**Importance of Digital Learning in Educational Institutions**

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**INTRODUCTION**

In past years, the quick revolution of the online and wireless communication technology has resulted among the emergence of assorted multimedia system networks, like mobile learning, mobile voice, and instant messaging. using the convenience and recognition of the online for applying digital teaching materials and achieving the target of national aggressiveness would replace ancient teaching. For this reason, many analysis on mobile learning is proceeded thus as to provide higher transmission performance and universal utilization.

The technology of handy and portable PDAs and sensible phones is getting mature that concerning everyone contains a tool in hand. entirely different from ancient mechanism to browse the web, a user might link to the server, through the network, to pick out correct teaching materials for the learning; and so the moment tests enable students dominant the contents of digital teaching materials.

Consequently, sensible teaching ways can also be developed by combining with current teaching trend and extracting the advantages of digital learning to realize the teaching effectiveness.
Under the climate with dynamic learning modes, the government and businesses have mostly endowed within the research and development of digital teaching platforms. The software package and hardware for several digital teaching platforms are developed, numerous digital teaching materials are created, and schools have actively introduced distinct digital teaching platforms to the instruction, expecting to promote students’ learning outcome. Utilizing the shared education resources on the pc network for shortening the urban-rural education gap has become a typical trend globally. It is inevitable for lecturers integrating data technology into subjects to help in students’ learning with teaching materials, teaching strategies, and varied teaching media. it is the common responsibility of educators that teaching become more efficient, enable students being glad to be told, and cultivate the new generation with inventive and rational communication and critical thinking with technologies and network data within the new era.

 Digital teaching aims to own students actively participate in learning activity to realize the set learning outcome. The planning of teaching activity and the versatile application of technology tools or digital learning therefore become the first problems for current data technology integrated education

**ABSTRACT**

Digital technologies are now embedded in our society. Focus has shifted from whether or not to use them in teaching and learning, to understanding which technologies can be used for what specific educational purposes and then to investigate how best they can be used and embedded across the range of educational contexts in schools. Digital learning is increasingly influencing both classroom/campus-based teaching but more import is leading to new models or designs for teaching and learning.

In this research the researcher has conducted a mass interview with the students of a school to understand the opinions on digital learning in educational institutions.

To effectively achieve the objective of the research Quasi- experimental study is applied. In this study 4 class rooms of 116 students were selected and divided into 2 groups of 58 students each.

The research results conclude that 1.digital learning presents better positive effects on learning motivation than traditional teaching does, 2.digital learning shows better positive effects on learning outcome than traditional teaching does, 3.learning motivation reveals significantly positive effects on learning effect in learning outcome, and 4.learning motivation appears remarkably positive effects on learning gain in learning outcome.

The researcher has made this research paper on the Importance of digital learning in education institutions. In this research, researcher has also done a comparative study on early teaching methods and digital learning methods which are used nowadays. The researcher has also studied various myths and fallacies regarding the digital learning of students in educational institutions. This research paper also consists of some case studies related to the research topic.

**Digital learning: a review**

*Yoon et al. (2012)* stated that digital learning (E-Learning) was 1st introduced by Jay Cross in 1999. With the advance and development of technology tools, it appeared totally different explanations and word, like Internet-based training, web-based training, or on-line learning, network learning, distance learning.

 *Doris Holzberger et al. (2013)* regarded digital learning as delivery with digital media (e.g. texts or pictures) through the Internet; and, the provided learning contents and teaching strategies were to reinforce learners’ learning and aimed to boost teaching effectiveness or promote personal knowledge and skills.

Basically, computers and network technology media were applied to learning situations, as well as synchronous and asynchronous network learning, to interrupt through the restrictions on time, location, and schedule, and to attain the learner-centered personalized learning *(Kaklamanou et al., 2012).*

Within the era once information and knowledge flow rapidly, the application of digital learning covers totally different fields and industries. Based on distinct positions or points of view, the definitions are totally different. The foremost representative one is that the definition given by American Society of training and Education (ASTD). It defines e-learning as the process learners applying digital media to learning. Digital media contain the net, company network, computers, satellite broadcasting, audiotapes, videotapes, interactive TV, and compact disks. The application includes network-based learning, computer-based learning, virtual classrooms, and digital cooperation.

**Comparison between traditional and digital learning**

These days online courses/training have become extremely popular, as more and more institutes and companies are offering courses online. However, despite the popularity of online education, vast groups of people consciously stay away from such methods, mostly due to misconception. At the same time, despite the rising popularity of online courses, traditional (classroom) training is fighting back and trying to adopt newer means of retaining learners' interest. There are always two sides of a coin. For some individuals, online training is more appropriate, while for others classroom training is the preferred delivery method.

