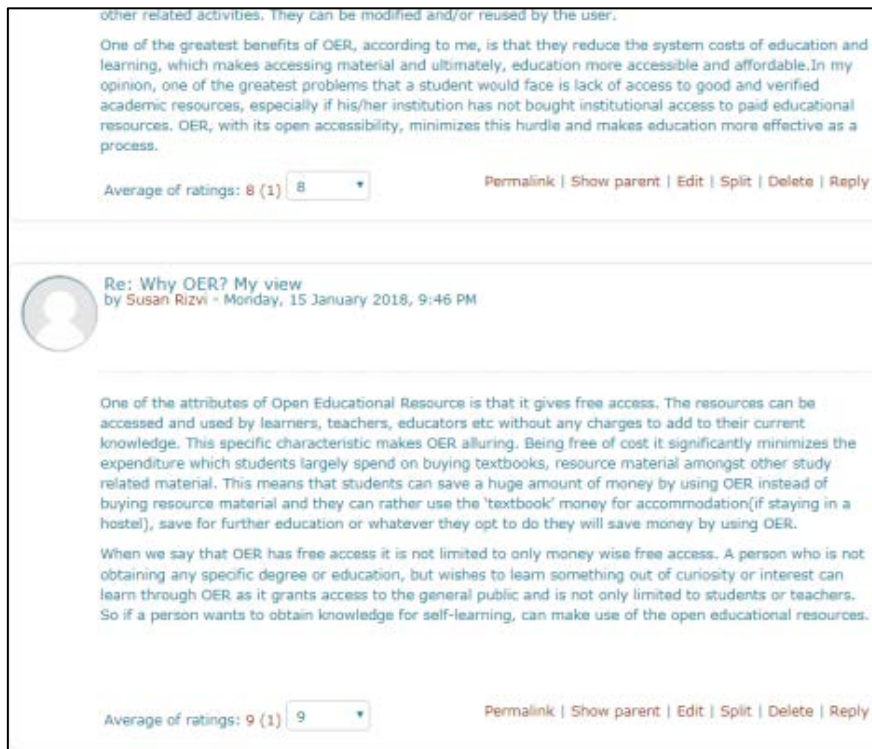

Figure 3.23: Rating a Post on the Forum

Educational implications of a discussion forum for learners:

- To gain prior knowledge on a topic.
- To discuss content and learning materials.
- To facilitate online learning activities. To conduct activities like brainstorming.

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- To help get familiar with each other.
- To work cohesively in a group in an online environment.
- To enable one-to-one interaction between facilitator and students.

3.6 Choice Resource

The choice activity module enables you to answer a single question by choosing from a selection of possible responses. The responses can either be published to the learners along with the learner's names or the responses can be kept anonymous.

This is a helpful activity as it can be used to –
- Stimulate thinking on a topic.
- Test learner's knowledge about a topic.
- Facilitate learner's decision-making ability. For example, allow learners to vote on a direction for the course.
- Facilitator considering learner's preference

3.6.1 Update Choice Resource

If instructor has created a choice for learners, you need to follow the following steps to select your choice.

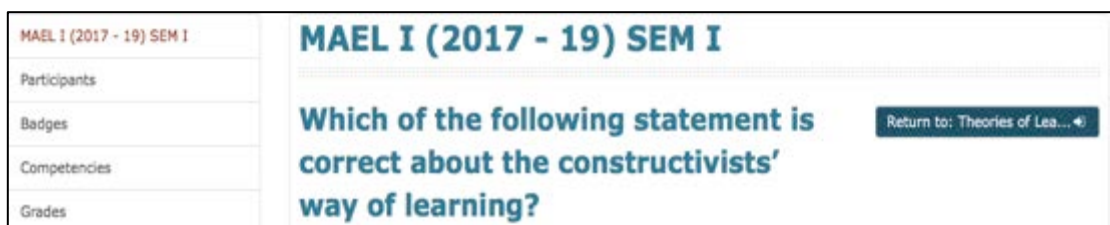**Step 1** - As shown in Figure 3.24, choose a topic. Click on the choice activity.

Figure 3.24: Selection of Choice Activity

Step 2- As shown in Figure 3.25, select the appropriate option and click on 'Save my choice'.
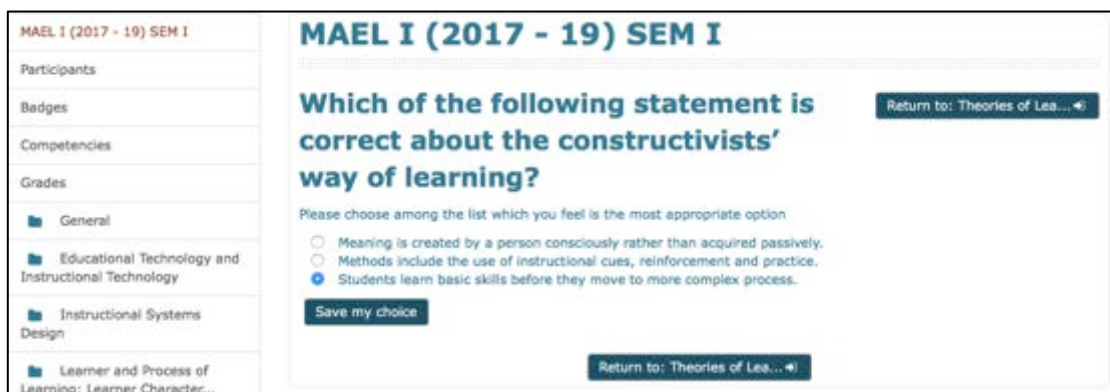

Figure 3.25: Save my Choice Button for Choice Activity

Step 3 - Choice activity allows you to review the response and sometimes allows you to enter multiple choices as shown in Figure 3.26.
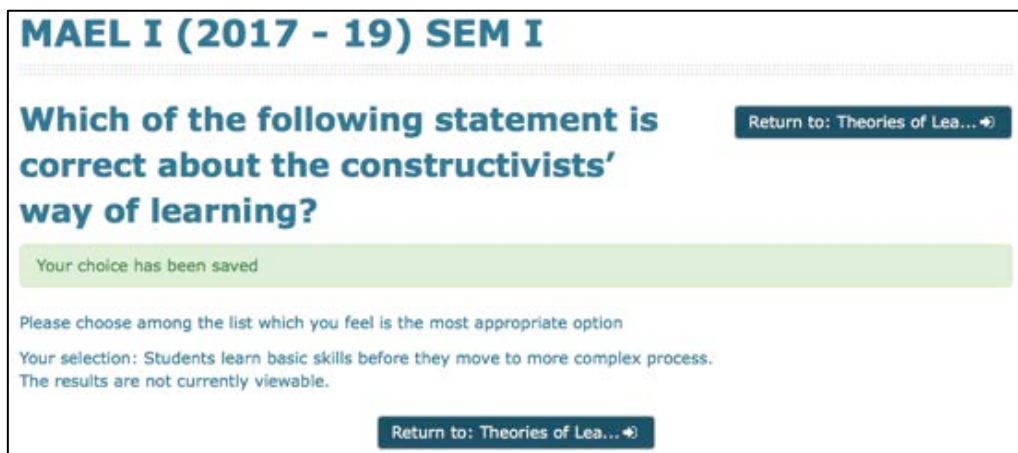

Figure 3.26: Allowing Learner to choose Multiple Responses

Step 4 - As shown in Figure 3.27, you can view your response in the form of a chart and can also view the published results.
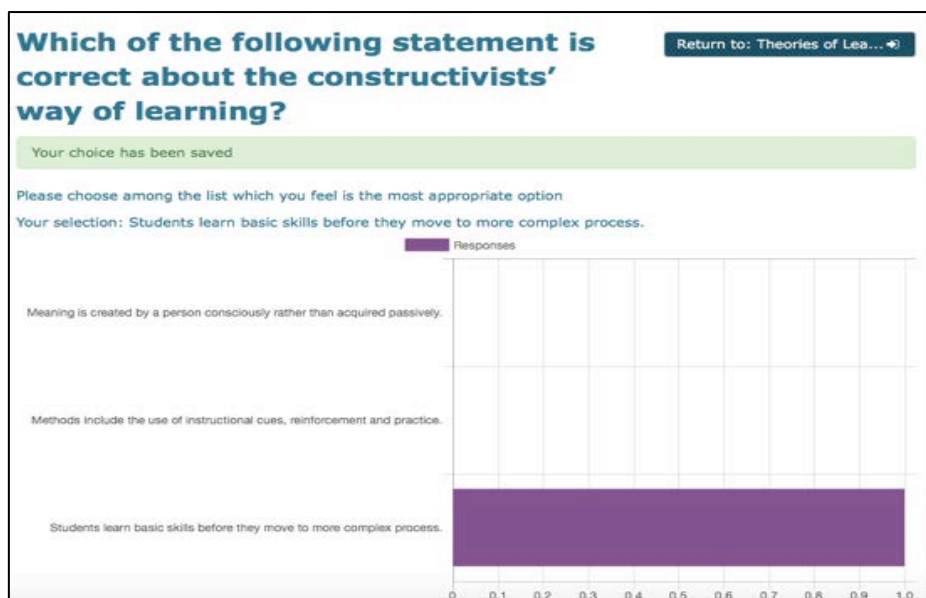

Figure 3.27: Response in Chart Form

3.7   Moodle Assignment Feature

Assignments is a major feature of any course on Moodle LMS. The assignment activity module allows the instructor to assign various tasks, collect the work of students and provide grade points and feedback to the students. Learners can submit various digital content files, such as word documents, excel spreadsheets, pdf, images, or audio and video clips as assignments either alternatively or by adding to the files, the assignment may demand that the learners type text directly into the text editor. Assignment can also be used to allow learners to submit assignments that they need to complete offline, such

as work of art or mindmap, and thus not require any digital content. Learners can submit work individually as well as a member of a group.

If the instructor logs in as learner into the learner's Moodle account, then the assignment icon will be visible under the course name. Assignment module is always in the folrm of a folder inside which all submitted assignments of learners rest. Once the instructor clicks on the assignment icon, s/he will be able to create the assignment. The icon below shown in Figure 3.28 is the assignment icon.

Figure 3.28: Assignment Icon

Figure 3.29 shows the page that you will be able to see once the assignment folder is opened. The details about the assignment to be submitted are given on the top by the instructor. Details of the submission status are visible which pertain to the particular assignment that is being viewed.
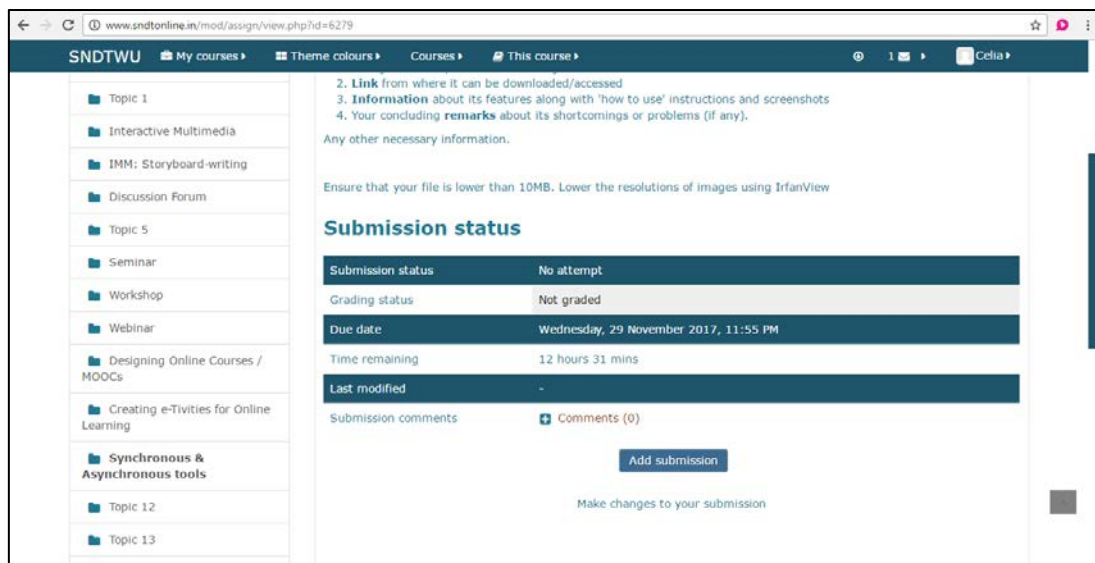

Figure3.29: Assignment Details

Figure 3.30 shows the image that will open when you click on Add Submission option. This page allows you to browse the computer/laptop and choose the assignment that you intend to upload as part of assignment submission.
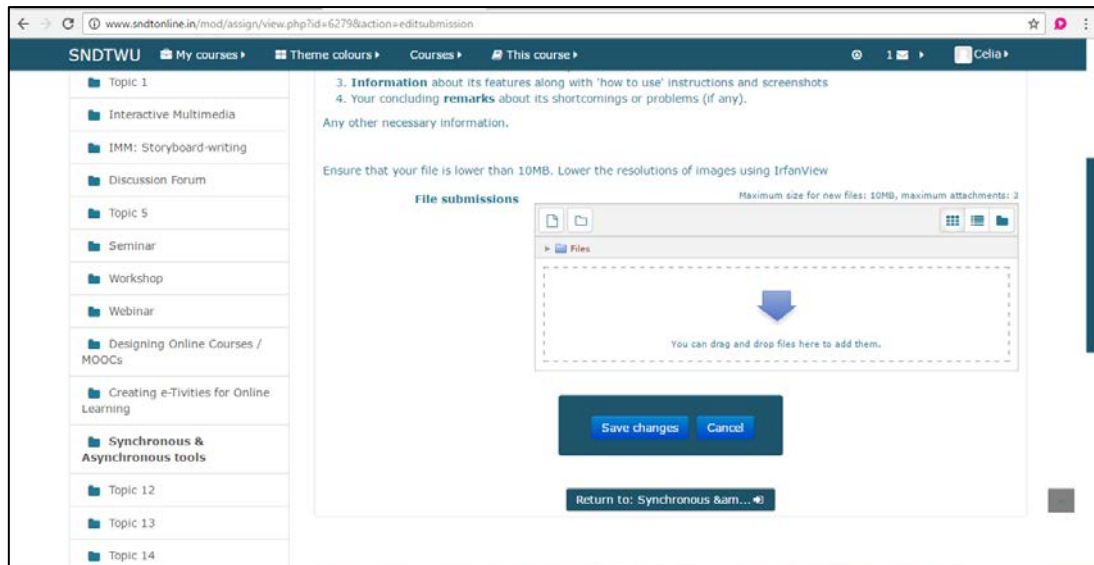
Figure 3.30: Assignment Submission Details

Figure 3.31 shows the page that opens once you have selected the assignment that you intend to upload. Then type the name for the assignment in the 'Save as' textbox. The assignment will be saved under your assigned file-name on Moodle. Next click on 'Upload this file'.
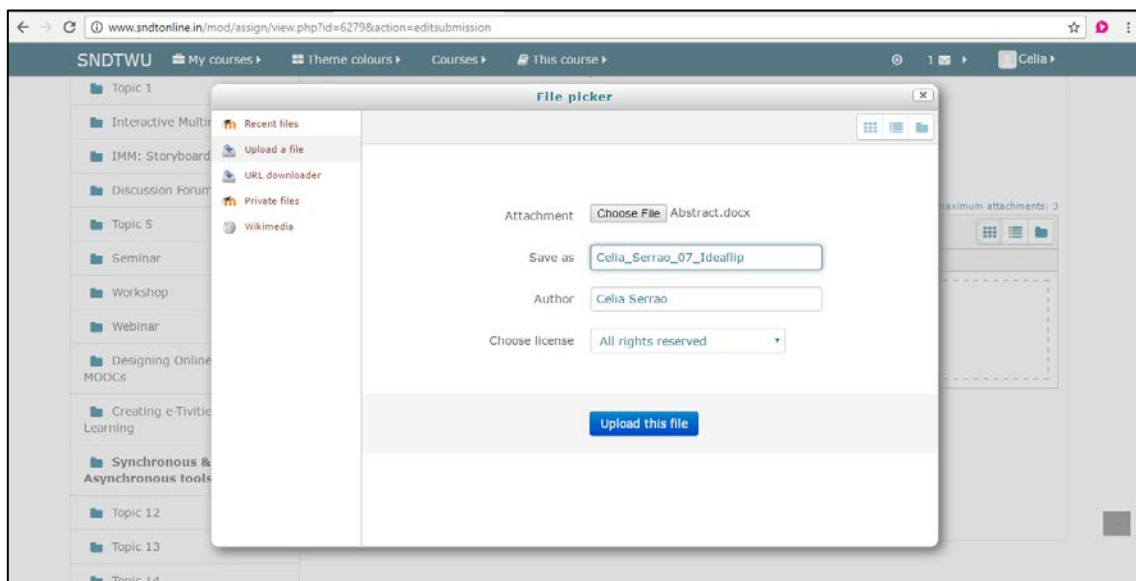

