Envisioning the Changing Parameters of Digital Teaching and the Creativity of the Learners

Mr. Sambhunath Maji	Assistant Professor in English, Sidho-Kanho-Birsha University, Purulia, W.B. India
Dr. Birbal Saha	Associate Professor in Education, Sidho-Kanho-Birsha University, Purulia, W.B. India

ABSTRACT
Twenty first century has seen many wonders in the fields of science and technology. The greatest wonder is perhaps the digitization of teaching method. Experimentation has been done down the centuries in search of the best and suitable educational method. This research article will meditate on the changing parameters of digital teaching methods and its effectiveness in our existing society. This article will also raise the issues of the remote possibilities of such digitization of learning methods. Are digitized learning methods effectively fruitful? Has it hampered our natural creativity in the recent past? Is digitized teaching method a help or hindrance? This paper will make searching analysis on such issues.

INTRODUCTION:

If one asks what is the best gift ever gifted by modern science and technology, the answer that simply comes to our mind is the digitized classroom. Endless experimentation is done down the ages for the upgradation of teaching methods with cent percent effectiveness. Digitized teaching method has come with many promises and possibilities. Education met a new enlightenment overnight. Educational classroom met an overnight change. This dynamic change results in an enigmatic way. May digitization be a possibility with twain heads. May this entry of electronic media and technology be both help and hindrance. This article will effectively focus such issue of ban and boon.

PICTURING A DIGITAL CLASSROOM:

Strangely enough or perhaps not strangely at all, the picture of the modern educational classroom has met a magical change during the last two decades. Chalk and talk method, lecture method and story-telling method are too good and effectual educational teaching methods. It has been fruitfully substituted by more helpful adaptation. In place of these, there has come smart classroom with more potential possibilities. Digitized classroom teaching has come with enormous prospect with lecture and demonstration method. In such educational classroom one gets the chance of better clarification of the each issue. Previously classroom teaching was almost like a menu card in fake matrimonial party where each guest is requested to imagine that they have each of food in their in their plates. Digital classroom has come with better efficiency. Here nothing is guessed or supposed. Everything is demonstrated with better graphical or pictorial result. In such digitized teaching room the anticipated concentration never meets a break or interruption. Digital classroom prepares a mindset which can practice a long continued attention on a related issue or the topic of the lesson. Digital classroom presupposes an ideal atmosphere where education is provided with entertainment. Twenty first century's classroom includes both educational lessons through audio-visual entertainment. Here the burden becomes the bond of healthy submission.

VANTAGE POINTS OF DIGITAL CLASSROOM:

Twenty first smart classrooms propagate an ideal atmosphere where curiosity meets its solution. Audio visual presentation of any issue and its demonstration through lectures leaves a lasting impression in the minds of the readers. Repetition seems boring and monotonous in such classroom; thereby such digitized classroom saves the killing of time. The regular habit of concentrating on such prolonged lesson enlarges the capacity of the students to memorize immense information. In such digitized teaching room, teaching lessons move so swift effectively and fruitfully that there is no least chance of loss of attention. In that case, both teacher and students have remained cautious and careful. The lessons move so quick it demands our rapid implementation of intellect. Recapitulation is almost a magic in digital classroom. A smart board saves all the data and it can auto-generate at once in twinkling of an eye. Memorization and recapitulation are hypnotism in smart classroom. Digital classroom defines the investment of lesser time and larger gain and

sometime it is excess. Psychologist demands that such kind of illuminating teaching method will stimulate the callous learners to have better concentration. In digital classroom memory is always in practice; intellect is always in motion. Such technically sound classroom maneuver a mental set up where no objective is given up. Digital teaching room prepares one such atmosphere where all minor but disturbing promoters are removed. The hoax sound of a broken bench and the scorching sunlight used to violet the soothing learning process. It removes the disturbing noise as well. Smart classroom has maneuvered one such surrounding where all barriers will be overcome.

