

## FOCUS OF FUTURE CLASSROOM: COMPUTER-BASED SIMULATED ENVIRONMENT

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### Abstract

In present era college students are becoming more technologically savvy and are looking to the Internet and their cell phones for entertainment, and to social networks to meet new people who share the same interests as them. The 21st century continues to escort in technological advances that modify the scenery of communication, socialization, and private versus public information. One such transform is the distinction that social networking websites currently get delight from, especially among the younger age cohort. The objectives of this study are to verify in an Indian context for investigate role and position of virtual communication in future classroom. Prospect classroom should pay attention towards altering and diversified requirements of learner. Schools have to make policies regarding usage and misuse of virtual communication to avoid emerging cyber-bullying crime. Improvement of interactive communication and understanding the effect of social networking on the personality, attitudes, values and achievement level can enhance the empowerment of future virtual classrooms. Different pedagogy situations can benefit from young people's addictive tendencies toward internet usage because these students use the Internet for many hours per week. Most students utilize it for interpersonal relations than peers who participate in professional communities; discussions and virtual learning.

### Objectives

The objective of this paper is to explore Computer-based simulated environment as the prime focus of future classroom

- To expound the concept of future classroom.
- To illustrate the concept of Computer-based simulated environment.
- To investigate the nature of Computer-based simulated environment used by students.

To describe the advantage and disadvantages of Computer-based simulated environment as a tool of future classroom.

**Keywords:** Future Classroom, Simulated Environment.

### Introduction

The 21st century continues to escort in technological advances that modify the scenery of communication, socialization, and private versus public information. One such transform is the distinction that social networking websites currently get delight from, especially among the younger age cohort. Social networking software has been defined as, on line spaces that allow individuals to present themselves, expressive their social networks, and set up or maintain connections with others. While there are numerous types and variations of social networking web sites, the two most common are Facebook, I and Twitter. Among other things, social networking sites allow members to post personal information and photos, communicate with each other, and connect to users with similar interests, all within an online environment. Generally speaking, online social networking permits for individuals to stay in relatively close social contact with others through the use of these web sites. These sites have been described as "relationship facilitators" that help individuals build connections with others.

### Virtual World

A virtual world is an online community that often takes the form of a computer-based simulated environment through which users can interact with one another and employ and generate objects. The term has become largely synonymous with interactive 3D virtual environments, where the users take the form of avatars visible to others. The first virtual worlds presented on the Internet were communities and chat rooms. Virtual Worlds are often seen as 3D Games, there are many different kinds: forums, blogs, wikis and chat rooms where communities are born. Places which have their own world, their own rules, topics, jokes, members, etc. Each person who belongs to these kinds of communities can find like-minded people to talk to, whether this is a passion, the wish to share information about or just to meet new people and experience new things. Some users develop a double personality depending on which world they are interacting with. Depending on whether that person is in the real or virtual world can impact on the way they think and act. It is not all about video games and communities, virtual world also plays a part in the social as it can allow people to speak or share knowledge with each other. Best examples are

instant messaging and Video-conferences which allow people to create their own virtual world.

### **Computer-Based Simulated Environment**

Internet communication embodies both written and spoken characteristics necessary to developing a comprehensive analysis of the Web.

A virtual world is a "synchronous, persistent network of people, represented as avatars, facilitated by networked computers." Bell

Bloomfield (2007) has suggested that virtual worlds may be useful for examining human behaviour and traditional internet-world constructs (alongside other fields).

Doodson (2009) reported that offline- and virtual-world personality are significantly differ from each other but are still significantly related which has a number of implications for Self-verification, Self-enhancement and other personality theories. Similarly, panic and agoraphobia have also been studied in a virtual world.

There's no question that the Internet has become the most significant technological development of the 20th century. Its effects may surpass that of the radio, television and perhaps, even the printing press. Compared to the rise of other electronic media, the Internet has expanded at an awesome rate, reaching millions of users and thousands of organizations around the world. The World Wide Web, like previous technological innovations in the sphere of mass media, is a vessel for communication and, in turn, a vessel of cultural embodiment. It is difficult to imagine that such an important technological transformation will have anything other than a profound impact as a means of cultural transmission.