**Digital learning**

People take professional level courses usually to increase their qualifications and enhance their career opportunities in their jobs. For example, to get promotion in higher level and higher paid jobs; in management related professional degrees, diplomas are helpful. However many employees may be exhausted after their work and don’t want to attend regular classes. So, naturally, an online class is more convenient for them, as it saves valuable time, money, and energy.[[1]](#footnote-1)

Online learning is inherently flexible. For working professionals and people with a family, e-learning offers a way to juggle professional or personal commitments with study. Many online courses are customizable and have options to change the pace of learning.[[2]](#footnote-2) In online classes, the learner is not directly interacting with the faculty. So in case of having any questions, they may find it difficult to ask their online instructor, as communication is often very impersonal. However, these courses often offer alternatives to live query resolution like online forums, emails, and chat rooms. Using these alternatives can be helpful for individuals to get their queries answered.[[3]](#footnote-3)

Thus online learning may be more suitable for grownups who are continuing their education while they're working in their regular jobs.

**Traditional Teaching Methods**

Traditional classes are more suitable for young children, teenagers, and young adolescents who are yet to join the workforce. Regular attendance in classes helps them interact with other individuals of their own age, be better disciplined, follow a regular schedule, and improve their physical fitness and mental alertness.[[4]](#footnote-4) Traditional learning mostly focuses on the classroom education. It is restricted to a certain time limit and to a location. You need to attend the classes, to join the group discussions, and to attend all the group activities designed to promote your education. It will be teacher-driven and your learning activities will be supervised by your teachers.[[5]](#footnote-5)

Most of the time books and classroom notes are very useful for studying and passing exams. Understanding the Question & Answer pattern, and with suggestions provided by experienced teachers, students can find it more helpful to learn than when using generalized online notes and suggestions available on the internet.[[6]](#footnote-6)

But there are therefore some disadvantages and restrictions in ancient learning that are as follows-
• **Expensive:** Education at ancient learning centers is typically abundant expensive because the institutes should face varied kinds of permanent expenses that increase the value of courses.
• **No Safety from Underemployment**: In keeping with various studies rate of underemployment of the scholars learning at ancient learning centers is increasing once a year. Certain jobs even don't need the candidates with bachelor's degree. Such jobs are increasing underemployment. So, ancient learning doesn’t guarantee employment.
• **You will  not get required Skills**: Sometimes individuals get general skills of critical thinking while building the inspiration of their life in ancient faculties however these skills might not be required in today’s work atmosphere particularly when you apply for technical jobs.Thus, after the comparison we are able to conclude that the digital learning has a lot of benefits and is more helpful than ancient learning ways.

**Myths and Fallacies over Digital Learning**

*These personal reflections arose from discussions with the EEF team and are an attempt to communicate the complexity of the evidence about digital technologies and learning. They are included here to summarise in a less formal way what I see as the key messages in this field.*

***Steve Higgins***

**Myth 1: New technologies are being developed all the time, the past history of the impact of technology is irrelevant to what we have now or will be available tomorrow.**

After quite fifty years of digital technology use in education this argument is currently wearing a bit thin. We'd like a transparent explanation for why we think the introduction of new technology is more effective than the last one. The introduction of technology has systematically been shown to enhance learning, the difficulty is most things improve learning in schools when they are introduced, and technology is consistently simply a little bit less effective than the common intervention.

**Myth 2: Today’s children are digital natives and the ‘net’ generation – they learn differently from older people.**

There are 2 problems with this myth. First, there's no proof the human brain has evolved within the last fifty years, thus our learning capability remains as it was before digital technologies became so prevalent. It should be that youngsters have learned to focus their attention differently however their cognitive capabilities are essentially the identical as thirty years before. Second, just because youngsters have grown up with technology it doesn't mean they're specialists in its use for his or her learning. Being an expert at playing Halo five requires completely requires information and knowledge from having an active Facebook account. Most youngsters are fluent in their use of some technology however none are expert at all of them.

**Myth 3: Learning has changed now we have access to knowledge through the internet, today’s children don’t need to know stuff, just need to know where to find it.**

The web has actually modified access to information, but it this solely becomes knowledge when it's used for a purpose. When this requires understanding and judgment, information alone is inadequate. Googling is great for answers to a public house quiz, but would you trust your doctor if she was solely using Wikipedia? To be an expert in a field you further need expertise of using the information and knowledge, so that you perceive where to focus your attention and wherever new information will help you in making decisions and judgments. It is necessary to recognize the relevancy or importance of various items of information. Easy accessibility to information can facilitate, but it is no substitute for experience, understanding and expertise.

**Myth 4: Students are motivated by technology so they must learn better when they use it.**

It is certainly true that *most* young people do enjoy using technology in schools to support their learning. However, the assumption that any increased motivation and engagement will automatically lead to better learning is false. It is possible that increased engagement or motivation may help increase the time learners spend on learning activities, or the intensity with which they concentrate or their commitment and determination to complete a task. However, it is only when this engagement can be harnessed for learning that there will be any academic benefit. There is another caveat here as the motivation in school may be partly because using technology is either novel in school, or simply a change from what they usually experience. It may not be the case that this motivation will be sustained over time.