Figure 3.31: Uploading File for Assignment Submission

Figure 3.32 shows the page that opens on clicking 'Upload this file'. Here click on 'Save changes'.
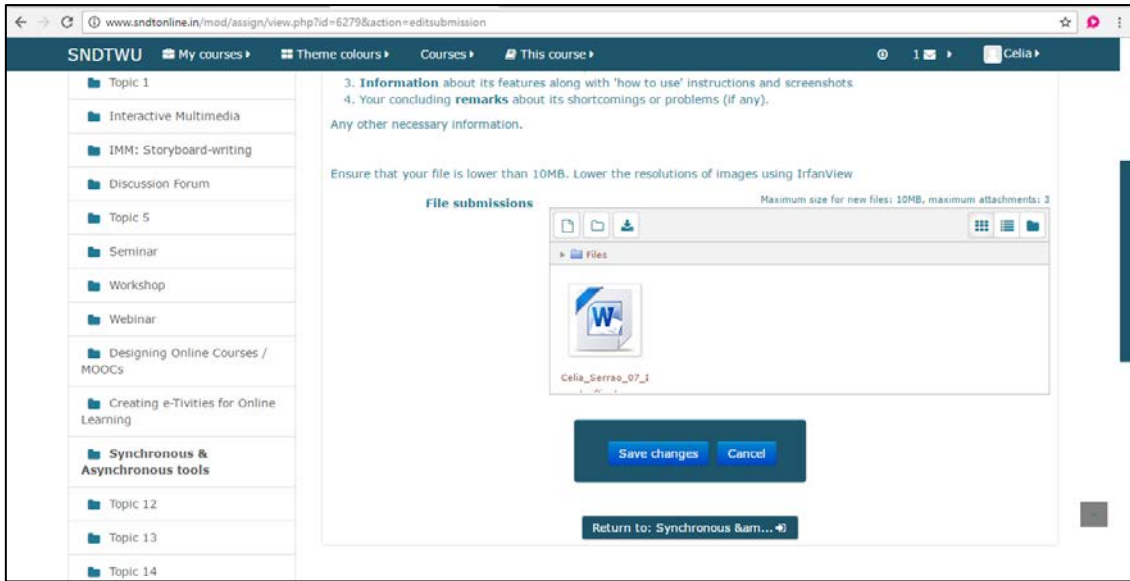
Figure 3.32: Saving Changes after File Upload

Figure 3.33 shows the page that will open once the assignment is submitted. It will give details of the submission status. Further if you intend to edit the submission the 'Edit submission' can be clicked and the necessary changes can be made.
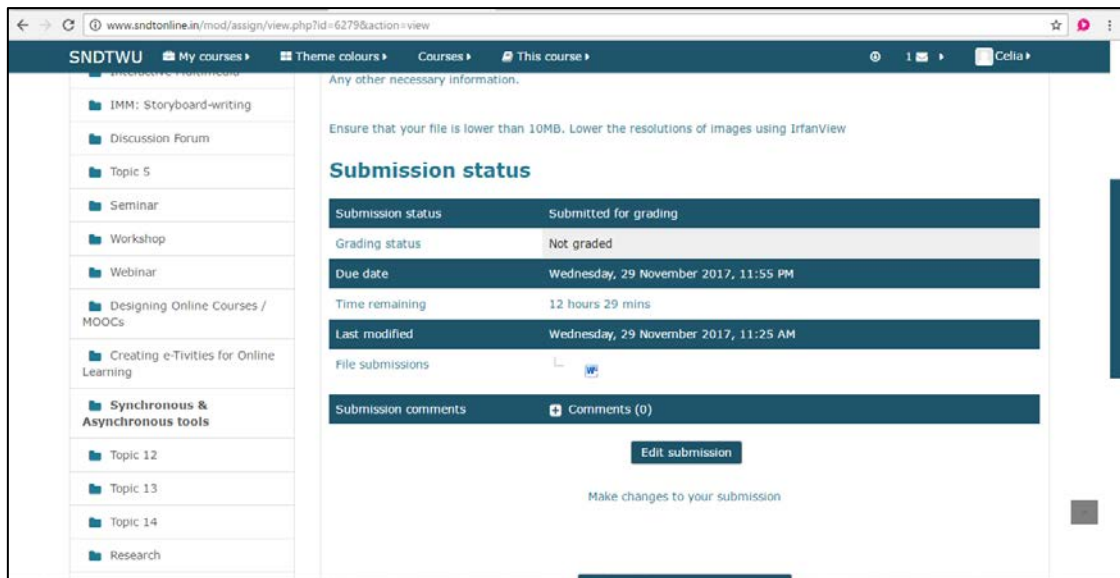

Figure 3.33: File Submission Status

Once instructor checks assignment and assign grades, we can see those in the same folder as shown in Figure 3.34.
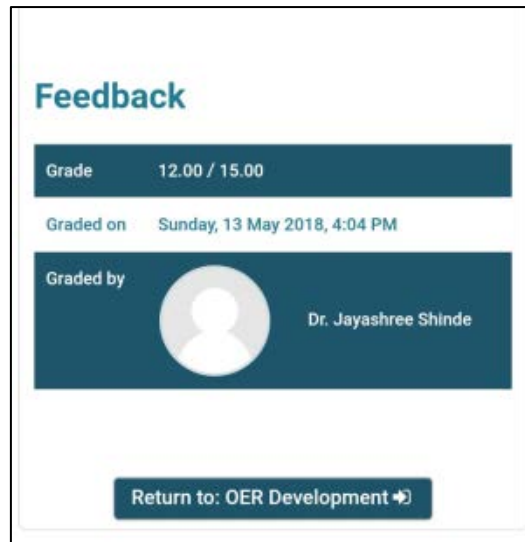
Figure 3.34: Grades assigned to the submission

3.8 Workshop Activity

Workshop activity is a latest feature added to Moodle for Peer Assessment. The workshop activity module allows the collection, the review and peer assessment of the learners' work. Learners can submit digital content (files) in the form of Word documents or spreadsheets and can also type text directly into a field using the text editor. Submissions are assessed using a multi-criteria assessment form defined by the instructor. The process of peer assessment and understanding the assessment form can be practised in advance with example submissions provided by the instructor, together with a reference assessment. Learners are given the opportunity to assess one or more of their peers' submissions. Submissions and reviewers may be kept anonymous if required. Learners can also view samples and practice assessing them, prior to completing their graded assignments. Learners obtain two grades in a workshop activity - a grade for their submission and a grade for their assessment of their peers' submissions. Grades are saved in the gradebook.

Here is the procedure to use the workshop facility on Moodle as a learner.

Figure 3.35 shows how a workshop feature looks like. There are 5 stages of workshop facility on Moodle viz:

- Setup Phase
- Submission Phase
- Assessment Phase
- Grading evaluation Phase

Setup Phase

In the setup phase, you as a learner have no role to play as is visible in Figure 3.35.
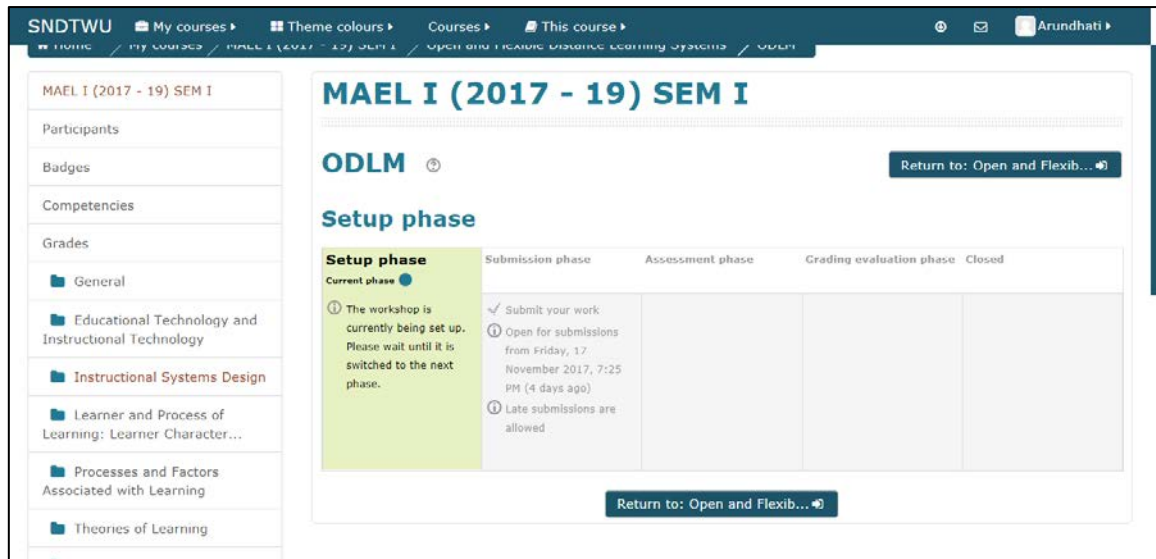
Figure 3.35: Setup Phase

Submission Phase

When the instructor switches to this phase, you will be able to submit the work by adhering to the deadline specifications mentioned by the instructor as shown in Figure 3.36. On clicking Start preparing for your submission, a window pops up, where you have to click on Choose file.
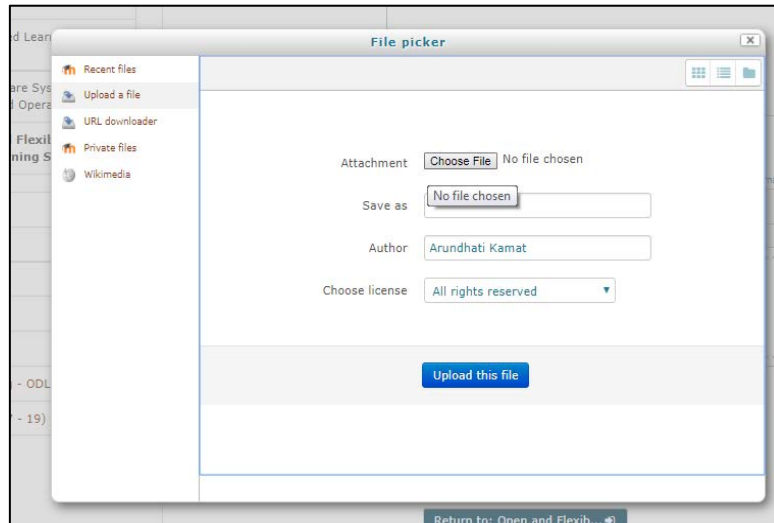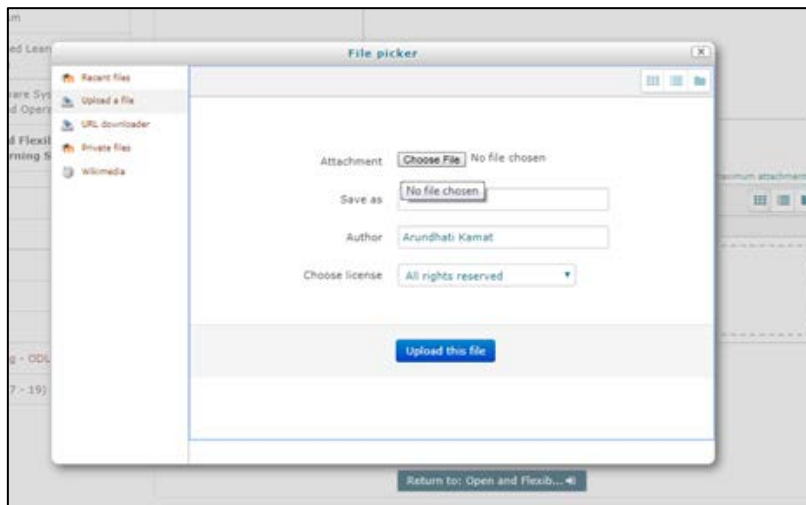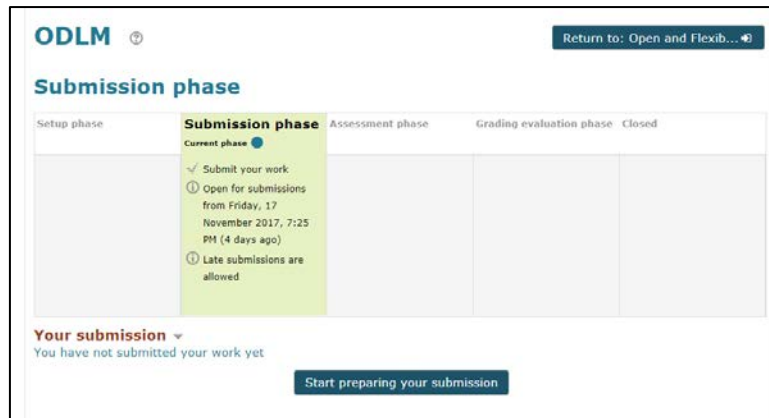
Figure 3.36: Submission Phase

On clicking, 'Choose file', a window appears as shown in Figure 3.37, where you have to select a file from the computer and click on 'Upload this file'.
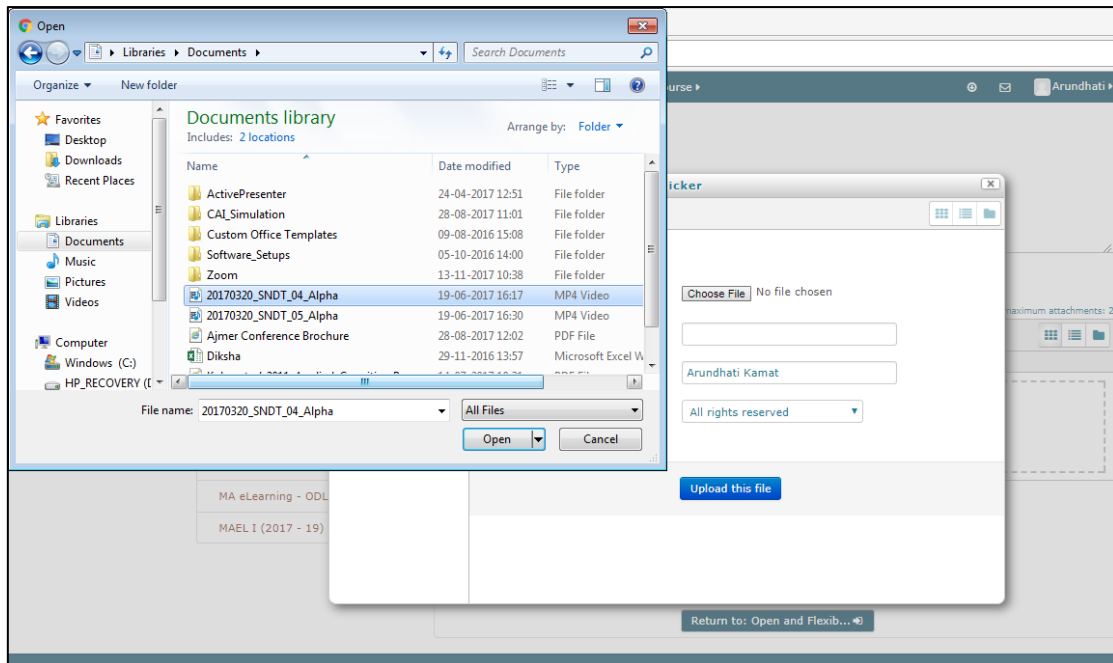
Figure 3.37: Uploading File in Submission Phase