The world continues to be driven by the rapid development of information technology and globalization. Not surprisingly, the working environments that have been projected to grow the fastest are all related to the usage of computers, the Internet, and information systems. With globalization, many multinational corporations (MNCs) are increasingly employing virtual teams (VTs). It was reported that 137 million workers worldwide are involved in some form of remote electronic work (Solomon, 2001).

The conceptual and empirical research conducted on the topic of VTs has also increased tremendously over the past years when electronic-mediated technologies became more ubiquitous (Belbin, 1981; Geber, 1995; Jarvenpaa & Leidner, 1999; Kostner, 1994; Townsend, DeMarie, & Hendrickson, 1996). Many researchers began to

look at many different issues faced by virtual teams. Some of the latest works that concern VTs are studies that look at personality types and interaction styles that affect the communication of VTs as compared to conventional team performances (Potter & Balthazard, 2002), the use of technology in global virtual collaboration (Qureshi & Zigurs, 2001), the effects of the temporal coordination mechanism on conflict management, the behavior of VTs supported by an asynchronous communication technology (Montoya-Weiss, Massey, & Song, in press), radical innovations without collocation (Malhotra, Majchrzak, Carmen, & Lott, 2001), the understanding of the best practices of VTs (Lurey & Raisinghani, 2001), sharing and reusing knowledge between team members in other organizations, and virtual relationships (Majchrzak, Rice, King, Malhotra, & Ba, 2000). Problems stemming from intercultural communication, trust, leadership, and training are all crucial to understanding in light of VTs.

According to Maznevski and Chudoba (2000), out of the 41 studies conducted on technology-supported distributed teams from 1990 to 1998 published in 11 major journals, only a small number of research works were conducted to understand how cultural boundaries affect the context in which the communication takes place and the communication process itself (e.g., Turoff, Hiltz, Bahgat, & Rana, 1993). Furthermore, for internationally distributed teams, only two studies were conducted to understand the role of trust in global teams that never met face to face (Jarvenpaa, Knoll, & Leidner, 1998; Jarvenpaa & Leidner, 1999). Research on multinational teams is far more limited than research on distributed teams, with most of it focusing on the effectiveness of team performance of a heterogeneous group and a homogenous group (Maznevski & Chudoba, 2000).

Teams are often viewed as an important means to enhance an organization's creative and problem-solving capabilities (Jarvenpaa, Ives, & Pearlson, 1996; Zachary, 1998). Maznevski and Chudoba (2000) define global virtual teams as groups that (a) are identified by their organization(s) and members as a team, (b) are responsible for making and/or implementing decisions important to the organization's global strategy, use technology-supported communication substantially more than face-to-face communication, and (d) work and live in different countries. A virtual team is also defined as "a temporary, culturally diverse, geographically dispersed, electronically communicating work group" (Jarvenpaa & Leidner, 1999, p. 792). The notion of temporary in the definition describes team members that may have never worked together before and who may not have expected to work together again as a group (Jarvenpaa & Ives, 1994;

Lipnack & Stamps, 1997). A virtual team is considered global when the members' backgrounds are culturally diverse and they are able to think and work with the diversity of the global environment (DeSanctis & Poole, 1997; Jackson et al., 1995). Finally, the team members use computer-mediated communication technology such as groupware that allows members to engage in collaborative work despite the separation of time and space.

International literature has identified a stable correlation between problems in the sphere of adolescents' personal relationships and potential Internet dependence. These adolescents use the Internet for many hours per week; most utilize dysfunctional coping strategies and show worse interpersonal relations than peers who do not show signs of PIU. (Luca, Dania & Paola, 2009). Bloggers' social integration, reliable alliance, and friendship satisfaction all significantly increased compared to non-bloggers, suggesting that blogging has beneficial effects on well-being, specifically in terms of perceived social support. (James & Susan, 2008).