**The “More is Better” Fallacy**

Enthusiasts assume that if a little technology is a good thing then a lot will be much better. The evidence does not support this assumption, for two reasons. First, large-scale international studies of very high use of technology – e.g. pupils using the internet more than four hours per day – do not show with better learning. Second, the effect of technology and length of interventions where more is clearly not always better! This suggests that there is an optimum level of technology which can support learning, too little and you don’t see the benefit, too much and the gains decline. A better notion might be the Goldilocks effect: it is about getting the amount of technology, and learners’ access to it “just right”![[7]](#footnote-7)

**Needs and importance of digital learning in educational institutions**

The benefits of technology rely upon the manner youngsters, parents and teachers opt to use it to spice up learning. When used well for educational functions, the foremost recent technologies will facilitate produce opportunities for more active and purposeful learning experiences.
The importance of technology in schools is so evident in today’s generation that students who don't appear to be pc savvy can struggle in their future professions, as most tasks in competing with others would like some sort of computer work.
There are many schools that embrace digital education for teaching students. However, in India, entirely the faculties in metro and tier-1 cities are applying this modern and luxury technologies for educating students. Tier -2, Tier -3 and rural areas are lagging method behind in use of this technology.
Through digital arts and crafts, youngsters learn to express their imagination – giving them the freedom to explore their concepts.

Technology encourages a child to experiment with fully different materials and invents new ways and techniques to attain a specific outcome.
This not only makes for young inventors and scientists, however also boosts their confidence in taking over future tasks – a crucial life skill. Necessary life tools that also encourage are problem-solving and thus the persistence to complete a task, despite some frustrations or setbacks throughout the process. Few of the benefits which could be represented are:
Digital education helps the scholar to be more attentive and increase grasping power.
•It helps to makes their education more effective and efficient.
•It helps to form student pay additional attention to subjects.
•With the digital education, the students are going to be a part of further with the visionary advisors and school to urge guidance or solve the queries.
• Game-based learning is creating a buzz just about all over

**Case Study**

The study was conducted in a private school named **‘The Oxford H.S. School’** situated at Sehore district of Madhya Pradesh.

To effectively achieve the research objective a case study is completed, group design is utilized for the quasi-experimental research. Total 116 students in 4 classes are selected as the research subjects, where 2 classes (58 students) in the experimental group are proceeded digital learning and the other 2 classes (58 students) in the control group remain traditional teaching method of lectures

The investigation reveals that students believe the assistance of digital learning in the subject learning. Significantly, the increasing learning time for students with digital learning comparatively enhances the learning performance.
It depends on teachers matching with the class teaching to make good use of teaching methods, according to the class climate and create the learning situation for students being willing to use digital learning in order that students bravely propose queries within the discussion and increase the online interactive learning with academics. Integrating digital learning into class teaching doesn't merely benefit students, but teachers would also have completely different gains. Additionally to the promotion of non-public expertise, teachers could understand that students realize teachers’ efforts and passion on teaching.

**Results**

The research results conclude that

1. Digital learning presents better positive effects on learning motivation than traditional teaching does,
2. Digital learning shows better positive effects on learning outcome than traditional teaching does,
3. Learning motivation reveals significantly positive effects on learning effect in learning outcome,
4. Learning motivation appears remarkably positive effects on learning gain in learning outcome.

**CONCLUSIONS AND SUGGESTIONS**

The key in developing the effectiveness of digital learning on teaching lies in academics. In different words, the promotion of digital learning might give various innovation of class teaching. creating changes in ancient teaching modes would encounter some difficulties, but such difficulties would be overcome once teachers usually exchange teaching experiences with peers or experts or sharing and learning through internet communities to advance the teaching strategies and improve the classroom management as well as to present he expertise and self-development. With the advance of data technology and also the relevant technologies, digital learning would be accepted by students and academics. It will be the goal and task of academics to have students receive systematic knowledge through network and possess correct use ideas.
Aiming at on top of analysis results, the subsequent suggestions are projected throughout this study.
The teaching effectiveness is enlarged simply once the system functions are rich and diverse to be close to user perception and attract students work within the system for learning. In regard to the quandary encountered within the mixed digital learning, the administration of schools would possibly provide lecturers with software system and hardware support and facilitate, in step with the requirements, to scale back the doubt of digital learning and, with encouragement, integrate lecturers with interests to make an organization almost like skilled communities to promote digital learning. After all, cooperation of a bunch might higher prolong the management of digital teaching than a non-public to significantly develop the teaching impact. Once there's no a computer assisted teaching team to develop software system, teachers might collect relevant resources from the web and self-develop software system or create web content to attain the information assisted teaching impact. What is more, the promotion of team teaching among academics for collaborative development and promotion of learning web content would be more productive and will benefit more students.

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