Figure 3.38 shows the next step for you to describe the uploaded assignment by writing submission content in a few words.
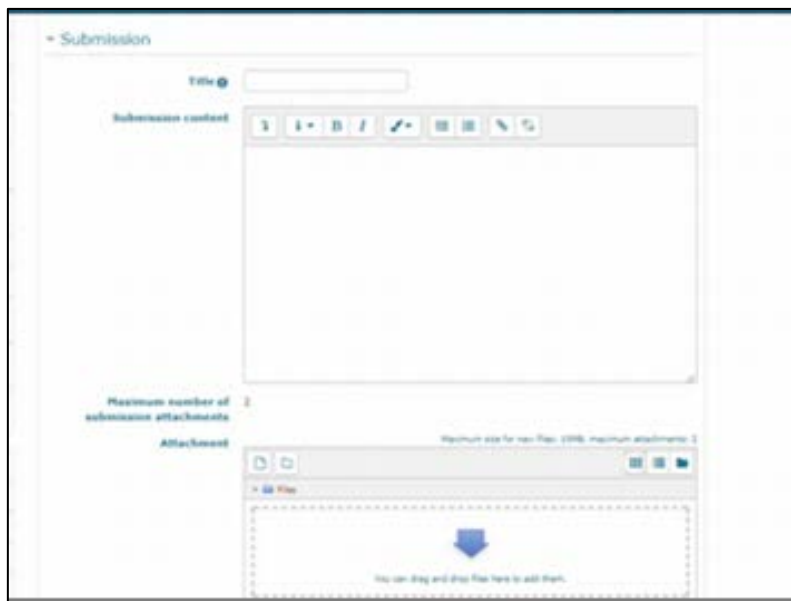
Figure 3.38: Writing Submission Content

Assessment Phase

Assessment Phase is where the learners are able to peer-review each other. You can click on 'Assess' as shown in the Figure 3.39.
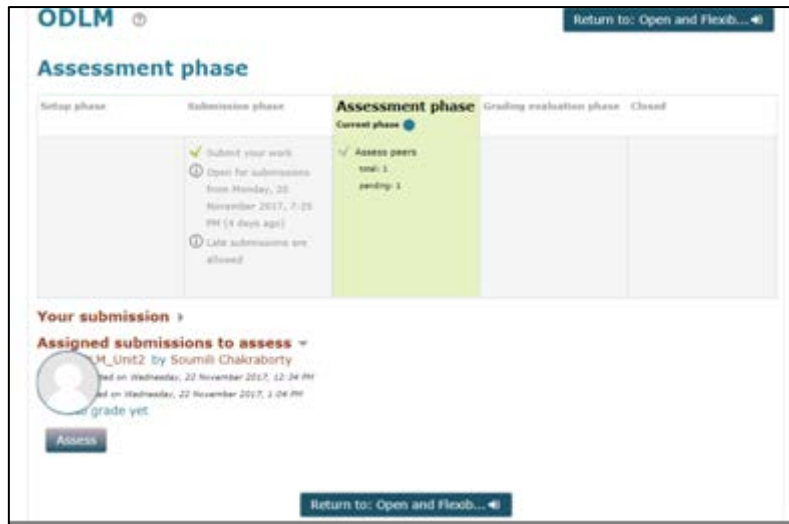
Figure 3.39: Assessment Phase

After clicking on Assess, the assessed submission which you can evaluate appears. You have to click on your peers' work which has been allotted to them for reviewing as shown in Figure 3.40.
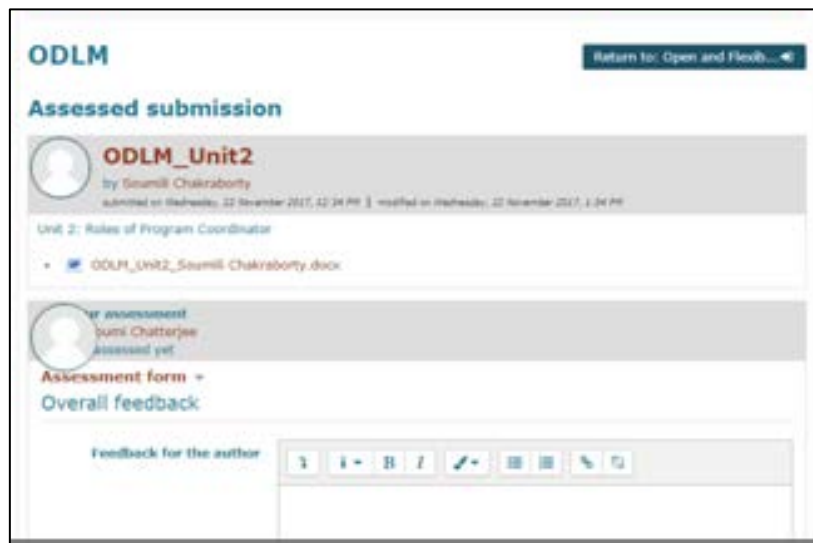
Figure 3.40: Assessing/Reviewing Peer Work

As shown in Figure 3.41, you have to fill in this section by writing 'Feedback for the author'. The author is the peer that you are allotted to assess.
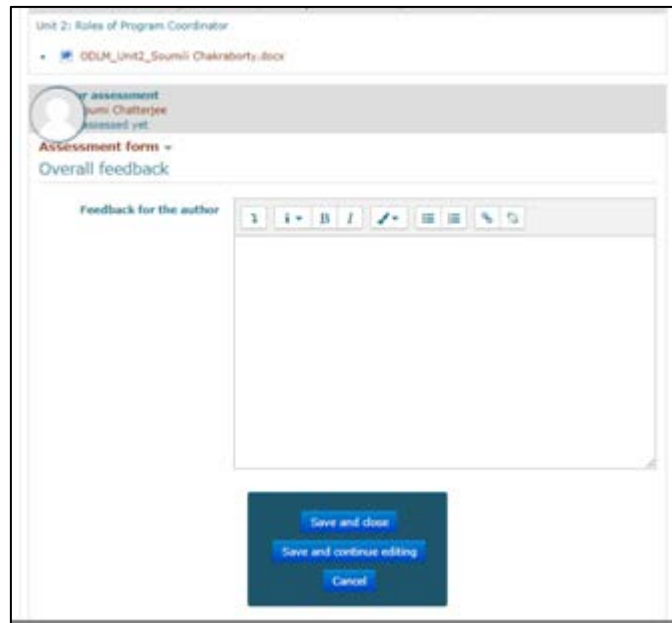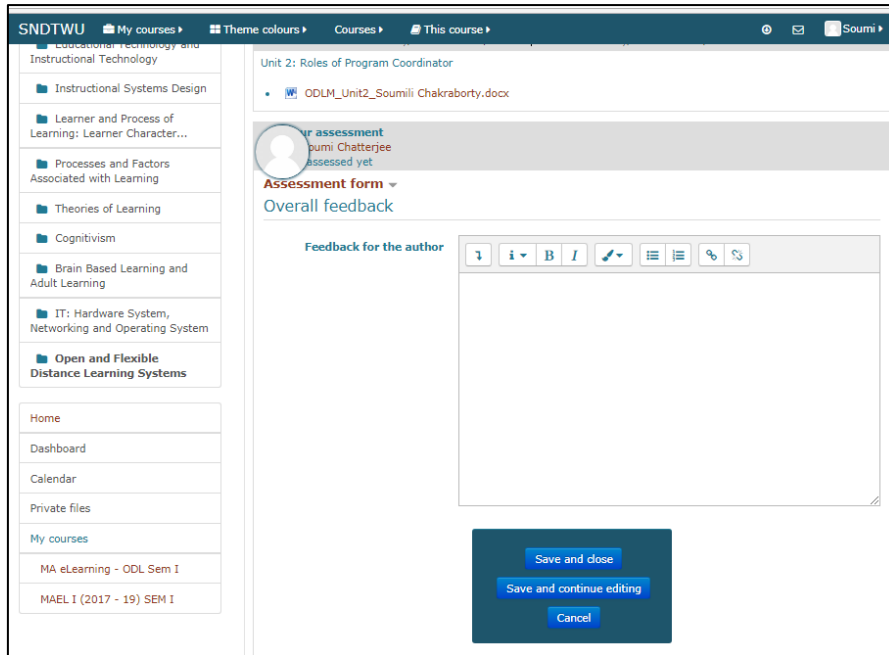
Figure 3.41: Section to give Feedback to the Author

Grading Evaluation Phase

As the workshop phase switches to grading evaluation phase, again you as a learner have no role to play as in visible in Figure 3.42.
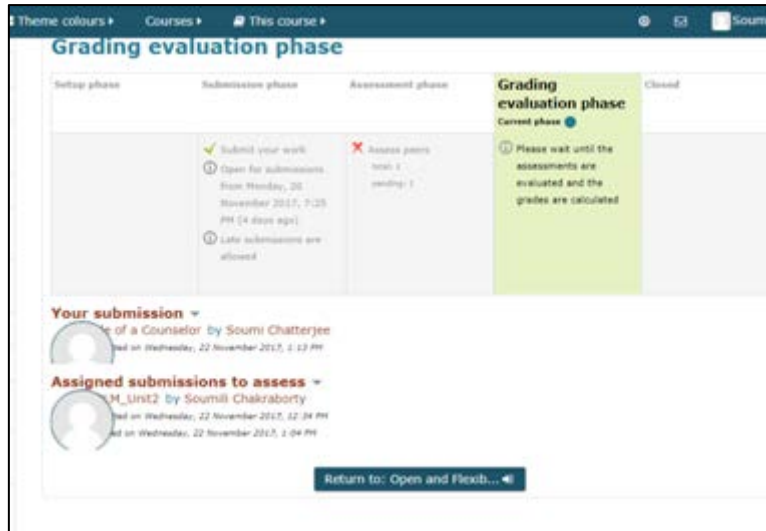
Figure 3.42: Grading Evaluation Phase

On entering the last phase, you will be able to see the marks obtained in this activity as shown in Figure 3.43.
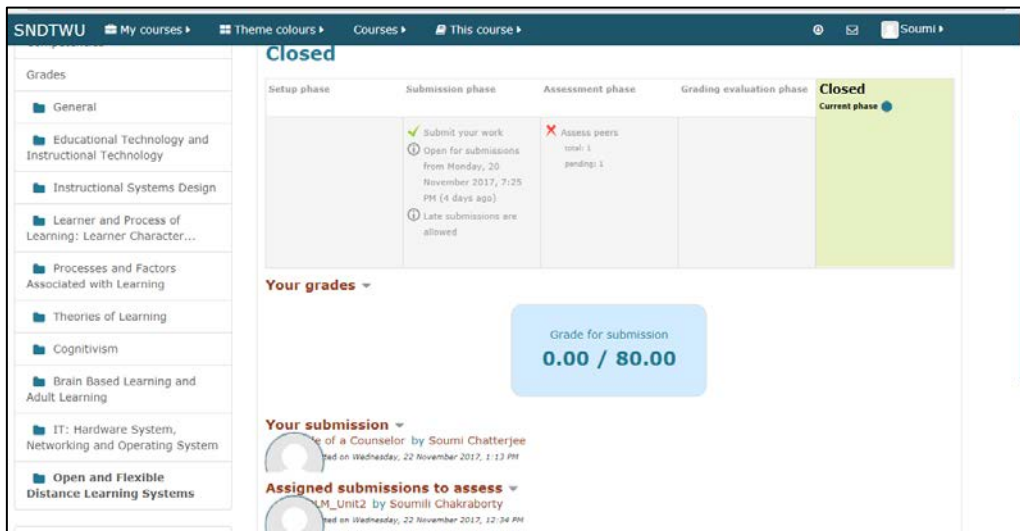
Figure 3.43: 'Closed' — Last Phase showing Final Grades

With this the workshop phases end and the final grades for the activity is visible to the student.

3.9   Quiz Feature

On logging into the Moodle account, the icon under the selected course below which the icon of the Quiz feature will be visible to you as shown in Figure 3.44. On clicking this icon, you will be able to attempt the quiz.

Figure 3.44: Icon for Quiz Feature

3.9.1 Quiz Type: Select Missing Words

You can click on 'Attempt quiz now' option and start with the quiz as shown in Figure 3.45.
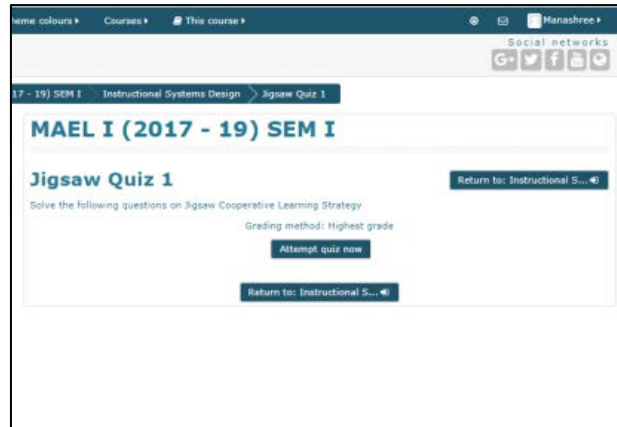
Figure 3.45: Starting a Select the Missing Word Quiz Activity

Following are set of statements where you will see a drop-down menu on the missing word box. The drop-down menu consists of the options for that particular question/statement. You can click on this menu and choose the correct option.

Once all the questions are attempted, click on 'Submit'. You will be provided with immediate feedback. For the correct response a green box with tick mark is visible and for the incorrect response a red box with wrong tick is visible as shown in Figure 3.46.
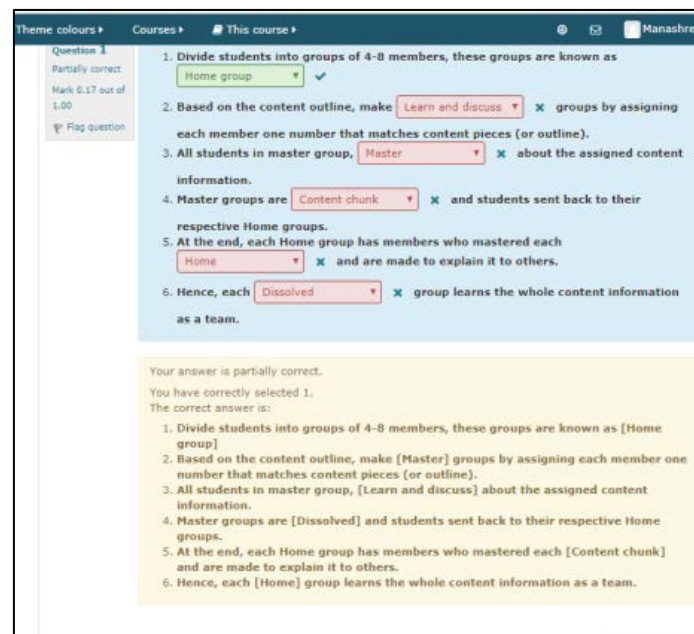
Figure 3.46: Correct and Incorrect Responses

On clicking 'Finish attempt', a general feedback with marks will be visible to you as shown in Figure 3.47.
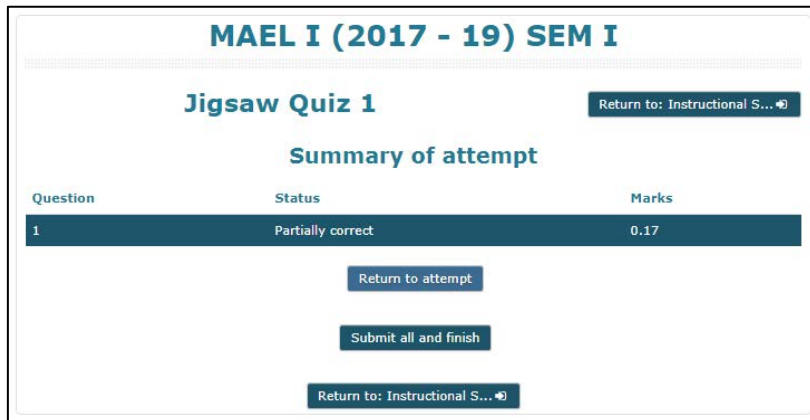
Figure 3.47: Feedback after attempting a Quiz Question

Since the answer is felt as partially correct, 17% of score 1 is allotted. There were 6 fill-in-the blanks for 1 score, so 0.17 score is allotted for 1 correct answer, i.e. $1/6^{th}$ of score 1.

