Laboratory Practical Report

of

**E-Learning**

**(ICT ED 467)**

Submitted To

**TRIBHUVAN UNIVERSITY**

In Partial Fulfillment of the Requirements of the course

**B.Ed. ICTE 6th Semester**

Submitted By

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T.U. Regd. No.: 9-2-214-54-2019

Under the guidance of

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**SUKUNA MULTIPLE CAMPUS**

Sundarharaincha-12, Morang, Nepal

2080

**CERTIFICATE**

This is to certify that the Laboratory Practical Report

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is a bonafide record of experiments carried out by him/her under the guidance of

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# **How web2.0 is differed with web 1.0? Explain with example in your own word?**

Web 1.0 was the early internet era where websites were static and primarily served as digital brochures. Users were passive consumers of information. In contrast, Web 2.0 ushered in dynamic, interactive platforms where users became content creators. Think of Web 1.0 as reading a book, while Web 2.0 is like having a lively conversation with others online.

**Web 1.0**:

**Era**: Roughly from 1991 to 2004.

**Characteristics**:

**Static Pages**: Web 1.0 consisted of static web pages. These pages were like digital billboards, displaying information but lacking interactivity.

**Content Consumption**: Most users were passive consumers of content. Few content creators existed.

**Personal Web Pages**: Personal websites were common, hosted on ISP-run servers or free hosting services.

**Limited Interaction**: Interaction between users and servers was minimal.

**Web 2.0**:

**Era**: Emerged around 2004.

**Key Changes**:

**User-Generated Content**: Web 2.0 shifted from static pages to dynamic, interactive platforms. Users became content creators.

**Participative Social Web**: It’s all about reading, writing, creating, and interacting. Think of social media, blogs, and wikis.

**Examples**:

**Facebook**: Users create profiles, share posts, and interact with others.

**Wikipedia**: A collaborative encyclopedia where anyone can edit and contribute.

# **Define assessment Explain role of ICT in assessment.**

[Assessment is the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made](https://www.researchgate.net/publication/348489222_ICT_in_Assessment_A_Backbone_for_Teaching_and_Learning_Process). [It can also mean the process of testing, making a judgment, or calculating someone’s tax or skills1](https://www.researchgate.net/publication/348489222_ICT_in_Assessment_A_Backbone_for_Teaching_and_Learning_Process).

ICT stands for Information and Communication Technology. [It refers to the use of computers, software, networks, and other digital devices to create, store, transmit, and process information2](https://www.acharyar.com.np/2021/04/information-and-communication.html).

The role of ICT in assessment is to help teachers and students in various ways. Some of the benefits of using ICT in assessment are:

[It can make the process of assessment easier for teachers by storing and recording information about how students are developing understanding of new material; and by taking over some of the role of assessing and providing feedback to students so that teachers can focus on other aspects of supporting learning3](https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=462).

It can enable students to complete their tasks in more flexible and creative ways, such as portfolios and project-based assessments. [Students can also use ICT to self-assess their learning and receive immediate feedback from teachers or peers](https://www.researchgate.net/publication/348489222_ICT_in_Assessment_A_Backbone_for_Teaching_and_Learning_Process)[4](https://www.tutorialspoint.com/ict-in-assessment-and-evaluation).

It can enhance the validity and reliability of assessment by using multiple sources of evidence, such as observations, tests, quizzes, surveys, interviews, etc. [ICT can also help reduce bias and errors in assessment by providing clear criteria and standards for evaluation5](https://bing.com/search?q=define+assessment).

It can improve the accessibility and equity of assessment by allowing students with different needs and abilities to participate in online or web-based assessments. [ICT can also help overcome geographical barriers and cultural differences in assessment by providing translation tools and multimedia resources6](https://www.merriam-webster.com/dictionary/assessment).

In summary, ICT plays a vital role in assessment by transforming it from a traditional paper-and-pencil method to a more interactive and innovative one. ICT can help teachers measure student learning outcomes more accurately and effectively; help students demonstrate their skills and knowledge more creatively; help assessors collect more diverse and reliable data; and help learners access more opportunities for learning.

# **In context of Nepal how e-learning enhanced teaching learning and assessment process in educational process.**

In Nepal, **e-learning** has significantly transformed the teaching, learning, and assessment processes in education. Let’s delve into how it has made an impact:

**Learner-Centered Approach**: E-learning encourages a **learner-centered** environment. Learners actively engage with digital content, explore resources, and take ownership of their learning journey.

**Personalization**: E-learning platforms are sensitive to **individual differences**. They adapt content, pace, and assessments based on each student’s needs, learning style, and progress.

**Collaborative Learning**: E-learning fosters **scaffolded cooperative learning**. Students collaborate online, share ideas, and work together on projects, transcending physical boundaries.

**High-Level Skills**: Beyond rote memorization, e-learning emphasizes **critical thinking**, **problem-solving**, and **creativity**. Assessments focus on these skills rather than mere recall of facts.

**Technology-Enhanced Assessment**:

**Assessment Personalization**: E-learning allows personalized assessment. It identifies individual characteristics and tailors’ assessment methods accordingly.

**Effective Mediation**: Technologies mediate assessment, capturing learners’ initial states and progress.

**Web 2.0 Tools**: E-learning platforms incorporate Web 2.0 technologies, enabling collaboration and knowledge creation among peers.

**Comparative Surveys**: E-learning facilitates comparative surveys at **national and international levels**. [These surveys assess individuals’ acquisition of new skills, often using ICT1](https://unesdoc.unesco.org/ark:/48223/pf0000220235).

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