

PROPAGATING LIFELONG LEARNING CULTURE AMONG EDUCATORS THROUGH WEB-BASED TRAINING

DR WAN ZUMUSNI BINTI HAJI WAN MUSTAPHA

Most adults spend a substantial time acquiring information and learning new skills to respond to the rapidity of change, the continuous creation of new knowledge and an ever-widening access to information make such acquisitions necessary. Much of this learning occurs as a result learner's initiative, even if through formal settings. As "knowledge and skills" providers, higher learning institutions must address their institutional role has to keep up the current development by undergoing a change management process, chart new strategic directions, enhance knowledge delivery methods, and increase research and development and industrial linkages. The fact that advances in multimedia and IT have revolutionized the channels through which education is delivered such as using personal computers and video conferencing systems means lectures are now accessible at different places.

The advancement of the Internet has allowed the scope of education to be widened and PCs are now viewed as powerful complement to textbooks, and not just the main and sole source of information and reference. At workplace, training is part and parcel of the workers either through directive or voluntarily measures. The infusion of Internet expands lecturers' space and access to greater world of knowledge with the mushrooming of websites offering information on anything they can possibly imagine, known as 'network-based language teaching', where computers are connected to one another in either a local or global network.

Although there are dissenting views regarding the adoption of internet in facilitating language teaching and learning among educators, it is no doubt that computers are gaining its popularity in a language classroom to facilitate language learning, particularly English language. As English Language is becoming increasingly important as the medium of instruction, computer literacy has also become a necessity for graduates to secure a promising job in the market. Education is not just subjected to examination but now a total solution to real problems which must be constructed creatively and effectively. Therefore, lecturers are now expected to be not just knowledge in their own fields but able to upgrade their knowledge and become life-long learners. By doing so, they are preparing their students to be life-long learners.

With new knowledge and new technology, keeping up with demand of the job market is not an easy or pleasant task for some educators who have to keep abreast with the upcoming changes in teaching trend and mode of learning. This calls for redefining their roles in the classroom as technology is paving its way particularly into Malaysian higher education institution settings. With new knowledge and new technology, keeping up with demand of the work is not an easy or pleasant task for some educators who have to keep abreast with the teaching trend and mode of instruction.

Workplace training is a transition from college or university education in enhancing one's professionalism to be able to perform more efficiently and in upgrading their skills and knowledge. Malaysian workforce participate informal workplace learning as part of their employment directed by political and economic agenda other than for organizational effectiveness.

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Since web based learning are slowly becoming part of the education fabric, it is important for educators to have a better understanding of integrating technology in the classroom. As technology becomes increasingly dominant in education, educators are required to incorporate technology not just into their classrooms, but beyond the classrooms.

Educators should also be able to update their knowledge by making use of the technology such as internet so that they can be proficient and comfortable with using technology in disseminating knowledge. This means having basic computer literacy is insufficient and educators should be able to develop professional growth through the use of technology so that they can integrate it into their work and learning experiences. They should apply innovative uses of technology; they should be expected to use it in their own learning and teaching, while exploring creative uses of technology in their own teaching beyond the four walls.