3.9.2 Quiz Type: MCQ and True/ False

Quiz Type will appear as shown below in Figure 3.48. To begin with MCQ type quiz and True/False type Quiz, click on 'Attempt quiz'.
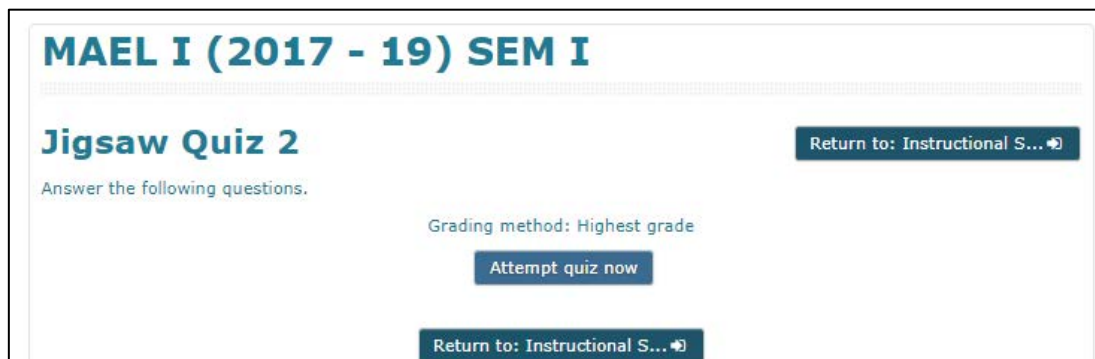
Figure 3.48: Starting a MCQ Type Quiz Activity

MCQ: MCQ is a question with multiple options. For an MCQ you will have to choose one correct option from a list of options and click on the 'Check' button as shown in Figure 3.49.
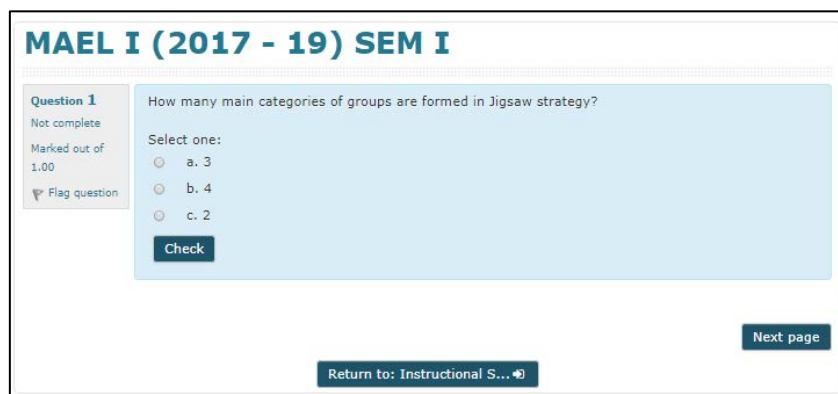
Figure 3.49: An MCQ Type Question Format

Figure 3.50 shows how the feedback screen appears after you select an answer. A corrective feedback is also provided to you. To move on with the quiz, click on 'Next page' option.
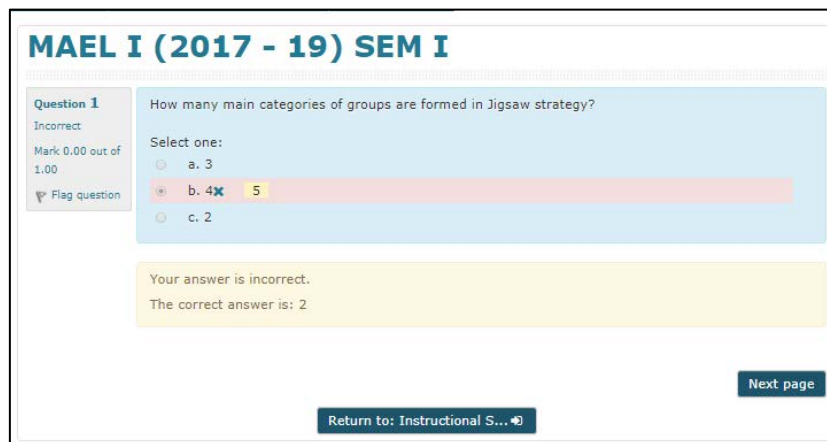
Figure 3.50: Feedback for MCQ Type Question

True/ False- Similarly, for True/False quiz, you receive corrective feedback on selecting an option as shown in Figure 3.51.
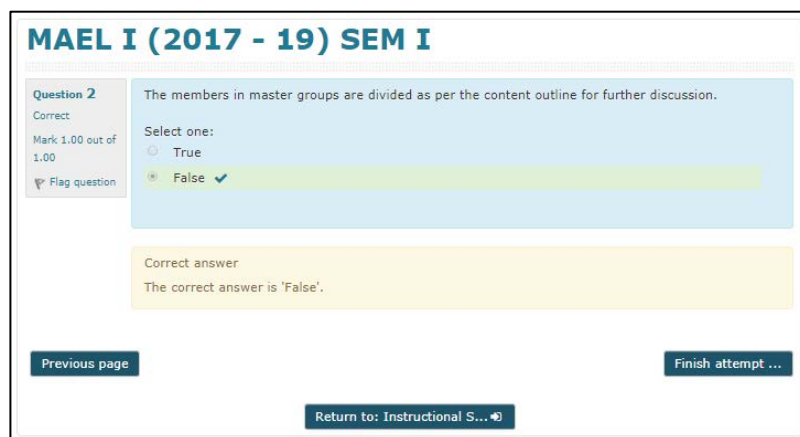
Figure 3.51: True/False Type Quiz Question along with Feedback

Once you attempt the entire quiz, a 'Summary of attempt' appears, wherein a general feedback with marks is also visible as shown in Figure 3.52.
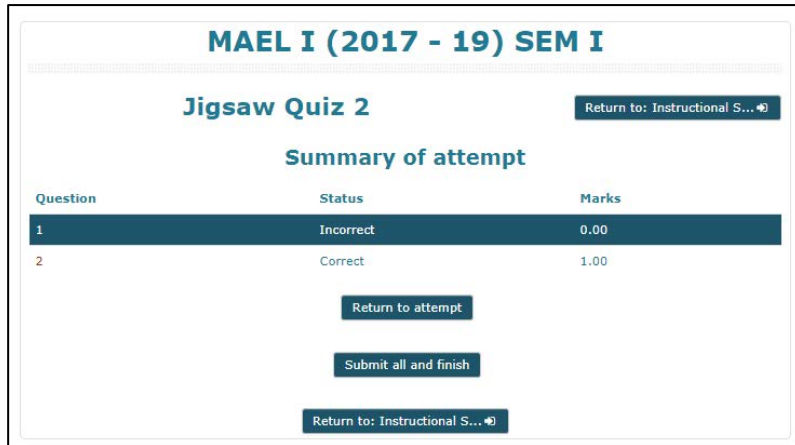
Figure 3.52: Summary of Attempt for Quiz Activity

3.9.3 Quiz Type: Drag and Drop Image

In this Quiz type, an image and text boxes are visible. You need to drag and drop the correct text box on the image as shown in Figure 3.53.

Figure 3.53: Drag and Drop Quiz Activity

After attempting both the questions, click on 'Submit all and finish' to receive the feedback as shown in Figure 3.54.
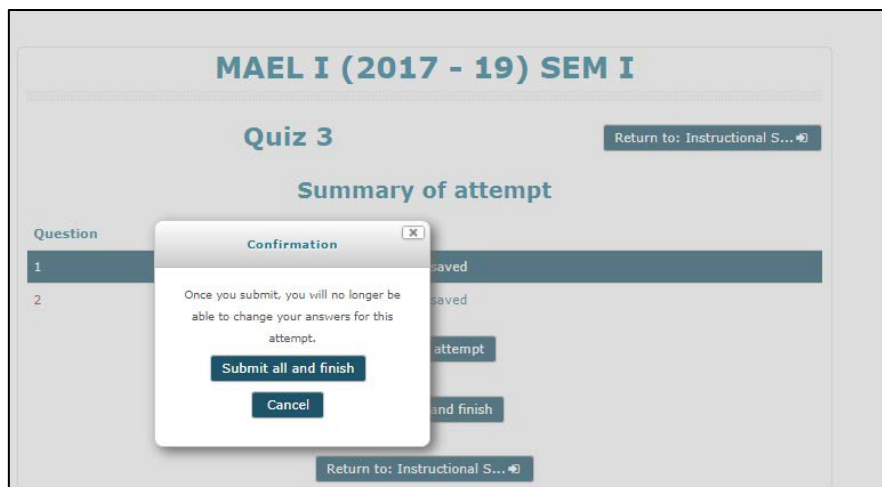
Figure 3.54: Final Step to submit all Answers to receive Feedback

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In this type of quiz, a general feedback with marks/grades is visible as shown in Figure 3.55.
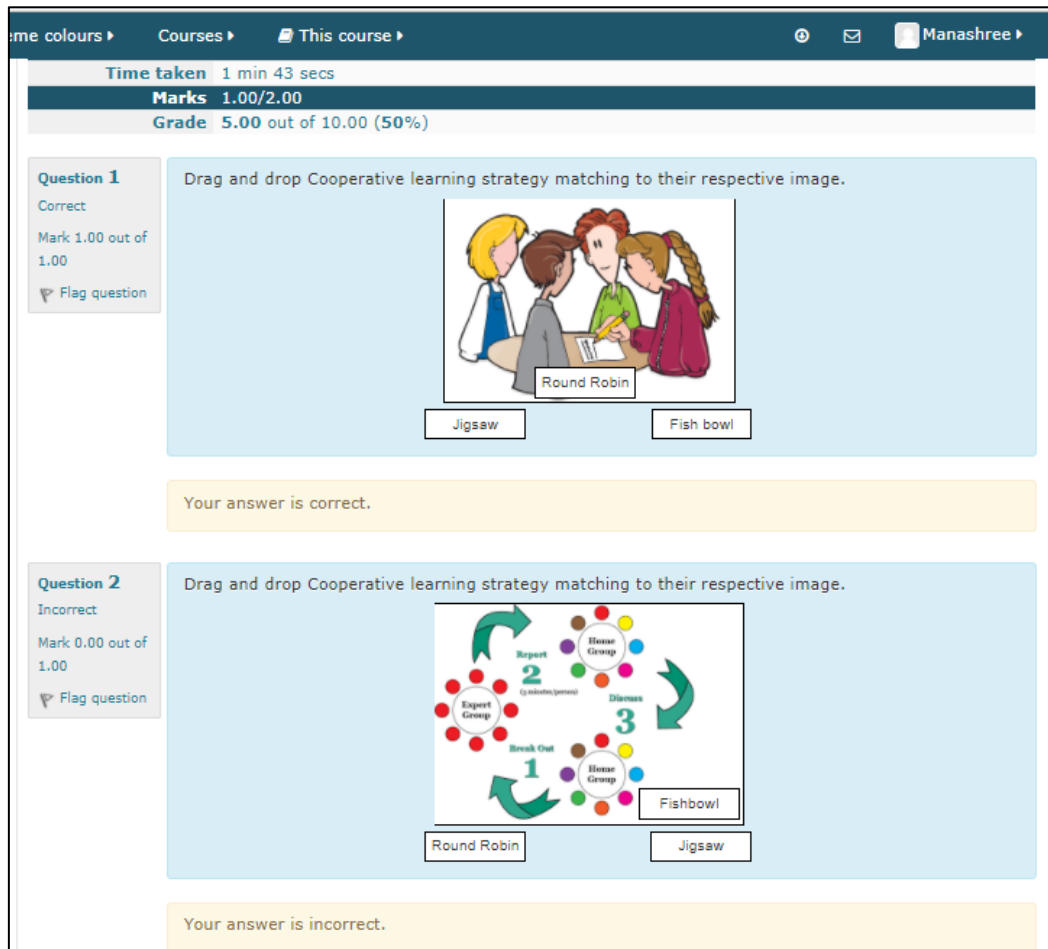
Figure 3.55: General Feedback with Marks/Grades

During the course students take many quizzes, submit assignments and get feedback on the same. The marks achieved on all evaluation tools are shown in the LMS as a consolidated manner. Please refer to Figure 3.56 for consolidated grades with inclusion of grades for 'OER assignment'.

Figure 3.56: Consolidated Grades and general feedback

You can see all your grades by clicking n 'Grades' in the left panel. Most importantly, no other learner is able to view your grades or feedback. Your teachers may not get sufficient time in the classroom to give individual feedback, but you can get individualised, detailed feedback and can also see your progress through Moodle assignments and grades. 'Workshop' module gives you all opportunity to go through each other's assignments and objectively assess those. Moreover, it saves so many papers you might have used for submission. Also, your assignments are retained with you forever since these are in typed form.

Don't you think the Moodle has fantastic features for you? The life is simpler, and learning-assessment is more effective!

3.10 Conclusion

Chapter 3 discussed in detail the working of MOODLE - a Learning Management System (LMS). Here the platform helped in interaction between the learners and the instructors. There are many more platforms which can be used in the teaching-learning process which come under the broad category of Social Media. The next chapter discusses about social media, its types, and its role in the teaching-learning process.

Chapter IV: Social Media for Learning

4.1   Social Media

As the name suggests 'Social Media' are technology-based online platforms which help us to connect to the society; society made up of scholars, teachers, experts, professionals and learners like you. It helps us to create and share information on a network. To a learner, this means access to a lot of information and getting quick answers to most of his/her questions. All you need to do is post your questions on discussion forums or read the responses given by others to the question similar to yours. Remember, it is a platform to create knowledge, the responsibility of which lies with us all. Some examples of social media are Facebook, Twitter, Instagram, Skype, Pinterest, Wordpress, Blogger, wikis etc.

4.2   Role of Social Media in Learning

In today's world you will hardly find anybody who is not a member of some or the other social media. Knowingly or unknowingly we all use these platforms for learning. Think about the last time you used some of these to learn something. It can be as simple as watching a YouTube video to learn a new recipe. Social media is increasingly being used for study purposes too. One reason might be that it allows us to personalise the way we experience and interact with the web. It plays a vital role in centralizing the collective knowledge. It helps to organise the course information which can be accessible to everyone. Take this example – 'Missed a class? You can go to your study circle, be it a wiki, discussion forum or a blog and understand the concept missed by asking your doubts to your peers.' It also helps to identify additional content and thereby reinforces the core idea learnt. For example, you will never forget a concept if you watch a video related to it or discuss the doubts with your peers.

In this chapter we shall discuss four major Social media platforms as well as understand the dos and don'ts while using these.

- Blogs
- Discussion Forum
- Social Bookmarking
- Social Networking

We shall take into account Format, Language, Content of posts, Visuals and Response and also Dos and Don'ts for using each of the social media.

