

# Generic Web Resources to Reinforce Learning

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**Abstract** - This paper places emphasis on the use of online learning resources to create a relationship and interaction in marketing services by way of using neuro-linguistic programming concepts. The various portals and discussion forum add on, to reinforce the concept of use of NLP in communication. Not all the methods can be adopted for the demonstration with restriction of time and delivery of a talk. Hence, resources from the YouTube and other e-learning portals play a very important role in making the talk very effective and challenging. The language barriers can be reduced to some extent when a resource material is in the language of the listener. There is high probability of connecting better with the audience when the speaker is not conversant with the native language. This implementation can have different values for each stakeholder or collaborator. This paper explores the value creation rooted in three generic offerings derived through web resources (web pages, presentations and videos) and identifies differences in their perceived benefits that arise in collaborative value creation (eve) in e-learning.

**Keywords** - Web-Resources, Reinforce, E-Learning, Generic, NLP, Web-Portal, Students, Knowledge-Seekers

## I. INTRODUCTION

In the early days web was read only where users of internet went online to browse the information, similar to going to library to

find books with advancement of web resources availability. People have now become agile and refer the web and also become content creators. Today the scenario is not just about finding information, but also to create and share the content such as blogs, wikis, podcasting, social bookmarking and social networking sites. This has allowed user to easily publish content online and to connect and make network with other people around the world with homogeneous interest. To be more precise, today the web resources have become a major source of information for all the domains and specializations in facilitating learning for all age groups, right from children, students (youth) and adult. Focusing on the growth of web users we can easily make out that people tend to understand and learn the concepts (in privacy) with help of audio, video and picture-base support. Moreover the targeted crowd is today's youth, in India is about 65% of the total population is youth who depend on the web resources for reinforcing learning. Our paper indicatively deals with, how in today's era, web resources help an individual learn better i.e. reinforcing the learning through web with its modern aid. However, familiarity and rapport play an important role in learning. It will be adept to write here that a learner would love to visit a web site which is written in his local language and have the teachers speak the local lingua. The learner identifies himself with the learning process very quickly.

## II. LEARNING CRITERIA

We are focusing here only on the three types of learning:

- **Implicit learning:** It is the learning of complex situation and information in an incidental manner without being aware of what has being learned.

- **Cognitive learning:** Cognitive learning deals with mental process of an individual who is influenced by both intrinsic and extrinsic factors, which ultimately bring about learning in an individual.

- **Tacit knowledge:** Tacit learning is a kind of learning that is not exhibited or demonstrated by writing it down or verbalizing it.

**TABLE I**  
**AN E-LEARNING THROUGH WEB**  
**AND ITS CRITERIA AS PER AGE**

Who?	How?
Infants (up to 2 yrs)	Implicit learning/observational learning
Children (3 to 12)	Implicit/explicit learning and to some extent Tacit learning.
Teenagers/young adults (13 to 21 years)	Conscious learning on unstructured subjects and random, through Blogs, wikis, social networking, YouTube.
Adults (22-50 years )	Conscious Learning which is structured and designed and is intentional- for Knowledge out of interest/curiosity/research instinct.
Senior citizens (60+years)	Entertainment, Depth of knowledge, research, Information seeking.

## III. WEB RESOURCES

Web resource which is present in atr cloud and space i.e. Internet, in common. A Web resource is something that has a unique identity, and typically the identity would be in the form of Uniform Resource Identifier (URI). In computing, a Uniform Resource

Identifier (URI) is a string of characters to identify the name of a resource which enables interaction with representations of the resource over a network, typically the World Wide Web, usmg specific protocols.

Three types of web resources are available for teaching.

### 1) IPA Websites

The International Phonetic Alphabet abbreviated as IPA, is an alphabetic system of phonetic notation based primarily on the Latin alphabet. IPA is a standardised representation of the sounds of oral language. This is used by foreign language students and teachers singer's actors and web based language translators.

