



ROLE OF TEACHER EDUCATORS IN E-TEACHER EDUCATION

Shri. Mujawar Isub Nabiso
Shri. Solapure Gajanan Anna
Dr. Bhosale Sambhaji Maruti

Introduction

Teaching and Learning discourse has been changed. New roles of the teaching process have been derived from the concept of “knowledge society” at all educational levels. In the context of the information and/or knowledge societies and lifelong learning strategy, a new frame of pre-service and in-service teacher education needs to be defined. The current level of the learning technology development provides opportunities for collaborative engagement, access to information, interaction with content and individual empowerment. Rapid changes in communication technologies enable teachers to move from traditional classroom activities to online classrooms, or online activities in the traditional classrooms. This Paper helps to explain the role of teacher educators in E-teacher education. Discuss the outcome of E-teacher education on student teachers and teacher educators. Explain the Value Clarifying approach to value based education. Elaborate the use of contrived experiences in value based education.

Concept and Features of E-teacher education

Educational systems worldwide insist on using information and communication technologies (ICT) to teach students who gain the knowledge and skills needed for the future knowledge society (Jimoyiannis and Komis, 2007). E-teacher education would develop in pre-service a positive attitude towards e-learning and using computers in their future classrooms. E-teacher education is the instructional system of processes and activities designed according to the ICT development, characteristics and models of e-learning, principles of formal communication, principles of e-education and principles of competence based education system, etc.

E-teaching adopts the constructivist principles in the designing of learning experiences. The concept of co-operative teaching is the fundamental construct to develop e-teaching scenarios.

There are different forms of e-learning courses

E-learning activities in online professional learning community

Graduated students – active teachers participate in a series of learning activities, exchanging ideas with other students and teachers; this form uses web based technologies, asynchronous discussions and participation in school based activities
(Implementation lessons, assessment procedures, etc.)

E-learning programmes use broadcast formats, lectures reviewing, class demonstrations, reviewing other online materials

This form uses multiple sites, interaction via video conferencing, online text messaging; video conference-based teaching approach is important part of the (presented) curriculum.

Individualized self paced instructional procedures

Series of online learning activities which are delivered between e-teacher and teacher participants who are the e-learners in the curriculum: it includes some forms of the self – study without interaction, some interactions with instructor though online discussion, email, Skype.

Hybrid teaching models

This form uses integrative onsite meetings, classroom visits, face-to-face workshops, coaching and mentoring programmes, small study group.

E-learning based on the extend communication in distance situation and without immediate connection.

E-Tutors

Teachers play a vital role in realizing the educational goals of a dynamic society. The quality of teachers is of prime importance for the success of educational endeavours. Teachers' competence includes the following three fundamental professional competencies.

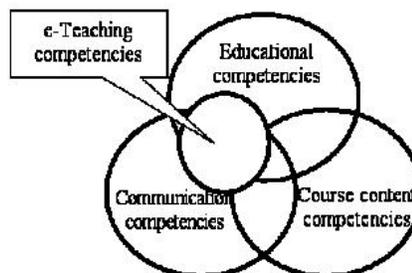
Educational competencies- system of knowledge, skills, abilities and motivation dispositions to realize educational professional roles.

Programme competencies or course content competencies system – system of knowledge and skills from the course content and developed activities to teach the students about the knowledge and skills.

Communication competencies- system of the knowledge, skills, abilities and motivational dispositions to realize the goals of communication and teaching social interaction.

To gain the expected educational outcomes a teacher can use information and communication technology. E-teaching competencies would serve to enhance the professional competencies of teachers.

Structure of teachers' competence



E-teaching competence is the synthesis of the didactical, technological, personal and organizational components that are necessary for effective e-learning and e-teaching modelling and realization.

There are three dimensions of the teachers' ICT competencies

1. The teacher knows what learning activities using ICT can be used in teaching (ICT Awareness).
2. The teacher has the necessary skills for using hardware and software (ICT readiness) and
3. The teacher knows the pedagogical-didactical elements of ICT (ICT drill and practice).