4.3   Blogs and Discussion Forums

Blogs can be considered as our own diaries or else our presentation and discussion platforms. We present, share information, views, reflect or else opine about an issue/topic on the blog. Readers may comment, opine, contribute to our posts. Blogs, thus, many a times, take a form of

discussion platform. On the other hand, discussion forums are meant for systematic, continuous discussion on a topic initiated by a person. Teachers can use blogs and discussion forums for you as learning activities done in groups. Let us see how we, as learners, should use blogs and forums effectively.

4.3.1 Blogs

In the early days, blogging involved a personal web log. It was just like an online diary in which a person would write about their day. From the words 'Web Log', came the term "Blog". It is a place to share your thoughts, passions, views, opinions. Many people are confused between a blog and a website. Features of a blog which makes it different from a website are:

- Blogs are updated frequently. Blogs have new content added several times of the day/week/month.
- Blog is a medium of a two-way communication. They give an opportunity to readers to comment and have a discussion with the blogger as well as fellow readers. (It is necessary to mention here that now-a-days some websites offer online chat facility to make the site more customer-friendly.)
- Blogs can be maintained collaboratively between you and your friends, peers. In collaborative blogs, two or more authors are equally responsible for posting.

Few free blogging sites on which you can create your blog are: Blogger, WordPress, tumblr etc.

Please refer to Figure 4.1 for personal blog.
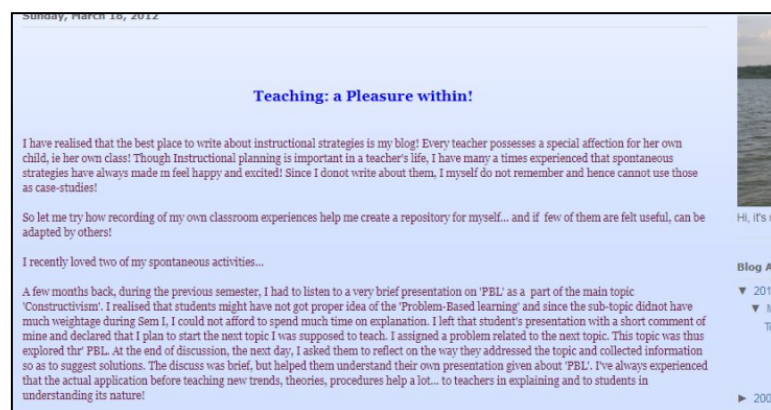
Figure 4.1 Personal Blog

Use of Blogs in Learning

Blogs provide an opportunity for contacts to be made and discussions to be struck between the Instructor and the learner as well as with the fellow learners. Instructors may post a pre-read for the class on his/her blog and have learners read and comment on the same. They can use a blog to publish instructional material, class schedule, and assignments to be accessible for everyone. It is also a great platform to respond to the

questions that are not adequately covered during the class. It gives all the learners a chance to discuss such questions and doubts. Blog is very useful for collaborative group assignments as it is accessible to all group members and each member can contribute to the assignment even from their home. (it is an asynchronous tool) Submitting an assignment on the blog gives the advantage over a paper assignment as it allows learners to include multimedia (Please refer to Figure 4.2). By giving an open access to the thoughts of other learners, blogs help you get a new perspective and understanding of the topic or an assignment.
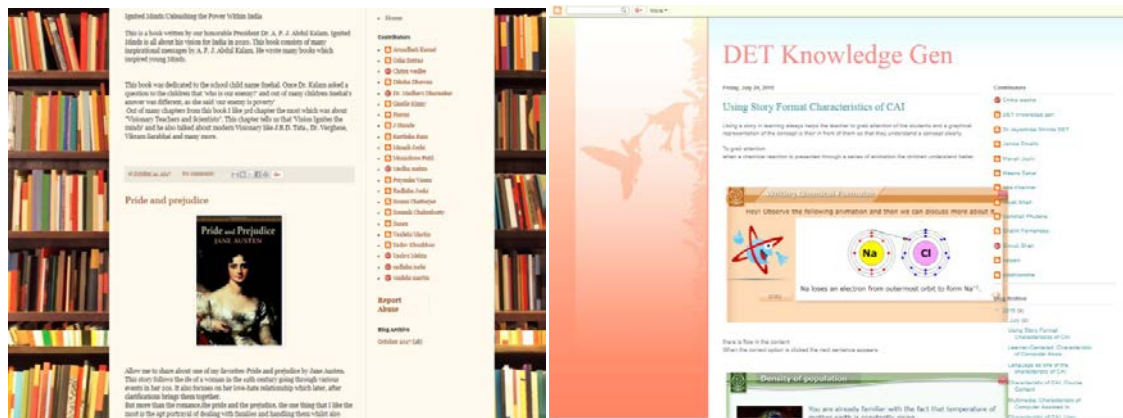
Figure 4.2 Learners' collaborative Blogs

Sometimes, all learners can create their own blogs and teacher can link them to course blog (linklist). Also Blog provides various tools such as list of other blogs you wish to refer to, a shelf showing the books on the subject you are reading or have read, or news on the topics etc.

4.3.2 Discussion Forum

Discussion forum is a virtual place to discuss, converse and share information on a specific topic of a common interest or for specific user group around a specific piece of work. They are typically asynchronous, meaning participants don't have to be online at the same time.

Discussion forum can be created either by using a few forum tools or else as a facility provided by larger platforms. For example, Google groups, Yahoo groups are a few platforms which have discussion forum feature in-built in it. Moodle also has discussion forum facility. You have already seen how to use discussion forum of Moodle in chapter III.

Figure 4.3 presents screenshots of Google group discussion forums created and maintained by learners.
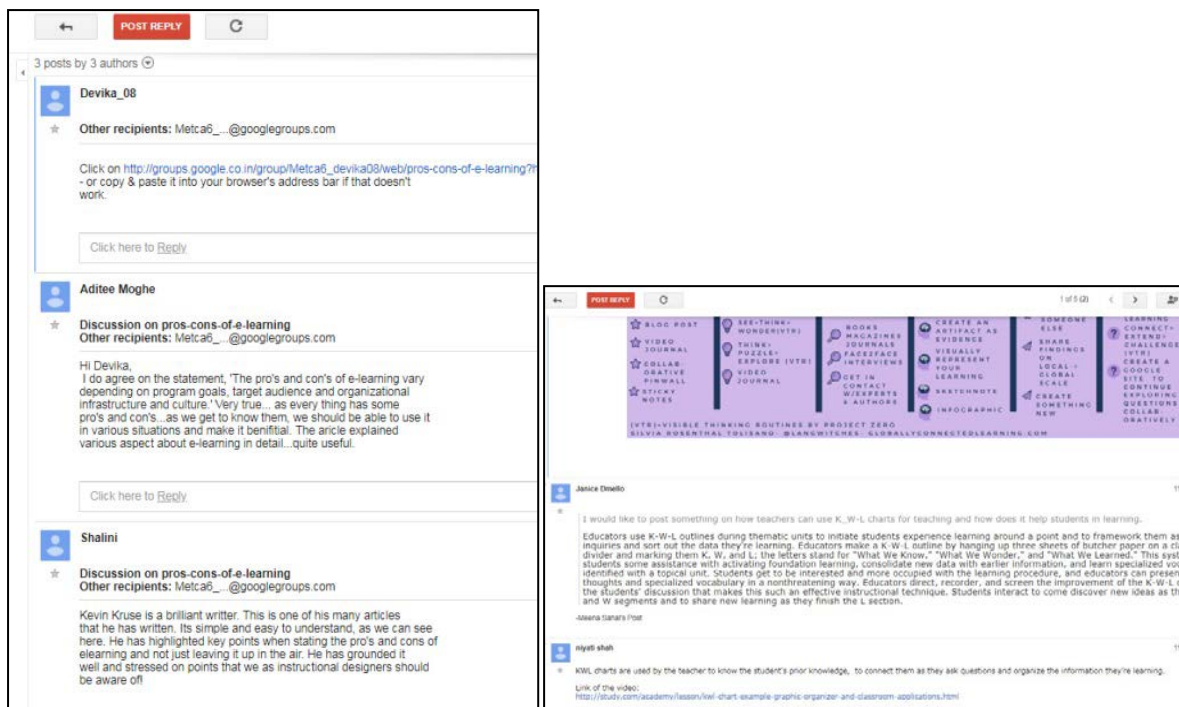
Figure 4.3 Learners' Discussion forums

Use of Discussion Forum in Learning

Discussion forum is apt to use when you need to know the views of all the members of a particular group on a particular topic. It helps in the development of analytical skills in learners. It gives you a complete flexibility as it is available 24*7. You can log in as per your convenience and participate in the discussion. This feature of discussion forum gives you enough time to reflect on your thoughts and ideas as well as the ideas of others. As a learner, you may initiate a discussion on your assignment with your group peers to discuss the assignment in general or to discuss a doubt in a particular topic learnt in the class or simply to know the views of others on a topic. For example, an instructor may post a case study on a discussion forum and check the understanding of a concept taught earlier. He/she may also give assignment on a discussion forum where in you will have to collaboratively create a learning resource. Effective discussions on the forum topics help learners in developing critical thinking abilities. To respond to the questions/comments on the forum, the learner learns to organise his/her thoughts through an analysis and a synthesis of the posts read.

4.3.3 Dos and Don'ts of Using Blogs and Discussion Forums

Though Blogs and Discussion forum are useful to the learners, one needs to be cautious while using them**.** You need to be careful about following aspects while using both Blog and Discussion Forum:
   a.   Format,
   b.   Language,
   c.   Content of posts,
   d.   Visuals and
   e.   Response

Let us discuss these aspects and also understand Do's and Dont's related to them

A. Formats

One need to first understand features of Blogs and forums. Learners using blogs and forums are themselves generators of knowledge. Learn t use these formats as knowledge generation formats and do not merely read posts passively.

Dos:

- Read blogs and discussion forums of experts in your subject. Try to understand what blogging is and how blogging is done. Also see how people discuss academic issues on a discussion forum.
- See what type of blog your instructor has planned to initiate. If it is an individual blog of your own, then you may invite your instructor and other peers to comment on your blog posts. You will be the sole responsible person to add authentic and informative posts.
- If collaborative blogging activity is planned, you need to add other suggested peers as collaborators/authors. Responsibility of adding content is to be collaboratively shared.
- If a discussion forum activity is posted, read the instructions carefully. Post exactly what is expected from you. See how many posts are expected and stick to the guidelines. If only one post is expected, be comprehensive. If more than one post is suggested, be in a loop and post at appropriate times adding more content, viewpoint or comments on others' posts.

Don'ts:

- Do not forget to invite your peers as per guidelines provided by the instructor.
- Do not make your blog public till such guidelines are not received by your instructor.
- Avoid putting responsibility of adding content on your peers' shoulder in collaborative blogs.

B. Language

Though forums and blogs are maintained within friends, peers, one needs to maintain protocols of using language while learning through such discussions.

Dos:
- Write in simple language. Make short sentences.
- Use conversational tone. Write as you talk in academic discussions with your friends in the class.
- Refer to what your friends have written in their posts - if it is relevant to your post or if they are collaborators in one blog.
- Keep the length of a single post short enough to be read in one 'go'.

Don'ts:

- Do not copy sentences from books and resources.
- Do not use a lot of technical language or jargon if not needed. Make sure what you write can be understood by your peers.
- Do not use unethical, abusive language or language that offends religious sentiments.
- Avoid use of unconventional, unpopular short-forms in your posts.

C. Content of Posts

As mentioned above, you as learners are creators of knowledge and hence you are responsible for all you write.

Dos:

- Be authentic and honest. Write what you yourself understand, mean and believe in. Blog-posts should reflect your views and your understanding.
- Be focused. Decide topic of your post and stick to it. Whenever you begin with the next message, change the paragraph.
- Read the post once you finish writing. Be logical in your writing.
- If you plan to use any content from an external resource, provide the source. Add reference links within your posts so that readers can visit the source.

Don'ts:

- Do not copy-paste from any source. This is plagiarism. Try to understand the content and write in your own words.
- Do not mix many different messages in one post.

D. Visuals

As text is an integral part of posts, you can make ample use of visuals. Be careful while using visuals. Understand strengths of visuals but be responsible while using them.

Dos:

- Use graphics to add value to your posts. You can use cartoons, photos, diagrams, clip-arts relevant to your content.
- You may create a small concept-map, flow-chart of your own content and add it. On blog you can upload it with text. But on Discussion forum you need to attach the file. Pl check and correct.
- You may add small clip-arts for adding visual richness.
- Add appropriate credits after checking attribution of the visuals.

- If a visual is copyrighted, but an important one; seek permission to add it in your blog.
- Add links to animation or video to show processes and procedures. That will help simplify and visualize your message.

Don'ts:

- Avoid irrelevant clip-arts or graphics.
- Do not post vulgar visuals in any case.
- Do not use any copy-righted visual without permission.

E. Responses

Being co-creator means being active, being responsive. Participate actively and you will truly enjoy the 'learning' process against passive listening to lectures.

Dos:

- Be responsive and interactive. Request for comments on your posts.
- If someone comments or adds to your blog-post, immediately respond to that. Thank if anyone has appreciated and appreciate if anyone has added more information.
- Be polite while responding if someone has disagreed with your content. Admit if the person is correct and logical. If not, present your viewpoint assertively.
- If you are visiting your friend's or your peer's blog, read the post carefully. Appreciate the post and add more information to it. If you disagree or have any another information, present it politely.
- Logical and polite arguments always gain attention and respect.

Don'ts:

- Do not remain unresponsive once you receive responses to your posts. Keep track of responses on your blog.
- Do not attack or argue in an impolite manner if anyone comments negatively.
- Avoid aggressive language while responding to the post of your peers even if you disagree.

4.4   Social Bookmarking

Social bookmarking is nothing but making bookmarks available on a social network. It is a way people store, manage, organize, search 'bookmarks' of web pages. Users save links to web pages that they like or want to share using a social bookmarking site. These bookmarks are usually public and can be viewed by other members of the site. As compared to local bookmarking, it helps to store large amount of data and also helps in sharing resources. e.g. Diigo.
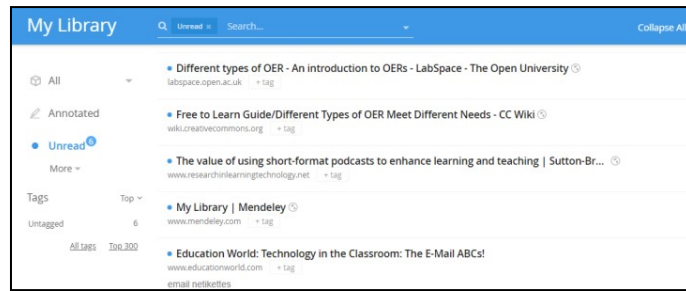
Figure 4.4 Diigo: Social bookmarking tool

Use of Social Bookmarking in Learning

Social bookmarking has few distinct advantages which makes them a good tool for learning. The bookmarks, that you or other users of this site save, can be available on any computer at any time and can be easily searched. These websites allow users to write a note for the bookmarked site. It is very beneficial for large websites or for the websites saved for a particular purpose.
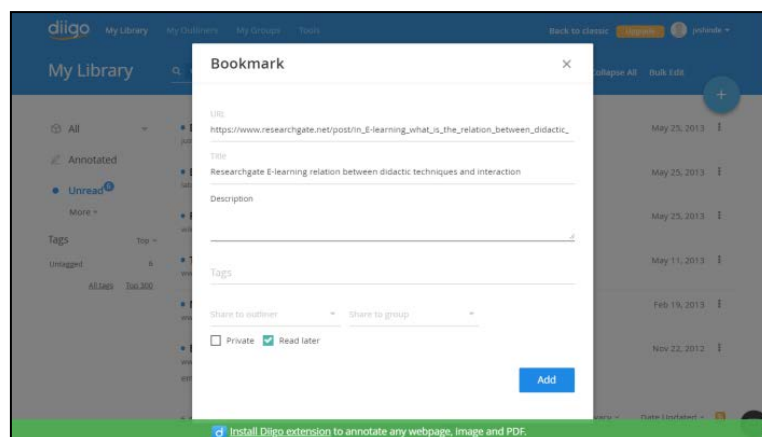
Figure 4.5 Bookmarking for further reading

You can create groups within Diigo and share your bookmark with group-members. Use of these enhances and improves the learning experience by encouraging group collaboration. It helps in organising and saving web resources faster and easier for learners. Learners can keep their accounts private or grouped to make sharing simple. Some of the social bookmarking sites like Diigo allow educators to even highlight information within text and images. Please refer to Figure 4.6
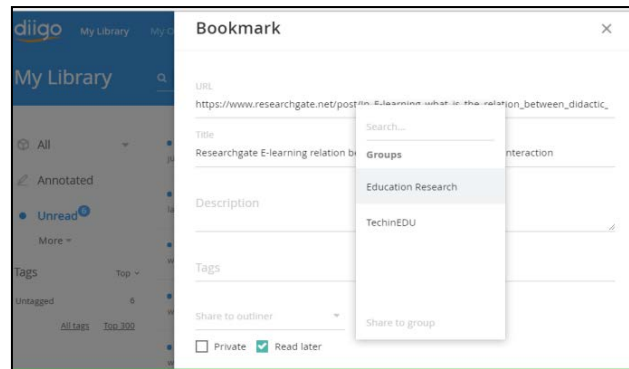
Figure 4.6 Sharing Bookmark with groups

It also has annotating tools like floating stick notes, and the comment option. This helps the instructor to organise learners' work and also give feedback to both individuals and groups.

