



USE OF ICT IN STUDENT CENTRED TEACHING METHODS IN TEACHER EDUCATION

Dr. Kisan Jijaba Shinde

Assistant Professor,

D. P. B. Dayanand College of Education, Solapur.

E.Mail ID.- kisanjshinde@gmail.com

Introduction

Almost all learning is based on the concept of transfer' - Singer

In education Transfer of learning or transfer of knowledge or transfer refers to learning in one context and applying it to another. Now Transfer of learning has been described as the ultimate aim of teaching. In our educational systems, the teaching and learning process is generally characterized by the traditional lecture, in which the Teacher explain to the student behavioral pattern of the domain. Some of the nonconventional teaching methods adopted are learning through active participation by the students through models of teaching, constructivist models, computer-assisted learning, Web-based learning, e-learning, group discussion, seminars, and so on.

During last decade it has been tremendous growth in new models of teaching. It has been made impact on our education system. So the great responsibility of our teacher educators is to update their knowledge & keep themselves in regular path in teacher education programme. One of the first things a teacher must do when considering how to teach students is to acknowledge that each student does not learn in the same way.

This means that if the teacher chooses just one style of teaching the students will not be maximizing their learning potential. Much of the material used to educate student teacher at training college is largely text and lecture based, which have significant limitations.

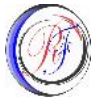
It is quite natural that the innovative teaching practices would certainly have greater impact on the learning habits of pupil. Many Educators has the opinion that new methods (ICT) can assist pupil in engaging cognitively to a depth with knowledge domains. This is often discussed in terms of cognitive taxonomies such as provided by **Bloom** (1964)

Objective of the Practice

1. To prepare student teachers with best teaching competencies and commitment.
2. To create general awareness among student teachers about ICT and develop competence in them in its use in new teaching methods.
3. To encourage student teacher in using ICT for improving professional development.
4. To prepare student teachers with scientific outlook, self-confidence in teaching learning process

Need Addressed and the Context

All of us know that there is a three phases of teaching learning process. First phase is input second is process and last one is output. Most of the Teacher educators spend most of their classroom time on input and output phase and thus get less time for process phase. Use of student centered methods, internet, Digital content, latest information technology like nimations and videos make lessons rich and interesting. Due to use of ICT student teacher understands things easily.



Today's need is pooling of learning objects, e-content, open source material on net for free use to teachers and students. It is in this context that the institution must provide all the required ICT technology and also motivate teacher educator for effective use of these technology and new methodologies. Use of ICT integration increases the available time for the process phase.

Description of the Practice

Activities using ICT are generally planned in the beginning of the semester-I. The Sample of the present study included B.Ed.(2013-14) trainee of Dayanand College of education, Solapur. For present innovative practice total 72 B.Ed. trainees was selected. Two units of educational psychology (Intelligence and Growth and Development of Learner) has been chosen for the present innovative practice.

For present innovative practices researcher had introduced the concepts, various types of Gardner's multiple intelligence Theory and Growth and Development of Learner. Researcher had also given information about nature of group work during group discussion and seminars. The pupil teacher had given 10 days for collection of information and preparing presentation. In these entire activities attempt is made to provide ample freedom for analysis, discussion and assimilation by the adoption of retrievable media.

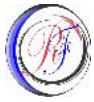
A schedule for the teaching learning workshop is prepared. Later trainees are divided into groups. Total 72 students were divided into 6 groups, every group consists of 11-12 trainees and each group is assigned to a group leader who provides guidance with the help of teacher educator and ensures that the group follows the schedule. The method of mixed ability grouping was used. Each group has given separate content for the study. Total eight student teachers have presented their seminars. There was arrangement of audio and video recording during all learning activity and presentations of group work through LCD Projector.

Sample Schedule

- Creating an ICT club of new entrants at the start of Semester I.-1hour
- Overview of syllabus & Orientation of use of internet and new methods in Educational Psychology-3 Periods
- Introduction to various teaching methods with like group discussion, seminar etc. - 2 Periods
- Demonstration of various ICT skills(Use of websites, Preparation of PPT,) by the teacher educator- 4 periods
- Preparation of Seminars and group discussion. - 5 Days.
- The learning material prepared by the teachers such as PowerPoint presentations
- Use of internet for presentation.- 5 Days.
- Students are encouraged to make their group presentations using LCD projector. PowerPoint presentations of learning materials - 5 Days
- PowerPoint Presentation by using Computer and LCD Projector in the classroom by the student teachers- Total six groups - 4 periods
- Feedback, Discussion Session and review -2 periods

The Resources: Resources required for implementing this best practice could be described as below:

Physical Resources: In order to use the ICT in the face-to-face classroom situation, a computer lab with computer for every student will be required. Internet facility (preferably broadband connectivity) will be additional requirement as the students are expected to use Internet resources. Since the some students have computer and Internet connectivity at home, it



becomes easier for them to participate in any activity conducted over the Internet and *World Wide Web*. We have one computer laboratory with 25 computers. All the computers in the lab are in LAN and have *wi. fi.* connectivity.