Teachers can be in a position of the creator of e-teaching process or the user of the e-teaching/e-learning modules. Teachers need to rethink their underlying assumptions about teaching, about the learning process and, most fundamentally, about their role as educators. Teacher activities in the e-teaching scenarios can be broken into two major tasks: providing the content for the students and supporting communication between students and tutors. E teacher educators must therefore be able to organize different types of e-learning and e-teaching scenarios.

Some models of learning scenarios and e-teaching scenarios are as follows

- Web-based e-learning scenarios;
- Classroom based e-learning scenarios;
- Online classroom e-learning scenarios;
- Scenarios of net based course;
- Scenarios of e-learning with streaming media technology;
- Scenarios of e-learning in the hypermedia classroom;
- Scenarios of e-learning based on the combination of the traditional classroom learning and e-learning.

E-tutors have many professional roles in the e-learning process such as central and some peripheral roles of e-tutors in e-learning.

Central Role: Content facilitator, Meta cognition facilitator, Process facilitator, Advisor (counselor) , Assessor (formative and summative) , Technologist Guide, Resource.

Peripheral Role: Manager and Administrator, Designer, Co-learner, Researcher

The Outcomes of E-Teacher Education

The competencies that are developed through E-teacher education are as follows;

1. General Competencies

- System of knowledge, abilities and skills of the vocational and scientific critical approach to investigation and problem resolving; writing skills and skills of the presentation of the vocational and scientific papers; research autonomy and self-reliance.
- Team competencies and effective communication skills in the work and research processes.
- Qualified persons for continual education and development of interdisciplinary approach.
- Professional activities in keeping with professional and scientific ethics.

2. Subject specific Competencies

- Complex theoretical knowledge system of the education processes and technological systems.
- Qualification for selection, applying investigation, evaluation, innovation and development of the current methods as well as types of learning and teaching.
- The skills of the planning and managing of learning and teaching process, modelling of the learning situation.
- Specialized knowledge and skills of the special domains of the e-education, design, creation, implementation, delivering, evaluation and management of the e-courses;
- Qualification to use complex theory and interpretation, to demonstrate practical knowledge and apply it in the online, synchronous and asynchronous mode.

The student teachers and teacher educators would be able to



- Functionally explain the processes and dimensions of e-education, e-teaching and e-learning;
- Research the basic principles of the learning base on the multimedia; analyze interaction as well as synchronous and asynchronous e-learning/e-teaching communication.
- Select and apply the adequate technologies and tools in the effective creation of different e-learning solutions.
- Understand the functioning of the hardware, software and communication e-learning infrastructure.
- Create configuration and apply different multimedia devices, software tools, video conferencing solutions in the process of e-learning development and realization.
- Design, develop and realize e-learning procedures based on the specific educational needs of individuals, groups and systems.
- Develop assessment plan, e-assessment techniques, collect data of the achievement, and interpret student performance in the frame of the formal, informal and social learning.
- Analyze and improve roles of e-educator, e-manager, e administrator, manage one's own learning and make plans for professional development.
- Resolve e-educational problems and innovate e-learning and e-teaching process.

According to Kleiman (2004), “e-learning can contribute to addressing each challenge by enhancing the preparation of new teachers, providing high quality and readily accessible professional development opportunities for active teachers, and making the teaching profession more attractive (e.g., by providing online resources for teachers and new connections to colleagues and mentors) to help address the teacher recruitment and retention problem.”

References

1. Awouters, V., Jans, R., Jans S., (2008). E-Learning Competencies for teachers in Secondary and Higher Education, Conferencia Internacional e-learning, Zaragoza, April 2004, retrieved May 2, 2010
from http://edict/documenten/Paper_Zaragoza_Valere_Awouters.pdf.
2. Beckett, E.C., Marques-Chisholm, I., Wetzal, K. (2003). Preparing Technology competent Teachers, Technological Horizons in Education Journal ONLINE, Retrieved April 30, 2010, from <http://www.thejournal.com/magazine>
3. The Role of e-Tutor, Retrieved April 30, 2010, [http://www.unesco.org/en/competency_standards - teachers](http://www.unesco.org/en/competency_standards-teachers).
4. <http://www.tojet.net/articles/9122.pdf>