4.5   Social Networking

Social networking is the use of technology to bring people together, connect them, and enable them to collaborate with each other. It helps to bring people together to share ideas and interests or to make friends by forming virtual communities. Social networking sites such as Linked In, Facebook may allow users to post comments, pictures, send messages, build web content or take part in live chats.

Use of Social Networking in Learning

Many researchers have found that social networking has a great impact on educational growth for learners. Use of social networking sites would be beneficial for both instructors as well as learners. It helps improve communication and technology skills. It also gives the exposure to the diverse views and increases the engagement of learning. It also improves accessibility to the resources, and gives opportunity to collaborate with peers as well as instructors and other fellow learners.

Several educators and experts of other fields are using social networking sites for serious academic discussions. Figure 4.7 presents such one post and discussion thereafter.

Figure 4.7 Social networking site for academic discussion
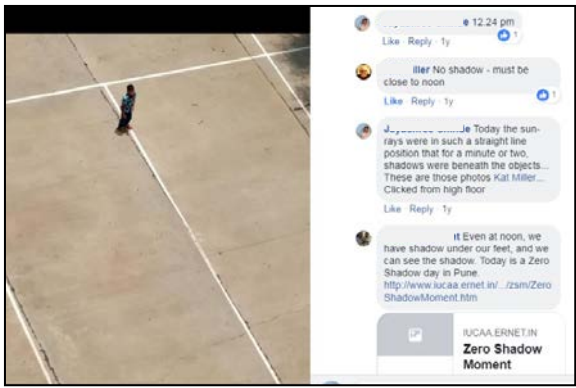
Figure 4.7 Sharing scientifically significant event

4.6.1 Dos and Don'ts of using Social Networking

While using social networking sites, you need be alert and follow some protocols, precautions.

Format

Dos:

- Invite other peers to your network.
- Use privacy settings to limit onlookers.
- Follow password recommendations while setting a password.

Don'ts:

- Do not accept friend requests of a complete stranger.
- Do not rely 100% on privacy settings. Hence, you yourself do a thorough check of the information and the content that go in public.

Language

Dos:

- Use simple language with no ambiguity. Make short sentences.

Don'ts:

- Do not use abusive language.
- Do not use unconventional short forms.
- Do not copy content and post as yours.

Content of Posts

Dos:

- Create positive content.
- Post links to interesting and relevant stories. Learn to be precise. Micro-blogging sites such as Twitter will allow you to write only in a few words, so learn to write brief and concise. Share informative and interesting posts from people you follow.
- Make your online presence known by being interactive.
- If social media based learning activity is planned, give justice to the activity by being sincere participant.

Don'ts:

- Do not just post what you are eating etc., share relevant articles, images, links, videos, etc.
- Do not post confidential information.
- Do not share any information which reveals your personal details such as residential address, contact number, destination restaurants, etc.

- Though social media, whenever being used for learning; do not disturb the process of learning by adding irrelevant posts. e.g. do not add greetings, irrelevant forwards or jokes in the learning threads or learning groups.

Visuals

Dos:

- Post visuals that complement the content posted or shared.
- If a visual is a diagram or a technical drawing, give due credit to the creator of the visual.

Don'ts:

- Don't post questionable photos of yourself or of anybody else on internet.
- Don't add anybody's photo without taking consent of that person.

Responses

Dos:

- Be active in discussions.
- Comment and respond where necessary.
- Give constructive feedback.
- Be polite yet assertive.

Don'ts:

- Do not respond to posts in anger.
- Do not use words that may hurt someone.

4.6   Conclusion

The amount of time people spend on social media is constantly increasing. Teens now spend up to nine hours a day on social platforms, while 30% of all time spent online is now allocated to social media interaction. (Asano, 2017). It is therefore imperative that we use social media judiciously while balancing the time available to us.

It is true that social media help in many ways than one, especially in creating and contributing to Learning Communities, but it may also create addiction. The real-life experiences of interactions, sharing as well as togetherness are important as well. Making maximum use of social media without sacrificing personal contact is a real trick. Best wishes!

Chapter V: Using Library Resources

5.1 SNDT Women's University Library System

The SNDT Women's University Library system comprises of three libraries and a children's library at the Juhu Campus, Mumbai. The Main Library of the university is located at the Head Quarters of the university at Maharshi Karve Vidyavihar, Churchgate, Mumbai and two Branch Libraries at Maharshi Karve Vidyavihar, Pune Campus and Sir Vithaldas Thackersey Vidyavihar, Juhu Campus. The library system caters to the reading and information needs of the faculty, research scholars, guests from other institutions and all the university students. Affiliated college faculties and students also get access to library facilities and databases specially purchased for them.

The collection of resources in the Bharat Ratna Maharshi Karve Main Library, our Central Library, is particularly strong in the Social Sciences, Women's Studies, Arts, Literature, Nursing, Education and Library & Information Science. The Bharat Ratna Maharshi Karve Pune Branch Library has a rich and varied collection of material in Home Science, Education, Geography and Marathi, while the Bharat Ratna Maharshi Karve Juhu Branch Library's special strengths are its collection in Food Science & Nutrition, Human Development, Computer Sciences, Family Resource Management, Special Education, Technology, Apparel Manufacture & Design etc.

Apart from these university libraries, each department and institution/college on campuses have their own collection of books, journals, but in much smaller size.

The unique facility of JGM Smarak Trust's Children's Library and Material Research Centre within the Bharat Ratna Maharshi Karve Branch Library, Juhu is set up to serve as a Laboratory for students of Child Development and Special Education. It aims to promote reading among children and to examine the role of books and reading in the development of children. Resources at the children's library include children's books, a picture collection, CD/DVDs, cassettes and charts. Current reading, lending, reference and storytelling services are provided. Annual summer activities aimed at developing creative and enquiry skill among children are organised.

5.2 Types of Library Resources in SNDTWU Library

University Libraries have myriad resources like books, e-books, journals, e-journals, theses and dissertations, e-databases, AV material, annual reports, reprints, broachers, clippings etc. The University Library provides services to students and faculty of the affiliated colleges too. There are more than 4 lakh books in these libraries. The libraries also offer consortia access to IEEE journals through INDEST at Bharat Ratna Maharshi Karve branch library, Juhu (provided by AICTE) and other databases like JSTOR, JCCC, Emerald Library Science, etc. through INFONET project of INFLIBNET.

Besides textbooks in each subject, SNDTWU Library also makes following resources available:

5.2.1 Reference Books

General
- Dictionaries e.g. Oxford, Cambridge, Chambers etc.
- Dictionaries in vernacular language e.g. Hindi, Marathi, Gujarati, and
- Sanskrit also are available
- Encyclopedias - Britannica, Americana etc.
- Directories
- Yearbooks - Manorama Year Book, India: a reference annual, Tata Statistical Yearbook etc.

Subject Reference Sources
- Encyclopedia – On Banking, Finance, Agriculture, Economics, etc.
- Dictionaries - Management, Economics, Computer Science, Law, Marketing, etc.

General Books
- Fiction, Biography, Travelogue, Non-fiction, Personality development, etc.

Subject Related Books
- Psychology, Sociology, History, Visual Arts, Statistics, etc.
- Government Reports, Institutional Publications, Amendments acts and bills.

5.2.2 e-resources

e-resources are electronic resources which can be accessed through libraries, digital libraries, consortia, institutional repositories, web OPACs and online using the internet. SNDTWU Library subscribes to electronic resources to support the academic/educational and research needs of students, faculty and administrative and non-teaching staff of the university. It tries to provide seamless access to all authorized users on 24x7 basis, which includes -
- Search, copy, print, and download of resources,
- No restriction on the amount of download,
- No restriction on the amount of copying as long as it is not violating the Copyright act. It is necessary for the students to understand the implications of copyright act and plagiarism which is explained in Chapter 6 of this guide.

5.2.3 e-books

e-Books are books in electronic format. They are available in the library either on CD/DVDs, through username and password given by the library, or included in the databases. There are number of e-books which are freely available on internet through search engines like Google.

5.2.4 e-Journals

e-Journals are electronic journals available online in databases. They are publications in electronic format which are periodical in nature.

5.2.5 Databases

A database is a collection of organized information so that it can easily be accessed, managed and updated. Contents of a database may include bibliographic, full text, numeric data and images (photos, maps, graphs, diagrams). Books, articles, book reviews, research reports, theses and dissertations may also be included in these databases.

Each database has its own search interface and capabilities. Yet, many of the basic search concepts and features are similar, like

- Keyword Search looks for the keyword anywhere in the record. it allows you to search by giving the name of the author, title or subject
- Free text Search allows you to search by any word within the whole text
- Concept search is about meaning and not about words like keyword search
- Boolean Search allows you to limit, widen, or define your search using Boolean logic. Databases offer you an opportunity to do Boolean searching, Here the search can be done combining words and phrases using the words AND, OR, NOT and NEAR, which are also called the Boolean operators)

Use of Boolean logic

To perform an effective keyword search, you need to know and design your own search strategy. Start breaking down your research question into its main topics. These should be concepts and not words. This is because concept search is more effective in research.

Boolean operators (AND, OR and NOT) allow you to combine search terms in different combinations.

They allow you to limit the search by
- Type of document
- Date of publication
- Language
- Peer–reviewed journal articles etc.

You can narrow or expand your search by using Boolean logic. Databases often show Boolean operators as buttons or drop-down menus that you can click to combine your search terms or results.

Boolean operator 'AND' is used to combine different concepts to make your results more relevant. Boolean operator 'NOT' is used to exclude the search term e.g. 'women NOT ladies' will exclude all resources which uses the term ladies. Boolean operator 'OR' increases the number of results you retrieve and is usually used to combine synonyms to make your results more comprehensive.

Following examples of two research topics will demonstrate the use of these operators -

Topic 1 - 'e-learning in India',
- 'e-learning' and 'India'
- 'e-learning' and 'academic communities'
- 'e-learning' and 'academic communities' not 'social communities'

Topic 2 – Sustainability in Green Institutions
- 'Sustainability' and 'Green Institutions'
- 'Green Institutions' or 'Eco-friendly institutions'

Your search will be effective using the Boolean operators. Hence, it is highly recommended.

5.2.6 Theses

Soft copies (CDs) received with each Ph.D. thesis are uploaded on Shodhganga. ShodhaGangotri is a repository of Indian Research in progress. Both Shodhganga and ShodhaGangotri are maintained by INFLIBNET. Students can get access to the texts of the theses from 2009 onwards from the following link:
http://shodhganga.inflibnet.ac.in/ and http://shodhgangotri.inflibnet.ac.in/

Physical CDs are processed by adding theses accession number on the CD and as an accompanying material to theses. These CDs are available at the circulation counter for reference only.

5.3 Accessing Digital Library Resources at SNDTWU Library

The libraries maintain a computerized catalogue using SLIM21 library automation software. The catalogue is called SULOC. All the items viz. books, theses/dissertations, audio-visual material, maps, except resources and annual reports are catalogued in the SULOC database. Each entry carries the description of the book such as Author, Title, Publisher, Place of Publication, Date of Publication, Pagination, Call number, Accession number, ISBN, selected contents page etc. Book cover (if available) for each book is attached to the entry.

SULOC is an online catalogue and a key to the entire library system. Information and Communication Technologies have opened up unforeseen opportunities for university libraries. They include availability of e-resources in various formats, 24x7 access to these resources and possibility of innovative services. SNDT Women's University Library has tried to explore these opportunities. It included e-books, e-Journals in its collection and subscribing to electronic databases from 2010 onwards.

5.3.1 Online Access

Users are given access to the WebOPAC (SULOC) through
http://sndt.ac.in/university-library/ul-catalog.htm

Following search approaches are given to access WebOPAC:
- By Author
- By Title
- By Keywords
- By Class Number
- By Accession Number
- By Any other field

To limit the search, users can filter the queries by year of publication, language of the item, item type etc. Basic and Advanced Search, are the two approaches provided for search.

SULOC is accessible throughout the Library LAN, as well as through Library webpage. (http://sndt.ac.in/university-library/ul-catalog.htm)

5.3.2 New Additions List

You can also get access to freshly added material in the library through list of additions till the material is processed in the library.

The University Library brings out a List of Additions, every quarter. This includes books and materials acquired from all three campuses. From the Central Library, not included in the list are multiple copies of textbooks, theses and dissertations, bound volumes of periodicals. The records are generated from the catalogue (SULOC). Soft copies (pdf files) are available in the Branch Libraries.

Resources are arranged in the following ways in the 3 libraries of SNDT Women's University:

Central Library: Bharat Ratna Maharshi Karve Library
- Books (English and Indian Languages in one sequence) are arranged according to call number.

Bharat Ratna Maharshi Karve Branch Library, Pune
- Books (English and Indian Languages in one sequence) are arranged according to call number.
- Bound Volumes are arranged alphabetically by title of the journal.

Bharat Ratna Maharshi Karve Branch Library, Juhu
- General Books (English and Indian Languages in one sequence) are arranged according to call number.
- Reference Books are arranged according to call number.

5.3.3 Databases

Apart from having e-books and e-Journals in its collection SNDTWU Libraries have been subscribing to electronic databases from 2010 onwards. These are databases in subjects like Sociology, Psychology, Library and Information Science, mass media and communication, Economics, Law, Education, Nursing, Pharmacy, Computer Science, Engineering and Political Science. Students should request for the usernames and passwords for the access of these databases. Following are the databases which give access to 550 journals, 13 online databases giving access to 15000 journals:

1.   PsycARTICLES
2.   Communication & Mass Media Complete
3.   Social Sciences Full Text (H.W. Wilson)
4.   Library & Information Science Source
5.   eBook Collection (EBSCOhost)
6.   GreenFILE
7.   Library Information Science & Technology Abstracts
8.   Indiastat.com
9.   Epw-rf time series
10. Proquest Databases (incl. Theses & Dissertations)

5.4 Conclusion

Thus, through chapter 5, we got an insight into the SNDT Women's University Library systems located in Mumbai and Pune campuses in Maharashtra. There is a constant effort put in by the library management to make available the resources in a seamless and in a most efficient manner to both its staff and its users. Learners use library resources in their day-to-day learning and assessments. But it is important to know how to use the resources in the correct manner. The next Chapter 6will introduce learners to the concept of plagiarism. Plagiarism means presenting another person's work as your own without giving credit to its rightful owner.

