



Authentic Learning Activities with Pedagogical Stylistics – Enhancing In E-Learning Websites

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ABSTRACT: As the innovations in the field of information technology raised its level in education. The facilitators are in the position of enhancing their own facilitating methodologies with authentic learning. It comprised and has to be focused in the field of e-learning websites. The pedagogical stylistics also focuses facilitating the learners with best stylistic approach in their learning environment. In the learning path E-learning websites is the boon. In the place of learning and teaching through e-learning websites it must be sophisticated with all the amenities. I have mentioned two most important approaches which must be present in the e-learning websites. First, enhancement should be made with authentic learning activities one of the prior pedagogical attribute and second with pedagogical stylistics. If these both have given the higher priority in e-learning websites then it will facilitate the learner in a higher extreme and make the learner to involve in learning given by the facilitator through e-learning websites which is the emerging field in education. Pedagogical stylistics is a field that looks at employing stylistic analysis in teaching enable students to better realize literature, language and also improving their language acquisition. Online way of communication is a powerful way of enhancing the teaching methodologies so as to enhance the web based learning it should keep track with this Authentic Learning activities with pedagogical stylistics. There were 10 design elements which are present in the authentic learning activities and goals content, designing through instructions, learner tasks, instructor roles, student roles, technological affordances assessment. If the content providers kept this two important activities in the e-learning websites then the e-learning is a fruitful for the learners and it make ease for both the facilitators and the learners. This is the way the web-based learning should enhance their path. If this path is occurred in the way through web – based learning then it can be said that e-learning is emerging in success.

KEYWORDS: Authentic learning, pedagogical stylistics, E- learning, web – based learning, Real world.

I. INTRODUCTION

Pedagogy is also occasionally referred to as the correct use of instructive strategies. Authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, activities – problem related, case studies, and participation in virtual communities of practice. Pedagogical stylistics is a field that looks at employ stylistic analysis in teaching, with the aim of enabling students to better understand literature, language and also improving their language acquisition. It is also concerned with the best practice in teaching stylistics.

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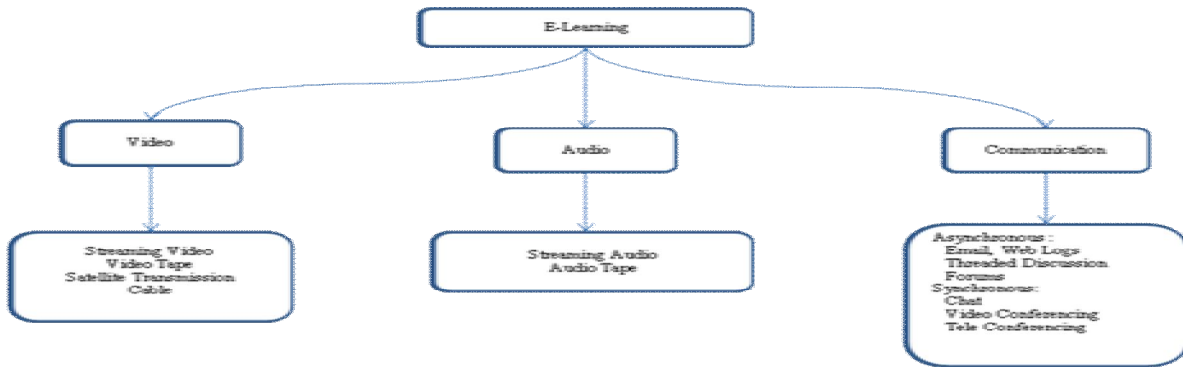


Fig.1. Delivery Methods of E-Learning

II. AUTHENTIC LEARNING

Technology is a tool for education, not a part of the authentic pedagogy. Authentic teaching does not require the use of technology and using technology does not necessarily mean authentic teaching is occurring. Authentic Pedagogy was first defined as instruction and assessment which promoted authentic student achievement. The gears of authentic teaching Fig.2.

III. AUTHENTIC LEARNING ACTIVITIES

Real-world relevance, Ill-defined problem, Sustained investigation. These are the fields describing about the process of learning.

