



**K L University**  
(Koneru Lakshmaiah Education Foundation)  
Estd. u/s 3 of UGC Act 1956

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Constituent College KLCE Accredited by NAAC with CGPA 3.76/4.00  
Approved by A.I.C.T.E ± Accredited by N.B.A.± ISO 9001-2000 Certified

### Academic Staff College

19.09.2016

1-day orientation program role of a Faculty in digital age on 19.09.2016 by Mr.Srinivas Reddy Patlola, Program Lead-Corporate HRD, WIPRO, Hyderabad for 35 nominated faculty of the K L University was organised by the Academic Staff College.

Learning as a collaborative and social activity. Educators are realizing that learning is much more effective when it is based on the understanding of students as active, engaged learners who benefit most when they take responsibility for their own learning and when they help one another learn. Corresponding instructional strategies that incorporate collaborative, problem-based learning in which students work together to develop solutions are being used effectively both inside and beyond the classroom. Numerous technologies now enable students to work together as dynamic, interactive learning groups on class assignments.

Far beyond lecture and recall, these techniques are more effective because they incorporate the premise of experiential learning: learning by doing. Research has repeatedly shown that students learn and retain far more in this way. These approaches have other important benefits, as well. They also promote teamwork, collaboration, cooperation, and interpersonal and communication skills — the so-called “soft skills” sought after by employers. Moreover, few would argue with the adage that you never really understand something until you try to teach it. Collaborative, social learning also provides students the opportunity to learn by actively assisting others students in understanding difficult concepts, thereby reinforcing their own understanding.

More specifically, tomorrow's student will have access to a vast array of learning opportunities, far beyond the faculty-centered institutions characterizing higher education today. Some will provide formal credentials, others will provide simply knowledge, still others will be available whenever the student -- more precisely, the learner -- needs the knowledge. The evolution toward such a learner-centered educational environment is both evident and irresistible.

As a result, higher education is likely to evolve from a loosely federated system of colleges and universities serving traditional students from local communities into, in effect, a knowledge and learning industry. Since nations throughout the world recognize the importance of advanced education, this industry is global in extent. With the emergence of new competitive forces and the weakening influence of traditional regulations, higher education is evolving like other "deregulated" industries, e.g., health care or communications or energy. In contrast to these other industries, which have been restructured as government regulation has disappeared, the global knowledge industry will be unleashed by emerging information technology that releases education from the constraints of space, time, and credentialing monopoly. As our society becomes ever more dependent upon new knowledge and educated people, upon knowledge workers, this global knowledge business must be viewed clearly as one of the most active growth industries of our times.