Chapter VI: Plagiarism

6.1   What is Plagiarism?

According to Encyclopaedia Britannica (2017), plagiarism is the act of stealing someone else's work, specifically writing, and passing it off as one's own.

Plagiarism refers to the use or close imitation of another author's ideas, thoughts or expressions as a representation of one's original work (Wikipedia, n.d.b).

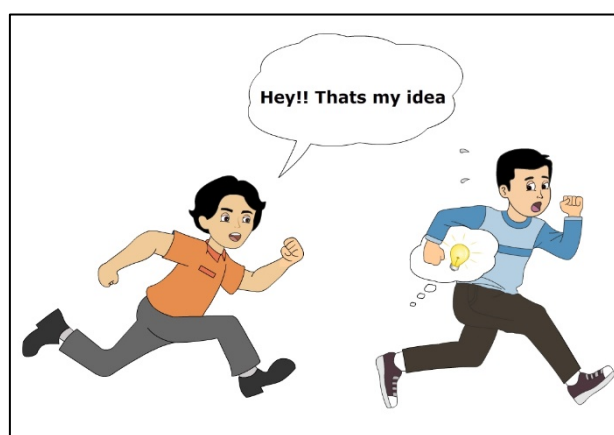Figure 6.1 is a graphical illustration of Plagiarism.

Figure 6.1 Plagiarism: an intellectual theft?

In the industrial sector and academics, plagiarism is an ethical offence. Plagiarism is not the same as copyright or intellectual property right (IPR) infringement, although these concepts do considerably overlap (Wikipedia, n.d.). Plagiarism is related to the uncredited use of another author's work, or the use of another's work with claims of false ownership.

Plagiarism can be intentional or unintentional. A person may choose to deliberately copy someone else's work, either word-for-word or by paraphrasing the ideas and concepts. Unintentional plagiarism, on the other hand, is the result of negligence in citations, incorrect or inadequate citations (Vannest, 2016).

However, irrespective of the nature of plagiarism- intentional or unintentional- the person would face the consequences according to the legal framework of the institute, the corporation or in some cases, the state law.

From a student's point of view, we may use other authors' works for many purposes. It may be used to apply a model or a theory to analyze contents, to criticize other authors' views or to summarize other author's opinions. As students, you may use it to refer/quote in our assignments, research, projects, presentations etc. Following statements show plagiarism related actions:

- Lifting ideas, words, illustrations, tables, computer code, media or expressions and using as one's own, without acknowledging the source.
- Intentionally giving incorrect source of quotation
- Copying sentence structure by changing/modifying words/phrases
- Using content/ideas from a source such that it forms a major chunk of a student's work, whether credit is given or not

6.2   Ways of Plagiarism

There are two ways of plagiarism:

- **Intentional** – When the student/researcher passes off another author's work such as pre-written papers from the Internet or other sources and also cut and paste from more than one source to create their own work without quoting or giving credit.

- **Unintentional** -When the student/researcher does poor paraphrasing i.e., changing a few words without changing the sentence structure of the original work, or changing the sentence structure but not the words and also when students cite quotes wrongly.

6.3   Types of Plagiarism

Plagiarism can be done by anybody, a researcher, writer, a student, a teacher, here we have given an example of a student getting involved in plagiarism.

- **Word Switch:** Student first copy-pastes the content and then modifies or rearranges some important words to cover-up copying the original content and does not give credit to the authors
- **Sentence Rearrangement:** Student rearranges clauses in a sentence or paragraph to cover up the plagiarism and does not give credit to the authors
- **Ghost-writing:** Another student writes on your behalf without acknowledging the source
- **Patchwork or Copy-paste:** Student uses text from various sources is used and does not give credit to the authors
- **Complete:** Student copies the complete work of another author word-to-word without crediting the original author
- **Near-Complete:** Student copies substantial portion of the original text without acknowledging the author
- **Self-Plagiarism:** Student republishes his/her work in its entirety or reuses portions of a previously written text while authoring a new work
- **Organisational Plagiarism:** Student lifts the outline of another author's paper while writing his/her own paper without acknowledging the original author
- **Style Plagiarism:** Student follows the style or the order in which a paper or a topic is presented by another author, in his/her own project, presentation etc., without acknowledging the author

- **Metaphor Plagiarism:** Student lifts a creative metaphor or comparison from another person's work and uses it as his/her own without giving due credit to the author. Sometimes the student may not use the exact words of the metaphor but may use the comparison.
- **Idea Plagiarism:** Student prepares a topic/paper based on an original idea already published/presented by another author, without acknowledging the author

6.4   Consequences of Plagiarism

- It is academically very unhealthy as it is academic and intellectual dishonesty.
- It is an insult to the academic institution where such cases happen, as it is theft of intellectual property
- It affects all students and hinders the growth of academic skills.
- It violates the copyright act which has serious legal consequences. Authors can sue the individual in the court of law and the individual may have to pay heavy penalty for infringing the copyright.

6.5   Punishment for Plagiarism

- **Academic**: Expulsion from the course and failure in exams
- **Institutional**: Blocking promotion or dismissal from the post
- **Legal**: Substantial fine and/or imprisonment
- **Ban by the Publisher**: Publisher banning the access for the institution because of one student's dishonesty

6.6   Avoiding Plagiarism

Given the seriousness of plagiarism and the severity attached to the consequences, it is important that any person takes utmost care to avoid such imitation, unintentional though it may be. Creating outlines, maintaining a record of the resources used, scrutinizing the sources of the resources and attribution are some important ways of avoiding plagiarism (Vannest, 2016).

In academic and professional writing, there are some basic rules that are followed to avoid plagiarism. When using the language of the source, it is important to quote in the exact same language and use quotation marks. The attribution to the original author is mandatory, even if the work has been paraphrased by the person referring to it. (MIT, n.d.a)

As mentioned earlier, as a student, you may use content from various sources to refer/quote in your assignments, projects, research, presentations etc. So, it is necessary that you correctly acknowledge/credit/quote the authors. It is always advisable to give the references from where you have obtained the content of other authors' works. This will fulfil the copyright obligation and also avoid plagiarism.

Following practices should be avoided by the students

- Using someone else's written idea, theory or opinion-to use material without crediting the source
- Using music, drawings, designs, dance, photography and other artistic or technical work created by someone else without recognizing and giving the credit to the creator
- Reproductions of tables, graphs or any other graphic element produced by someone else without mentioning the source

Unintentional plagiarism can be avoided simply by knowing what to cite. Any writer must ensure that they cite the following:

- Facts, figures or any other knowledge that is not considered common knowledge
- Ideas or theories that have been proposed or used in publications by other authors
- Books, chapters, magazine or newspaper articles, journals,and web-based resources
- Quotations (MIT, n.d.b).

6.7   Citations

One of the most important aspects of avoiding plagiarism is citing sources and crediting the original author.

Citing sources is advantageous because it helps readers to locate the original resources that were used by the writer. This not only helps the reader to better gauge the context of the work, it also helps them to build on knowledge using the work they are reading and its sources. It aids in the verification of results and refinement of research methods. This particular aspect of citations is of special significance in academic and professional worlds, where researches are built on one another.

Critically, citations help in providing evidence for the ideas being proposed in the work by creating a foundation. Citing also helps in improving the credibility of the document or research. (MIT, n.d.a)

When citing sources, an important precaution is checking the credibility of sources, by verifying their foundations and resources.

Given their criticality, what are citations? Citations are brief descriptions that help to identify and locate any source that has been referred to in any research.

There are different styles of citing sources, but all of these will contain some standard elements to track down these resources. These elements will include the author name(s), the title of the resource, the time and location of publication and other details that may be applicable to different types of resources (MIT, n.d.b).

The styles of citations have been developed as a standard that researchers and professionals across the world can use. Some examples of these styles are the American Psychological Association (APA) style, Modern Language Association (MLA) style, Harvard style of referencing and so on. A student can choose his/her style of referencing based on the content and other factors.

Thus, it is important to know that plagiarism is an unethical offence, and utmost care must be taken to avoid plagiarizing another author's work.

6.8   Plagiarism Detection Software

Most popularly used software are Urkund, Turnitin. They offer commercial plagiarism detection service. Anti-plagiarism, Duplichecker, Plagium, Viper are few free plagiarism detection software.

6.9   Conclusion

Thus, plagiarism in simple words is copy-pasting someone else's work without giving due credit to the original author which could be done intentionally or unintentionally. There are ways to avoid plagiarism, of which citations is an important part. Plagiarism can attract legal consequences and have serious negative implications on the academic life of a student or can invite negative consequences on the institute in which he/she studies. So, to establish a healthy environment of academic honesty, integrity and ethical use of information, it is best to avoid plagiarism. The next chapter on Open Educational Resources deals with searching free resources on the Internet for using in the teaching-learning process.

Chapter VII: Open Educational Resources

7.1 Introduction

Students and instructors, the world over, can access various resources to improve their teaching-learning process. As student you probably look at educational resources to be used in assignments, papers, projects, presentations, etc. For example, you may require videos, cartoons, images, pictures etc. Educational resources could also come in the form of structured courses which are offered free through MOOCs – Massive Open Online Courses.

Resources are found both in offline and online modes. Resources in offline mode would be for example books, journals, research papers found in school, college and university libraries, whereas online content resources would come in digitized formats on the Internet, for example, e-books, e-journals, audios, videos, presentations, research papers, learning objects, etc.

Most of these educational resources are prepared by someone, who normally holds the copyright to that resource. When these materials are used without giving due credit to the author or without seeking permission from the author, we fall into the plagiarism trap that has been discussed in the previous chapter. However, there are large number of digital as well offline resources that you could use for learning without seeking the permission of the copyright holder. Remember: it is necessary to acknowledge the original source of the work to avoid plagiarism. In this Chapter we will discuss about a range of learning materials that are available freely and do not require permission of the copyright holder to use those. These are called Open Educational Resources (OER).

7.2 What are OER?

According to UNESCO, OER are "teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions" (UNESCO, 2012).These are any type of learning resources, including curriculum, course materials, textbooks, videos, multimedia applications, podcasts, presentation that you can use to learn (Butcher, 2011).

To be considered as OER, any teaching and learning resource need to be available:

(i)   without cost (or for a small cost for print copies)
(ii)   in either digital or non-digital form
(iii) for reuse, revision, remix and redistribution
(iv)   with an open license or the copyright has expired.

It is important to remember that all the learning materials that we use, has copyright of someone. So, the copyright holder needs to license the work with an open license or relinquish copyright to the public for reuse, revision or redistribution. Copyright allows

the rights holder to exclusively use the work for economic gains. The copyright holder can license his/her work in the way he/she wants. One of the common ways of licensing creative works is the use of Creative Commons licensing system. So, what are the advantages of OER and why you should use these for enhancing your learning? OER helps:

- Reduce the cost of education. Freely available textbooks can replace costly and proprietary learning materials.
- Enhance learning. Free courses can be taken up alongside face-to-face education to enhance new skills or deficiency in a particular area of study.
- Increase access to quality education. More students in remote areas can have access to quality learning materials due to OER.
- Enrichment of learning. These are also used as additional learning resources to enrich learning as many come in audio-video and multimedia formats.

7.3 Open Licensing

OER are based on the 'Open' philosophy that advocates the practice of sharing knowledge and content freely to students, instructors, parents, administrators the world over and across every age and subject. It is a constant endeavour by the creators of the OER to make quality content available to users world-wide.As per the Guide to Open Licensing (Open Definition, n.d.),a work to be considered as open or openly licensed, must allow anyone to:

- "print out and share,
- publish on another website or in print,
- make alterations or additions,
- incorporate, in part or in whole, into another piece of writing,
- use as the basis for a work in another medium - such as an audio recording or a film,
- and do many other things…"

Note here: I have just copied the text above from the website with appropriate acknowledgment. Not only this is a good practice, but the above material is also available in an open license to reuse.

The Creative Commons (Creative Commons, n.d.) organisation provides set of six licenses to distribute any creative works.

Attribution (CC BY)	This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered.
Attribution-ShareAlike(CC BY-SA)	This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This license is often compared to "copyleft" free and open source software licenses. All new works based on your works will carry the same license, so any derivatives will also allow commercial use.
Attribution-NoDerivs(CC BY-ND)	This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.
Attribution-NonCommercial(CC BY-NC)	This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.
Attribution-NonCommercial-ShareAlike(CC BY-NC-SA)	This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.
Attribution-NonCommercial-NoDerivs(CC BY-NC-ND)	This license is the most restrictive of our six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially (Creativecommons.org)

Source: Adapted from Creative Commons. (Creative Commons, n.d.).

Of the six above, the license without no Derivatives are considered open licenses and are OER. However, the use of Creative Common licenses in any publication makes it available online easily to others due to free distribution by anyone.

7.4 Online Repositories

Many developed countries like USA, France, Japan, UK, etc. have already made a remarkable foray into the creation of OER. India too is a global player in using open license and sharing of educational materials. There are large number of online repositories to list here in this guide. You are expected to search relevant OER for your courses and assignments using different search engines. Some basic tips will be provided in the subsequent sections. We list here only a sample of key OER repositories and platforms.

7.4.1 Some important Indian OER Repositories including MOOCs

- **Central Institute of Educational Technology (CIET, India)** has over a thousand free audio-video resources on the Government's Sakshat Portal. More information at http://sakshat.ac.in
- **National Repository for Open Educational Resources (NROER, India)**has a plethora of free eContent. More information at http://nroer.gov.in/home/repository.

- **Study Webs of Active-learning for Young Aspiring Minds (SWAYAM, India)** is the official MOOC platform for India and professors from IITs, IIMs and central universities offer over 350 online courses. More information athttps://swayam.gov.in/about (Note: Courses available on MOOC are not yet declared as OER)
- **National Programme on Technology Enhanced Learning(NPTEL, India)**is a project funded by the Ministry of Human Resource Development of India, hosts video courses online from the IITs mostly in the field of engineering. More information at http://nptel.ac.in/
- **ePG Pathshala (INFLIBNET, India)** is a project supported by MHRD to develop learning materials for post-graduate courses. Currently, it has over 18,000 modules in 75 subjects that can be used by any student. For more information, see http://epgp.inflibnet.ac.in/

For a detailed list of OER repositories around the world, see the Appendix B of Global OER Report 2017 (Commonwealth of Learning, 2017).

7.5 How to Search for OER using a search engine?

Now that you have a brief idea of open educational resources, let us learn how to search for OER using a search engine. Imagine that your instructor has asked you to get the names of the colleges which offer B.Ed. course in Mumbai. What will you do? You will most probably go on a search engine (e.g. Google) and type what you want to search and the results will be provided to you. This is the medium which we often use these days to obtain any information.

OER too can be searched with the help of online search engines as search engines are an easy way to gather information which is needed within a short span of time by merely typing the main key word or phrase.

Let us look at three ways in which we can search OER-Using Google Search Engine, Using OER Commons and Using Wikimedia Commons.

Let us have a look at how we can search for OERs using the search engine - Google. Just as we use Google to find information in our everyday life we can use it to search OERs.

7.5.1 Searching OER using Google Search Engine

Step 1: Go on www.google.co.in and in the search bar type the OER content that you wish to find as shown in Figure 7.1 below.