CREATIVITY AND SMART CLASSROOM:

Digital classroom has become almost a yardstick in measuring the learning scale. This part of the article will meditate on the changing relation of smart room and creativity. Digital teaching demands immense intellectual labour and dedication of teacher through practice. Teacher, in such atmosphere, does never approach to teach without a least homework. It demands much readiness of teacher and better absorption with pre-supposed lesson. Digital teaching promises better dedication, where a successful teacher always overhears the echoes of his own creativity and its implementation in the classroom. Digital teaching increases the same dedication and interest of the students even. Learners are virtually drawn towards a better forfeit and involvement. Learners are drawn to a mind set up where they will not make self focus, rather will remain in the illusion of doing something new and special. In order to become the bringer of the new one needs the introspection. This will lead one towards new creative destination. Is digital classroom creative enough? Suppose it is creative. How is such creation? In our days technology has created a different kind of reality which is much believable than the original one. Smart classroom proposes an atmosphere where such senses of hyper reality always encompass. If smart classroom generates an atmosphere of creativity how much is it real, effective and original?

DIGITAL CLASSROOM: A HELP OR HINDRANCE?

Tiger of forest can be removed with fire. Can the tiger of mind be removed? No, fire will not do. Ultramodern technology has made creativity more artificial and much believable. Digital classroom generates creative minds. Question comes regarding the authencity of such creativity and its naturalness. Postmodern technology has replaced text with hypertext; reality is substituted by hyper reality. The reality created by ultra modern technology is almost like a street in the midday with watery surface. The more one chases the greater it moves away. The reality mothered by postmodern technology is almost an illusion. How illusion can breed an original creativity? How nothing can breed a thing?

As conviction breeds conviction, illusion operates illusion. This issue of originality can well be elucidated with an illustration. English poet William Wordsworth (1770-1850) once declared the role of Nature as a teacher with natural and original lesson. Reading of photo dictionary may teach the names of some hundred flowers after a dedicated labour. The single visit in a vernal

garden may teach us millions of the names of flower with the blinking of a moment:

One impulse from a vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.

Sweet is the lore which Nature brings;
Our meddling intellect
Mis-shapes the beauteous forms of things:—
We murder to dissect.

(The Tables Turned, line 21-28)

Nature is the best teacher that communicates unspeakably with knowledge and meaning. Nature can relate the best story without words. A picture is poetry without words. The lesson in the lap of nature can breed the best creativity in any. Nature can teach what sage cannot. Replacement of the sage with digitized teacher will clarify all. In order to breed creativity one needs the most natural breeding. In that case, Nature can be the best source:

Therefore am I still
A lover of the meadows and the woods
And mountains; and of all that we behold

From this green earth; of all the mighty world
Of eye, and ear,—both what they half create,
And what perceive; well pleased to recognise
In nature and the language of the sense
The anchor of my purest thoughts, the nurse,
The guide, the guardian of my heart, and soul
Of all my moral being.

(Tintern Abbey, line 104-113)

As the situation of the poem indicates nature has the best capacity to generate the originality in us. Nature has the best authority to direct the creativity in us.

CONCLUSION:
Creativity needs originality in its backgrounds. Postmodern technology has come with double dimension and two fold possibilities and threat as well. Infiltration of techno-culture in teaching method generates aspects and prospect with darker threats. Teaching method will be renewed day by day with more sincere human endeavour. Technology will continue doing its wonders. May some earnest attempt will breed some originality in the creative thinking of men. Application of technology in the fields of teaching is almost curtain of illusion between the loving look of the mother and boneless chuckle of the innocent baby.

REFERENCE 1. Heffernan, James A.W. Wordsworth's Theory of Poetry: The Transforming Imagination. Ithaca, N.Y.: Cornell University Press, 1969. | 2. Jarvis, Simon. Wordsworth's Philosophic Song. New York: Cambridge University Press, 2007. | 3. Weber, Max. 1949. The Methodology of the Social Sciences. Edited and translated by Edward A. Shils and Henry A. Finch. New York: Free Press. | 4. Kroker, Arthur, and David Cook. 1986. The Postmodern Scene. New York: St. Martin's Press. | 5. Gura, Mark and B. Percy. Recapturing Technology for Education: Keeping Tomorrow in Today's Classrooms. Scarecrow Education, Lanham, MD. 2005. | 6. Tiene, Drew and A. Ingram. Exploring Current Issues in Educational Technology. McGraw-Hill Companies, INC, New York, NY. 2001. | 7. Carlson, Gigi. Digital Media in the classroom. CMP Books, San Francisco, CA. 2004. |