Human Resources: Basically the student teachers are expected to initiate the use of ICT in their teaching training. Hence the student teachers must be confident in using ICT in teaching as well as enthusiastic about its use. For this teachers should have the required professional competencies and training.

Financial Resources: The college department must invest in creating physical infrastructure like computers, furniture, Internet, LAN etc.

Evaluation

The students are evaluated for their work during group discussion, presentation, seminars, use of ICT by observation. Written test has been conducted after presentations which carries 20 marks. Students are required to write a diary and present it once a week to teacher educators.

Evaluation of this practice of use of ICT in Student Centered Teaching Methods in Teacher Education is not done through any formal evaluation technique. During the end of this practice, student teacher shares their experiences, feedback with the use of various techniques and internet resources. They also share the problems in using ICT and teaching methods.

Observations

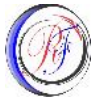
1. It was observed that thinking competency of the B.Ed. trainee was increased.
2. It was observed that B.Ed. trainee was taking active participation in teaching learning process.
3. B.Ed. trainee was acquiring skills of using ICT.

The Impact and Outcome

- 1) The result shows that achievement of learning in educational psychology is increased due to use of ICT and student centered methods.
- 2) B. Ed. trainee became aware of the importance of use of ICT.
- 3) It was also found that creative thinking capabilities of B.Ed. trainee were increased due to ICT skills and use of new methods.
- 4) Student Teacher has become more perceptive to the use of technology. They have become more aware of the needed alterations in their teaching, learning with the help of technology.

Requirements for Adoption and Adaptation

1. Teacher educator and student teacher should use ICT knowledge in teacher training programme.
2. Teacher educator should encourage and accept student teacher's autonomy and initiative.
3. For the effective use of student centered teaching methods institution of training college should provide all ICT based facilities. Institution should create basic physical infrastructure such as computer systems (preferably a Lab with all systems in LAN), LCD projector and Internet (preferably broadband)
4. Encourage communication between the teacher educators and the student teachers and also between the student teachers.
5. Select proper content of B.Ed. and M.Ed. curriculum for teaching through new innovative teaching methods with the help of ICT.



6. The teacher educators will have to be trained and motivated to use new student centered teaching methods and experiment the use of ICT in their daily teaching sessions.

Advantages in innovative teaching

1. Use of principle 'Learning by doing': Student's may be going beyond the teacher's own subject of expertise. Also they are actively involved in learning process.
2. Self and independent learning: Learning may not be directed towards teacher's objectives classroom. Here student teacher discuss with friends and teacher educators, collect data through reference books, internet.
3. Healthy and enthusiastic learning climate: Here all teaching learning process is without stress and strain. Cooperative learning decreases stress, boredom and fatigue.
4. Increase in Student Motivation: Teacher and friends motivates student teacher throughout practices. Also there is self-motivation while student teacher collects data and constructs new knowledge.
5. Extension of students thinking: Ideas and thinking of student teacher may go beyond teacher's experience and knowledge which may bring and provide confidence of student teacher 's thinking abilities.
6. Attention: Average learners, Slow learners, have also concentration on the teaching-learning process without deviation and distraction.

Conclusion

Teacher education needs to orient itself to the new challenges and enable its pupil to compete level. The pupil who are pursuing teacher education are required to place community and future citizens at a higher place by possessing new skills and attitudes as well as competitive knowledge in the stream of education concerned. All these can be possible through practice of innovative teaching practices in Teacher Education.

Bibliography

1. Best, J. W. & Khan, J. V. (2007). Research in Education. (10th Ed.). Prentice hall of India Private Limited New Delhi Page 498.
2. Bhatia and Bhatia (1996). A textbook of educational Psychology. Doaba house, Booksellers & Publishers Delhi. P. 623.
3. Garret, H. E. & Woodworth, R. S. (1981). Statistics in Psychology and education Vakils, Feffer and simons Ltd., Bombay P. 491.
4. The Journal of the Association of Teacher Education Action inTeacher Education Volume XIII No.3 fall 1991.
5. An Anthology of "Best Practices" in Teacher Education Published by National Assessment and Accreditation Council (NAAC)
6. <http://www.prainbow.com/cld/cldp.html>
7. <http://www.education.indiana.edu>
8. <http://www.nacc.com>