It is revealed that high-level SNW use is influenced by attitudinal, normative, and self-identity factors, findings that can be used to inform strategies that aim to modify young people's high levels of use or addictive tendencies for SNWs. (Emma & Katherine 2009).

The use of the friend networking site stimulated the number of relationships formed on the site, the frequency with which adolescents received feedback on their profiles, and the tone (i.e., positive vs. negative) of this feedback. Positive feedback on the profiles enhanced adolescents' social self-esteem and well-being, whereas negative feedback decreased their self-esteem and well-being. (Valkenburg, Peter & Schouten, 2006).

This research addressed two fundamental questions regarding self-concept, self-esteem, gender, race, and information technology use. Findings indicated that technology use predicted dimensions of self-concept and self-esteem, with video game playing having a negative influence and Internet use having a positive influence on self-concept dimensions. Gender differences were observed on several self-concept dimensions, but contrary to expectations, girls did not score higher than boys in social self-concept. (Linda et.al., 2009)

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networking software has been defined as, on line spaces that allow individuals to present themselves, expressive their social networks, and set up or maintain connections with others. While there are numerous types and variations of social networking web sites, the two most common are Facebook (<http://www.facebook.com>) and Twitter (<http://www.twitter.com>). Among other things, social networking sites allow members to post personal information and photos, communicate with each other, and connect to users with similar interests, all within an online environment. Generally speaking, online social networking permits for individuals to stay in relatively close social contact with others through the use of these web sites. These sites have been described as "relationship facilitators" that help individuals build connections with others.

### **Advantages in Higher Education**

Internet communities offer the advantage of instant information exchange that is not possible in a real-life community. This allows people to engage in many activities from their home, such as: shopping, paying bills, and searching for specific information. Users of online communities also have access to thousands of specific discussion groups where they can form specialized relationships and access information in such categories as: politics, technical assistance, social activities, and recreational pleasures. Virtual communities provide an ideal medium for these types of relationships because information can easily be posted and response times can be very fast. Another benefit is that these types of communities can give users a feeling of membership and belonging. Users can give and receive support, and it is simple and cheap to use.

Economically, virtual communities can be commercially successful, making money through membership fees, subscriptions, usage fees, and advertising commission. Consumers generally feel very comfortable making transactions online as long as the seller has a good reputation throughout the community. Virtual communities also provide the advantage of disintermediation in commercial transactions, which eliminates vendors and connects buyers directly to suppliers. This eliminates pricey mark-ups and allows for a more direct line of contact between the consumer and the manufacturer.

### **Disadvantages**

While instant communication means fast access, it also means that information is posted without out being reviewed for correctness. It is difficult to choose reliable sources because there is no editor that reviews each post and makes sure it is up to a certain degree of quality. Everything comes from the writer with no filter in between. Identities can be kept anonymous online so it is common for people

to use the virtual community to live out a fantasy as another type of person. Users should be wary of where information is coming from online and be careful to double check facts with professionals. Information online is different from information discussed in a real-life community because is less ephemeral online. As a result, users must be careful what information they disclose about themselves to ensure they are not easily identifiable, for safety reasons.

## Conclusion

The swap of information, at the spirit of communication, is a common social practice among humans. A virtual world is an online community that often takes the form of a computer-based simulated environment through which users can interact with one another and employ and generate objects. Internet communication embodies both written and spoken characteristics necessary to developing a comprehensive analysis of the Web 2.0. Among other things, social networking sites allow members to post personal information and photos, communicate with each other, and connect to users with similar interests, all within an online environment which is very useful instrument for developing National mission of Education through ICT. Internet communities offer the advantage of instant information exchange in higher education that is not possible in real-life communities. This allows learner to engage in many activities from

their home, such as: admissions, result notifications, date-sheets, syllabi, submitting assignments and searching for specific information.

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