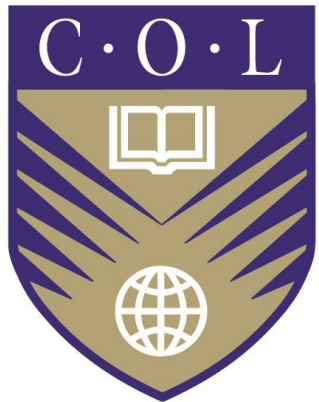


# ‘A Journey from Listeners to Learners’



CEMCA

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# The Concept(s)

**The act of listening - involves complex affective, cognitive and behavioural processes:**

- ▶ **Affective:** Relating to, arising from, influencing feelings and emotions or making an emotional connect.
- ▶ **Cognitive:** The process of understanding; relating to, being, or involved in conscious intellectual activity of thinking, reasoning and remembering; brain making connections
- ▶ **Behavioural:** Involving, relating to, or emphasising behaviour; reactions to social stimuli; acts or reacts

# Contd...

**Act of learning - process of acquiring new understanding, knowledge, skills, behaviours, values, attitudes and preference**

- ▶ **New understanding:** Appreciation, awareness, comprehension, discernment, grasp, insight, intelligence, judgement, perception, and, making sense of something.
- ▶ **Knowledge or skills:** Largely acquired by instruction
- ▶ **Behaviour:** Modification of a behavioural tendency by experience or as a result of exposure to conditions.
- ▶ **Values:** Degree of importance of something or an action; determining the best actions or the best way to live.
- ▶ **Attitudes:** Largely, a psychological construct that spells out one's own beliefs, conclusions, estimations, interpretation, judgment, notion, opinion, perception, views, viewpoints.
- ▶ **Preference:** choosing or special liking; power or choice to choose; ability to take decisions.

# The Context: People

- ▶ Illiterate: Do learn all the time; but how? (they do listen and perceive on their own).
- ▶ Semi-literate: They are supported to learn all the time; but how? (they do enhance their understanding with support).
- ▶ Literate: They are expected to unlearn and learn; but how? (they do attempt at gaining newer and fresh understanding all the time).
- ▶ The less privileged: Almost everyone at some contexts; but, we do recognise certain people as target groups (based on their occupation, their ability/inability, their situation, their vulnerability).

# The Context: Technology

- ▶ The other half
- ▶ Availability, accessibility, affordability, reliability, relevance, capacity and meaningful (less)
- ▶ Cost and ease
- ▶ Best-fit for the current

# The Context: Process

- ▶ Systems in place
- ▶ Activities in place
- ▶ Course of actions, motions and operations in place
- ▶ Procedures in place
- ▶ Changes and anticipated outcomes put in place

# The Content

- ▶ Message
- ▶ Medium and media
- ▶ Format and form
- ▶ Language
- ▶ Transmission and storage
- ▶ Adaptation and use, and reuse
- ▶ Open and user-generated
- ▶ Assisted and instructed
- ▶ For a specific outcome

# What are we here to do?

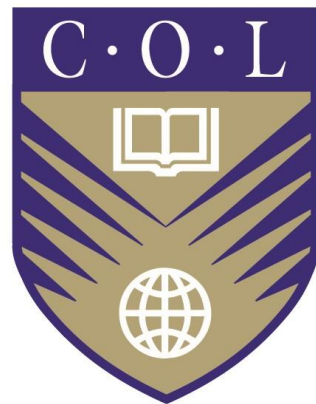
- ▶ Look at the process of listening/learning and the induced steps towards systemic learning.
- ▶ Look at the context and the role of technology that can replace the notion of inducing to naturalising.
- ▶ Look at the way we carry out functions currently and to determine if and how we carry out some research (to make some meaningful noise) and seek some attention to our efforts.



# What do we wish to prove?

- ▶ Shall find out at the end of the day!

Thank You!



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