### 2) Audio Files

Audio files are important medium of teaching on web-sites with recordings, live audio streaming and with pre-set sounds in web portals.

### 3) Images and Videos

Images and videos form picture based teaching tool for the learners with easy visualization of images and colourful videos.

## IV. LEARNER NEEDS

It states the learner's gap between what he/she wants to get from the learning experience and his/her present state of knowledge, skill and enthusiasm.

1. Curriculum - the curriculum IS where we give appropriate levels of work; to know what is to be learned to set realistic targets. To achieve the objective with prerequisite skills.

2. Cognition - It is the way one understands the situation and information and present it in his own way.

3. Motivational factors - It IS to motivate the person internally to learn and understand the concepts.

4. Personal factors - Personal factors are the attributes which influence and individual

in his personal space, they can be personal skills self-esteem, attitude and personal motivation factors.

## V. BARRIERS IN LEARNING

This indicates the major hurdles that may or may not encounter in learning with reference to web.

1. **Uneasiness with openness:** A number of participants noted that the open nature of Web technologies is still new to many students. They reported that some students are very uncomfortable with the openness and are reluctant to participate in class activities that utilize Web and the immediate and public nature of Wikipedia collaboration made some of the students feel more self-conscious and a bit uneasy at times. These students preferred one-to-one teacher-student interaction more than public, peer-to-peer interactions.

2. **Technical problems:** Participants reported that students who have older computers often have technical issues when using Web. It was also noted that some Web tools are "still a little primitive," having technical glitches and might not work well with current course management systems. Several participants mentioned that universities do not provide enough technical support for faculty who are unfamiliar with Web technologies.

3. **Time:** It takes time to learn and manage new technologies. Time was another barrier identified in this study. Several participants reported that learning new technologies takes time away from learning subject matter content.

TABLE II  
CONVENTIONAL LEARNING VS E-LEARNING

Conventional learning	E-learning
Teacher is present	Smart learning
Books, papers	Laptop, tablets, e-books
Notes are prepared, dictated according to the needs of the students	Notes are ready and available on internet, material has to be picked-up according to the interest of the students
Practical and tangible methods of learning	Visual and pictured based method of learning
Not available on demand	Available on demand
Patient listening and Learning is required	Fast and quick learning
Available in particular places	Mobility and available on fingertips
Dependent on others and external motivation	Self-dependent and internal motivation
Knowledge is forced	Knowledge is gained as per the interest
Organized and systematic	Unorganized and complex
Timed and graded	Untimed and ungraded
Reliable and authenticated	Unreliable and unauthenticated

## VI. THE NLP PRESUPPOSITIONS IN E-LEARNING

Let us consider only four presuppositions of NLP for the sake of e-learning system. The four presuppositions connected to e-learning are:

### A. *People make the best choice available at any given time.*

The idea is to add choices and resources. When you take away choices, other compensating behaviors can occur. Learners will always be impulsively choosy when that log on to a search engine to data mine information.

### B. *People have all the resources they need.*

This assumption opens up possibilities. Resources mean the internal responses and external behaviors needed to get a desired response. Often people have resources that they haven't considered or are available in other contexts. With this presupposition, we can say that every computer savvy learner has the resources in him to search for information, and learn. We need not feed him. He can hunt his own food.

**C. The meaning of communication is the response you get.**

This is one of the most important presuppositions in NLP. We think that if someone misunderstands us there is something wrong with him or her. Both verbal and non-verbal behaviors trigger responses in others. The point of communication is to get an outcome. An effective communicator is not someone with good command of language and delivery. She is someone who gets her desired response. So, does the web resource get the desired response from the learner? Repeat visit from the same learner will justify that the web resources are designed well for the learner.

**D. You cannot not communicate.**

We are always communicating either verbally or non-verbally. Even the absence of a response is information. Is your web portal communication? IS it been accessed frequently from a particular location? Are there frequent downloads? If not what is preventing learners from accessing the web portal?