IV. FACILITATING METHOD

An facilitating method is a general approach used in teaching. There have been many instructional methods in education, but the following ten types of instructional methods are commonly considered in pedagogical design (Heinich, Molenda, Russel, & Smaldino, 2002). Good visual design does contribute in creating an effective learning environment for the learner. It helps the learner to understand what he sees on the screen, understand the purpose of the elements and thereby, learn about the content by focusing on it. The benchmark of a good training module is not just the content but also the interface and the look and feel of it. A bad interface can lead the learner to believe that it is a sheer waste taking the course. On the other, a simple ye engaging interface helps the

Gears of Authentic Teaching	
Construction of knowledge	Organizing, synthesizing, interpreting, explaining, and evaluating information to convert it into knowledge.

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<p>Disciplined inquiry</p>	<ol style="list-style-type: none"> 1. Collecting information by methods of inquiry 2. In-depth understanding by exploring issues and relationships 3. Elaborated communication
<p>Value beyond school</p>	<p>Links learning to real world issues faced outside the school building.</p>

Fig.2 Gears of authentic teaching

learner understand the efficacies of the course better. The challenge for the Designer is always to create something simple and interesting by blending aesthetics with functionality. A lot goes into developing an engaging course that sparks the interest of the learner and makes him want to continue with the course.

- Presentation
- Demonstration
- Discussion
- Drill-and-practice
- Tutorial
- Cooperative learning
- Gaming
- Simulation
- Discovery
- Problem solving

Clearly, the use of information technology in education might bring up new facilitating method.

B.AUTHENTIC ACTIVITIES

The concept of formative assessment is underpinned by three defining processes: “establishing where the learners are in their learning [in relation to the expected learning outcomes]; establishing where they are going; and establishing what needs to be done to get them there” (Black & Wiliam, 2009, p. 7). There are six aspects to be promoted in authentic learning.

- **Web based management:** discipline vs. learning partnership
- **Curriculum:** rigid and required vs. flexible and relevant
- **Instruction:** facilitator-centered vs. learner-centered
- **Assessment:** cumulative vs. problem-solving and self-assessment
- **Motivation:** facilitators covering matter vs. facilitators engaging learners



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C.INSTRUCTIONAL METHOD

Online formative assessment was exemplified through various elements in this online course. These included a variety of ongoing and authentic assessment activities, adequately defined learning goals and expected outcomes, and opportunities for ongoing monitoring, assessment and formative feedback. These enhanced learners' engagement with critical learning processes including active, interactive, contextual, collaborative, reflective, multiple perspectives, and self regulated aspects of learning. These aspects are critical to supporting meaningful learning as identified in a recent review of literature by Gikandi, Morrow and Davis (2011).

CHARACTERISTICS OF AUTHENTIC LEARNING ACTIVITIES

1	Real-world relevance	Activities match as nearly as possible the real-world tasks of professionals in practice rather than decontextualized or classroom-
2	Ill-defined	Activities require students to define the tasks and subtasks needed to complete the activity.
3	Complex, sustained tasks	Activities had completed in days, weeks, and months rather than minutes or hours. They require significant investment of time and intellectual resources.
4	Multiple perspectives	Provides the opportunity for students to examine the task from different perspectives using a variety of resources, and separate relevant from irrelevant information
5	Collaborative	Collaboration is integral and required for task completion.
6	Value laden	Provide the opportunity to reflect and involve students' beliefs and values.
7	Interdisciplinary	Activities encourage interdisciplinary perspectives and enable learners to play diverse roles and build expertise that is applicable beyond a single well-defined field or domain.
8	Authentically assessed	Assessment has seamlessly integrated with learning in a manner that reflects how quality has judged in the real world.
9	Authentic products	Authentic activities create polished products valuable in their own right rather than as preparation for something else.
10	Multiple possible outcomes	Activities allow a range and diversity of outcomes open to multiple solutions of an original nature, rather than a single correct response obtained by the application of predefined rules and procedures.

A. Conclusions

Tuning inside in to the technological field, the web-based learning involves some of the occurrences to be made with this pedagogical stylistics and authentic learning. It normally paves way in creating thick rapport between the learner-centered and facilitator- centered. It is also creating perfect way in figuring out the way of creating the innovated e-learning websites which is very much needed in the field of online education.

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