Figure 7.1: Google Search Bar

Step 2: On the result page, you will find 'Settings' on the right hand side, click on it and under 'Settings' click on the 'Advance search' option as shown in Figure 7.2.
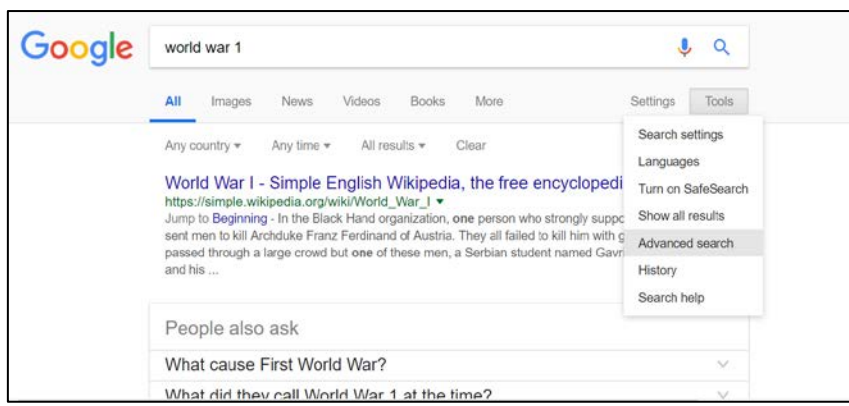

Figure 7.2: Settings Tab on the Result Page

Step 3: Go to the bottom of the page as shown in Figure 7.3 and click on 'Usage rights'. There will be four licenses rights listed out. Click on the last license right 'Free to use, share or modify even commercially' and click on 'Advance search' options shown in Figure 7.4 to continue.
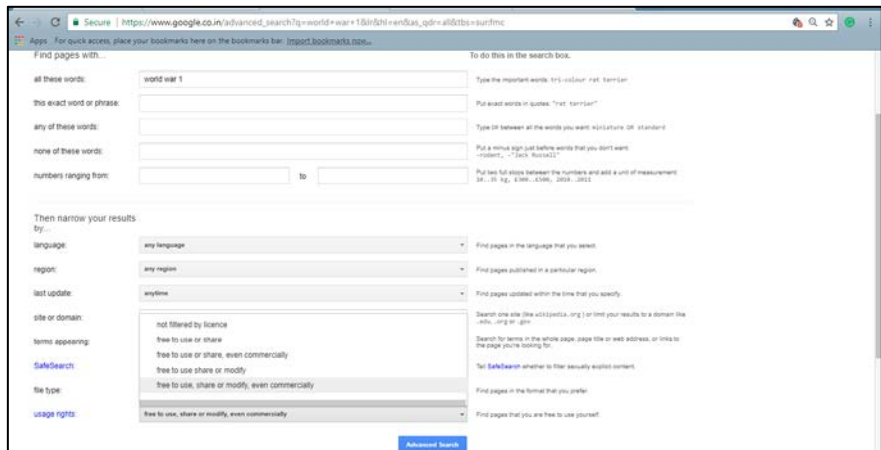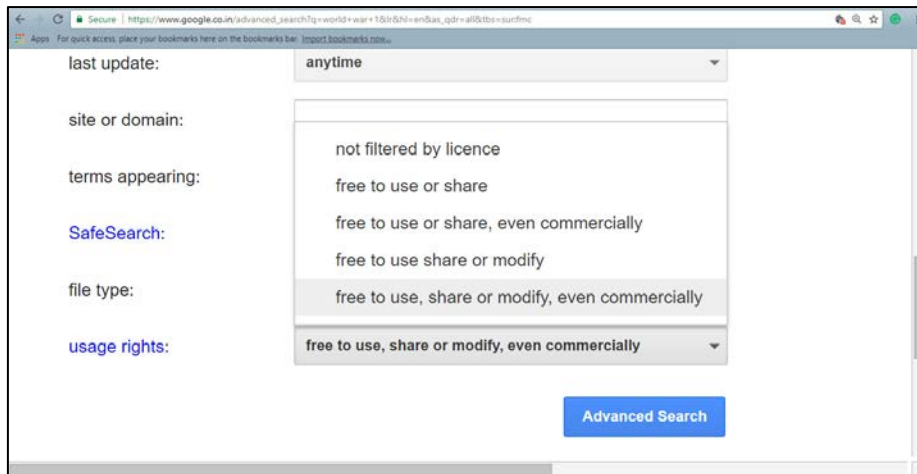

Figure 7.3: Usage Rights Option

Figure 7.4: Advance Search Option

Step 4: Go through the search results and click on the appropriate link as shown in Figure 7.5.
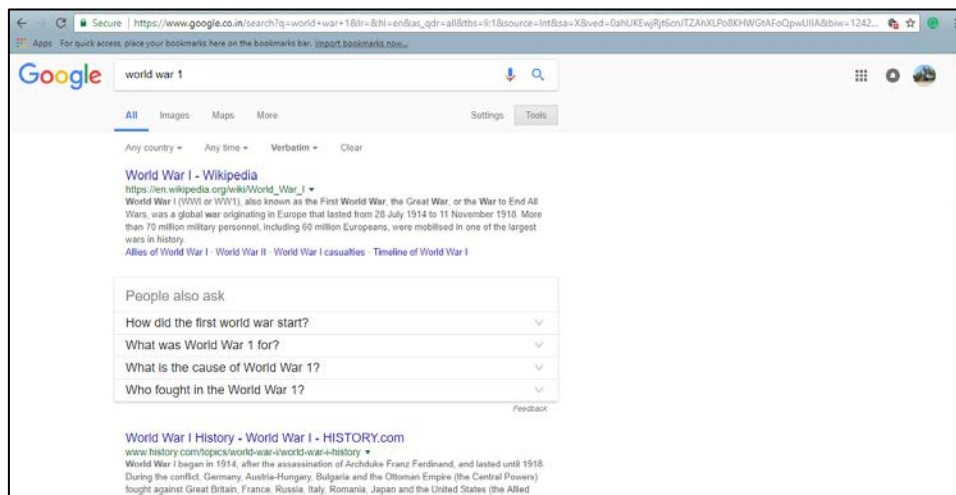

Figure 7.5: Search Results based on the Applied Filters

7.5.2 Searching OER using OER Commons

"OER Commons is a freely accessible online library that allows users to search and discover open educational resources (OER) and other freely available instructional materials." (Wikipedia, n.d.a)

Log on to www.oercommons.org. On the homepage you will find the search bar. Fill the details asked and search for the desired OER. To fine tune the search, advance search filter can also be used.

A very good feature of this search engine is that it allows you to filter your search based on the education level, the subject, the type of material needed and the media format among various options. Refer to Figure 7.6
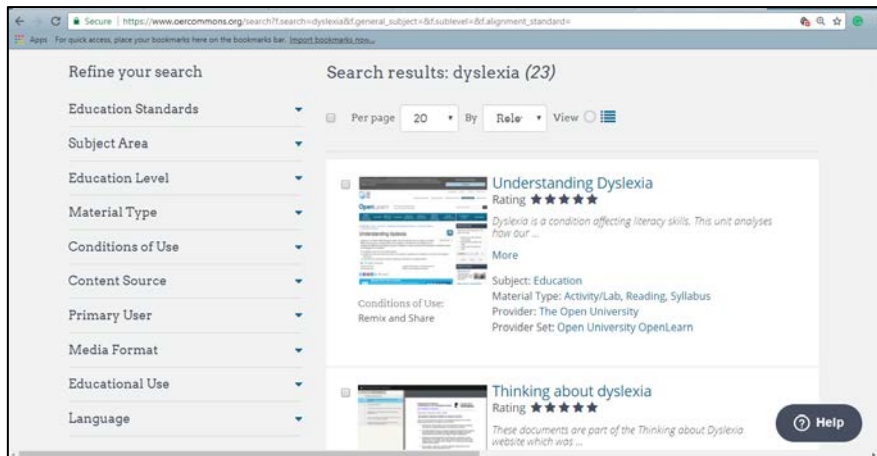
Figure 7.6: Filters for OER Search Engine

7.5.3 Searching OER using Wikimedia Commons

Step 1: Open http://commons.wikimedia.org/. To the far right on your screen, you will see the search box as shown in Figure 7.7. In this search box, type your desired keyword. On pressing the Enter key, a list of images will appear on your screen.
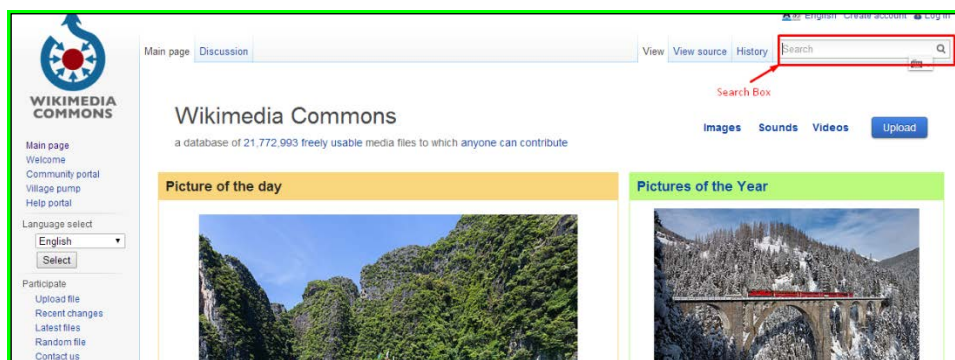

Figure 7.7: Wikimedia Commons Home Page with the Search Box

Step 2: After choosing the picture you wish to download, check the copyright of that image. If download is allowed, click the download button on the right hand side as shown in Figure 7.8.
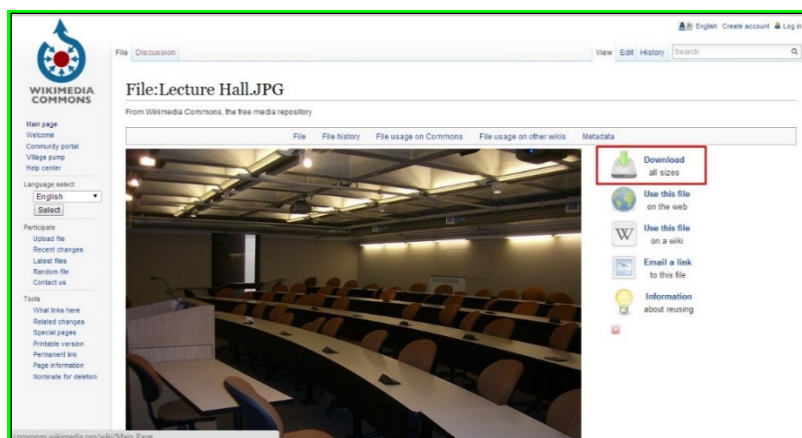

Figure 7.8: Download Option for an Image on Wikimedia Commons

Step 3: In the dialog box as shown in Figure 7.9, choose the image size you wish to download.
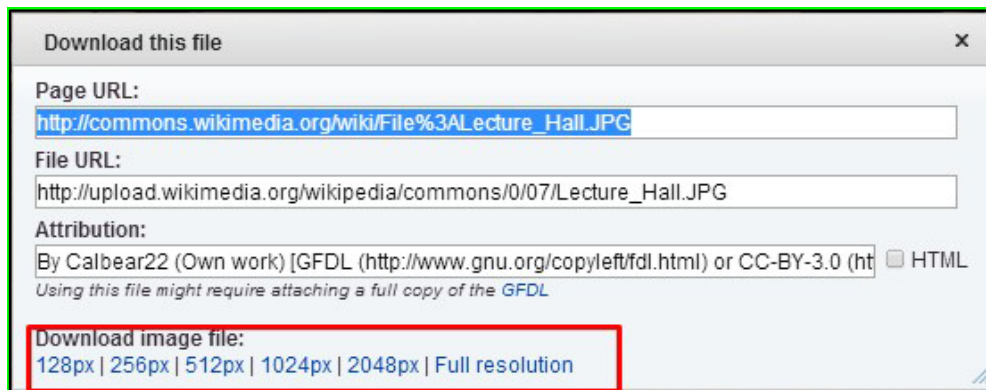

Figure 7.9: Dialog Box to Download an Image from Wikimedia Commons

7.5.4 Flickr and Creative Commons License

Let us see an example to understand how users choose to share their work under the Creative Commons license on www.flickr.com.

If you visit https://www.flickr.com/creativecommons/,the image license is denoted using symbols as shown in Figure 7.10 below:
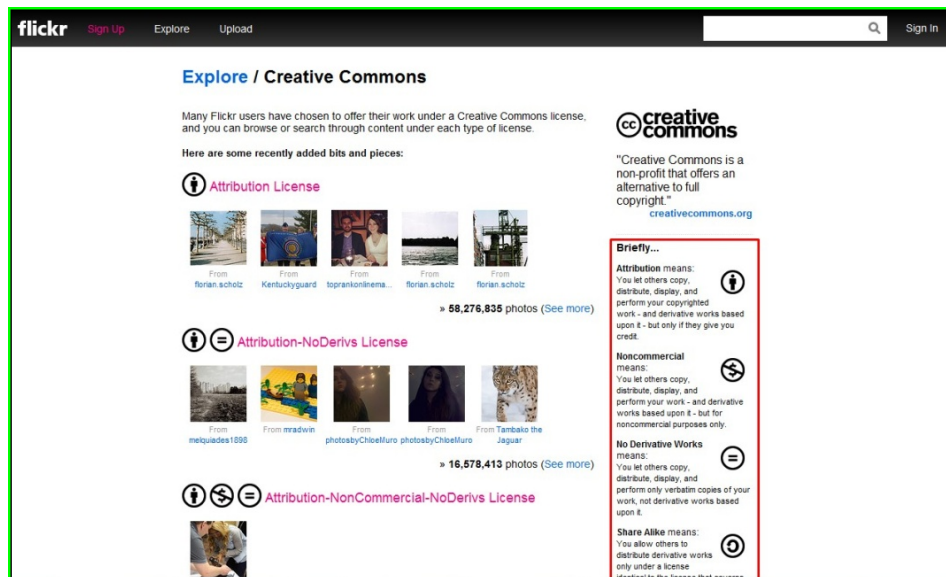

Figure 7.10: Creative Commons Page on Flickr Website

As per the guidelines from Creative Commons, any resource/ image with CC license needs to be attributed correctly. The attribution needs to have certain elements and you need to follow a process as given below;

Title: Write the name of the image title

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Source: Hyperlink the title to the source (original site where the image is taken from)
Author: Write name of the author
License: Link to the license page details (the license applicable to the image)
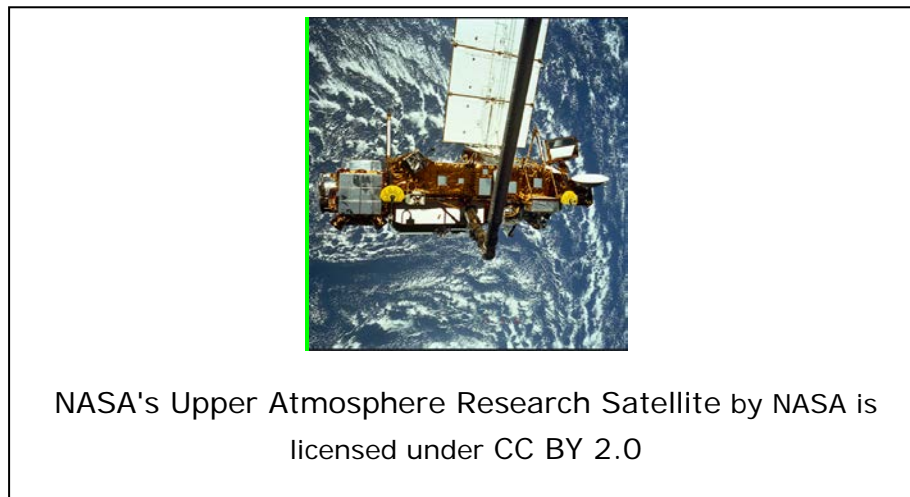
An example is shown below in Figure 7.11.

NASA's Upper Atmosphere Research Satellite by NASA is licensed under CC BY 2.0

Figure 7.11: Attribution given to an Image

7.6 Conclusion

This chapter introduced you to the concept of OER and how to access these to be incorporated into the teaching-learning process. We also had a brief overview of the Creative Commons License and howyou can search and use these resources to learn. Remember: All learning materials are copyrighted. You need permission to reuse, revise or redistribute, unless the concerned learning material is not available with an open license.

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