Learning to Learn and Engage with tools - A Case Study on Independent Learning

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Abstract – "The more you know yourself the more clarity there is." How true it holds presently when the education community is making a prominent shift from a teacher-driven class to a learner-driven class. The presentation is based on an 'independent learning case study' in which the use of technology to innovate learning is explored, executed, and evaluated for desired educational outcomes and pedagogical transformations. It focuses on describing the independent learning tools and aims at recommending their application for an effective and engaging virtual classroom. The case study keeps into consideration its adaptability across nations. The learners are engaged in virtual activities to experiment with one's abilities, hone skills, and enhance experimentation-based learning. The study helps evaluate significant findings that bring out distinction before and after the application of varied virtual tools. Findings indicate and support positive transformation. Several task-based appealing methods are devised and implemented in the virtual teaching-learning process to evaluate their effectiveness. The areas of learning and improvement cover English communication, listening, and presentation skills. The fun approach to teaching English facilitates a longer retention span and demonstrates significant improvements in overall learning and developing love for the language as well. This paper presents details on a few task-based methods that are ready to use for implementation. Independent Learning is self-leading towards knowledge and utilization of knowledge for a vibrant society. It helps the learner in becoming a provider and not a taker. It provides a space for breathing and nurturing lives. Independent learning is inspired by 'harmonious learning' and improved happiness quotient as it is purely life skill-based. The competitive spirit stays alive and thus one becomes an independent learner. To conclude, Independent Learning creates an environment where the learners are "learning to learn."

Keywords: Learner-driven approach, the adaptability of Virtual tools for effective communication, harmonious learning.

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