## VII. WHY WEB RESOURCES

1. **There is No time restriction:** Web resources can be accessed at anytime, anywhere in the world,

2. **There is No infrastructure required:** Websites work with the only source called internet unlike the infrastructure required for conventional teaching like building, classrooms, benches, black/white boards etc,

3. **Referring web resources has become mandatory:** People in today's generation have the tendency of referring websites after the conventional method of teaching for more explanation and practical based examples,

4. **Knowledge is available more than required:** In the web resources the available content and knowledge on a particular topic and subject is vast and they have different explanations with 'n' number of practical examples,

5. **Variety of demonstration:** One has variety of learning approaches towards his personal interest,

6. **No supervision or coerced learning:** An individual studies on his own and does not need any supervision or any kind of external force to make him/her study,

7. **Repetitions and replays are possible:** At any point of time one can replay and re-read the content and watch the video and listen the audios again and again for better understanding of the topic.

## VIII. REINFORCING LEARNING THROUGH WEB PORTAL

According to survey conducted on 20 individual of our college the survey reveals that the learners 80% (16 learners) prefer the generic Web resources through the search engine than registering for even a free e-learning portal. Since information is available on the web site, the necessity to undergo an e-learning process is not very motivating, Further, the learners opined that in the event of searching for relevant content, a lot of related articles are read and understood. The most common attribute found in a learner and their opinion are:

- Google happens to be the most popular search engine
- People trust websites on the basis of Ratings, Popularity, Comments, Likes, and Views

People usually try to familiarise the content found on website and relate the content to their ideology and learn the subjects and concepts.

It was found that visual memory and picture perception has stronger impact on learner's ability and on his/her memory and thus it was found that YouTube has more weightage than the textual content websites.

## IX. BENEFITS

The four most beneficial aspects that e-learning has transformed the landscape through web learning when compared to the conventional method of classroom learning:

### 1) Faster Delivery

At a time when change is faster than ever, a key advantage of e-learning is that it has quicker delivery cycle times than traditional classroom-based instruction. In fact, research indicates that e-learning reduces learning time by at least 25 to 60 percent when compared to traditional learning. E-learning cuts down on the training time required because:

- It does not take as long to start and wrap up a learning session.
- Learners set their own pace, rather than the pace of the group.
- No travel time is needed to get to and from training events.
- Learners can focus on elements of a programme they need to learn and can skip what they already know.
- Alongside these factors, there is also a practical limitation on how quickly learning can be rolled out with classroom-based instruction, as the capacity to deliver is limited by the number of available classrooms and trainers.

### 2) Lower Costs

Because of the speed and ease in which elearning is delivered the costs of learning and development for an organization are drastically reduced.

There are immediate cost-effective gains of elearning in terms of reducing training time as well as cost-effective savmgs in terms of trainers course materials travel and accommodation. However, it is equally important to highlight that e-learning, when done right can also improve an organization's profitability.

### 3) More Effective E-Learning

E-Learning courses can have a positive and direct impact on an organization's profitability

by making it easy to learn and digest information.

- Better attitude toward the e-learning format and training in general.
- Improved scores on tests, certifications or other evaluations.
- Increase in number of learners who achieve 'mastery' level and I or 'pass' exams.
- Greater ability to apply the new knowledge or processes on the job.
- Better long-term retention of information.

### 4) Lower Environmental Impact

By providing an alternative to the paper-based learning and testing of traditional classrooms, elearning is an effective way for organizations to significantly reduce their carbon footprint.

## X. CONCLUSION

Strategies to make the learners visit the generic web resources is important. It is found that most of the learners do not have a structured learning but are impulsive we learners, whenever need arises. They prefer a precise answer to their question posted on the search engine. They waste little time in knowing the preamble or introduction parts of a domain subject. It is imperative to understand the presuppositions of a learner and the web sites designed in way as to enhance the learning experience.

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