

Cognitive and emotional states detection and visualization in learning through developing learner agency in smart environments

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Abstract

Learner agency is nothing but learning on own and gaining ownership on learning as well. According to Cury, Dlliottm DA Fonseca Moller, 2006 students who believe that perform better in IQ tests than students who believe intelligence is invariable. This learner agency direct to the learner's own interested goals desires and skills so the expected outcomes are positive as learners are able to direct their own choice based learning. As per the national research council with student agency are positively related to college and career outcomes because students are able to direct their own learning and transfer the knowledge they learned in the class room to new settings.

Implementation of Learning Agency in K L deemed to be university the computer based training programs based learning in order to augment the challenging capacity of learners to get succeeded, collaborative and communicated and involved in world around them. The teachers who acted as facilitators in a computer based training based programs in order to enrich and empowers with refined strategies to support learner community.

Research Hypothesis

It is believed that self-regulated learning tasks in the learning stage include reflective analysis self-evaluation planning for betterment with the support of facilitators in order to achieve learning goals.

Methodology

Descriptive and qualitative approach is used in order to find out the result.

Research objectives

To find the role of a facilitator in learner agency system.

To analyse the possible smart technology application for English learning agency

To find out major challenges and solutions

Scope of the research

Facilitators understating on children's capacity to exercise learner's agency in order to focus on how their perception, in their gender social class and ethnic identities and how these inform pedagogical practices in relation to learner agency.

To develop the understanding of the relationship between autonomy, self-regulation and learner agency pedagogical features to shed light on the implications for learner agency.

Recommendations

Learners and facilitators are supposed to have mutual trust and respect in autonomous learning and feedback.

Learners should be genuine in choosing optional subject, which reflect their interests and concerns.

Facilitators can allow peer learning in order to have sustained discussions with peers about topics which feel emotionally and intellectually good enough.

Learners are able to utilize cultural tools such as mobile technological devices such as tablets and so on as on embedded part of their curricula.

Research gap

Roles of language teachers in smart learning environments have not been fully investigated in research conducted in the past.

What exact smart technologies are used to develop learner agency are not specified by anyone earlier.

Feedback of learners' agency on the usage of smart technologies in order to observe the challenges and solutions have not been done.

Key words: Computer based learning activities, traditional teaching, self-regulated tasks, learner improvement, smart technologies, reflection, evaluation online multimodal resources.

Introduction

Learner Agency

Owning of learning capacity is called learner agency. According to Elliot, McGregor, & Gable, 1999, students who set mastery-oriented goals tend to process information in a deeper and more organized fashion than those who set performance-oriented goals. When learners are owned of their roles and responsibilities on learning they reach their goals by streamlining their path towards their aim without any deviations. Students with a growth mindset are more likely to set academic goals focused on mastering content, rather than setting goals focused on achieving a particular test score or course grade (Cury et al., 2006). In order to empower the ownership of learning to students the implementation of self-learning practices through learner centric are much acceptable to promote learner agency process.

KL deemed to be university implement computer based training programs for enhancing the learning and to empower students to succeed by collaborating themselves in gaining global exposure. The learners are capable enough by utilizing their skills through the learner agency and gain managing skills while learning. Its as similar as learning while earning skills. Here KL deemed to be university teachers act as facilitators participated in a computer based training programs (CBTP) to test and refine strategies to support learner agency.

Picture 1. KLEF learners Participating in Computer based training programs



Maximizing the learner agency by implementing and measuring the learner centered learning practices through the computer based training programs (CBTP)

FocusArea

Primary Research Question(s)

Research questions

What smart technologies are used for enhancement of learner agency?

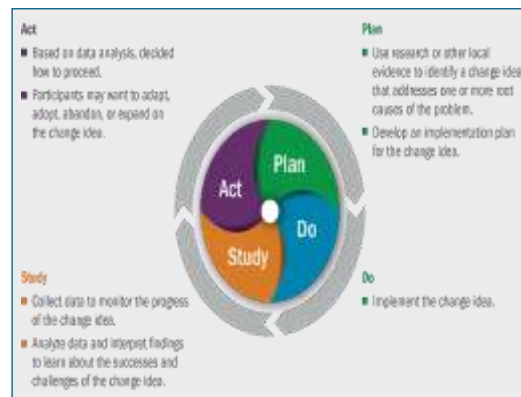
What is the role of language teacher in incorporating smart learning methods?

What are the advantages, disadvantages pros and cons found by the learner agency during the implementation of smart technology?

Computer based training programs (CBTP)

The key feature of this research paper is to implement computer based training programs (CBTP) in KL deemed to be university where a select group of facilitators from the department of English who incorporated the learner agency techniques in their classes. One semester course is observed with two divisions as first half of the semester and second half of the semester of academic year 2018-2019.

It is observed that the root causes of promoting the student centric classes. It is also assured that these Computer based training programs (CBTP) could bring the necessary changes in practice sessions in order to yield various opportunities for learners to make obvious of learner agency process. Computer based training programs (CBTP) ideas of practice are designed in such a way to promote learner agency where they are systematically test. All these activities are through plan, do study and act method in order to have the improved skills and intelligence.



Picture-2.

PDSA Cycles

KL deemed to be university facilitated this experimental research during the academic year 2018–19. During this period of experiment, the facilitators have interactive discussions to support key decision points throughout the improvement process. Picture 3 outlines a timeline of events during this semester as a pragmatic analysis.

2018 November first half of the semester

The Computer based training programs (CBTP) are introduced to learners with facilitators' guiding principles:

Facilitators are the key factors to empower the learners. Updated facilitation with advanced mentoring techniques for guiding the development of learner agency. The facilitators reviewed the definition and purpose of learner agency. Before to initiate the semester, two main points are taken for granted that the menu of facilitator practices and challenges for promoting learner agency.

November 2018

The facilitators explained the CBTP activities step by step in prior hand to the select learner group. The intention of this step was to inform the facilitators with specific examples of practices as appropriate, when the learners selected their change ideas to test.

December 2018

The facilitators were explained and make all of them understand about the importance of fixed measurable goals which they are meant to fulfil the aim of learner agency execution and its importance. It is also very helpful in promoting learner agency and stop the shared barriers of any misconceptions of learner agency approaches.