International Journal of Movement Education and Social Science
IJMESS Vol. 7 Special Issue 02 (Jan-June 2018) www.ijmess.org
ISSN (Print): 2278-0793
ISSN (Online): 2321-3779

USE OF TECHNOLOGY A LATEST TREND FOR ENRICHMENT OF TEACHER EDUCATION THROUGH DISTANCE LEARNING MODE

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ABSTRACT

Technology has transfigured all the spheres of human lives both at individual as well as social level and Education is no exception for it. The human resource concerned with education can take more advantage from ICT prevalently especially teaching community in distance learning system. Technology is used in teaching learning process to make it very maneuver and victorious even when pupil and teacher remain away from each other. It bridges the gaps of distance, time and space, consequently makes the delivery of content more convenient. Available research reveals that technology has laid positive impact on the teaching in distance learning mode and in modern scientific technological society where there is an immediate requirement of providing the knowledge about use of technology to the teachers. Teachers should become more competent in adopting the skills used in teaching by virtue of technology and the execution of their content before students may become more affective. It enables teachers to enrich themselves with the knowledge of presenting the subject matter in a comprehensive way to the learners. It is required to have a better knowledge of technology in the concerned subject for teacher to present the content easily and to overcome the problems in comprehending the complex concepts. In this paper, researcher has attempted to explore the means by which teachers can improve teaching skills by virtue of technology in Distance learning mode.

KEYWORDS: Content, Distance learning mode, ICT, Teachers, Technological society, Technology

INTRODUCTION

We are living in the age of information and Technology. ICT is considered as the subset of IT. We are related to the technology in each and every respect. A large number of information is propagated in the world about regarding different disciplines. Since every field has been influenced by this growing field and Education as one of the

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dynamic field cannot be skipped. ICT is used in teaching learning process to make it effective and interesting. In contrast with the traditional methods teachers nowadays use novice methods coupled with the use of technology in classrooms to reach the maximum participation of students during the interactive phase of teaching. In 1998, UNESCO World Education report by UNESCO in 1998 reveals that student and teachers must have sufficient access to advance ICT in their classroom, schools, teacher training institutions. Teacher should possess the information and skills to use the scientific teaching aids in the class room to make the students achievement level at the peak value. Today we have the concept of individual difference and a diverse structure of our classroom in educational institutions psychological theories advocate that each normal child is fully capable of development and progress regarding his academics. But it is possible only when teacher is able to handle the situation in the classroom efficiently. The quality of professional progress of teacher education depends on the scope of ICT integration in teacher education programme. According to UNESCO (2002) "ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters". Teachers are the builders of nation. Technologies play vital role in training programmes of teachers. Students accesses latest and updated information through TV, Radio, Mobile, Internet, Print media, social networking sites, etc. ICT is very important for Pre-service teacher education programme in the current age. Without proper knowledge of ICT teacher cannot perform well in his/her class room.

OBJECTIVE

- To find out the means that can improve teaching skills of a teacher using ICT in Distance Learning.

METHODOLOGY

This current paper is based on primary and secondary sources like Journals, Thesis, University News, books, Articles, Specialist opinion and websites etc. The method used is Descriptive Analytic method.

REVIEW OF LITERATURE

Bhattacharjee and Deb (2016) revealed that teaching occupies an honorable position in the society. ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquiring the knowledge of ICT, student teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching learning process.

FINDINGS

Once teachers have a good hold on the basics of ICTs—operating systems, word processing, e-mail and Internet navigation—they may attain a position in which they use technology to access teaching skill development opportunities. This enables learning which is apart from the bindings of time and place and overcomes the conventional limitations of face-to-face training workshops (cost, travel, accommodations, and low numbers of participants). A number of different technologies have been adopted to support skill development of teachers. Often clustered under the blurred heading, "distance learning," they include indispensable correspondence courses, broadcast television, interactive radio, and video. This may put spotlight on the potential of new digital technologies (the Internet, digital radio, CDROMs, DVDs) for teacher skill development. To initiate, it is important to distinguish among different approaches or models for online professional development. As Bob Tinker states, *"Broad claims about the value of online learning need to be qualified by the kind of model being discussed."* Four models are discussed here, based on Tinker's taxonomy:

- ***The course supplement model,***
- ***The online lecture model,***
- ***The online correspondence model, and***
- ***The online collaborative model***.

1. The course supplement model balances a traditional face to-face teacher training course with online resources that often include readings, suggested activities, chat rooms and discussion forums, and answers to problems and tests. Many developing countries looking to improve the quality of their pre-service and in-service teacher professional development programs can begin here. However, this approach does not reduce costs (it increases them), nor does it replace face-to-face instructional time (the primary cost) or improve scalability of training.

2. The online lecture model offers opportunities to reduce instructional costs and reach large numbers of teachers. It emphasizes primarily one-way delivery of high-quality content. Considerable resources often are invested in developing online instructional resources, with personal contact provided over the Internet through instructor responses to assignments and exams, moderated discussion groups, online "office hours" for questions and answers, and collaborative project work. For motivated and disciplined teachers, this model can be an effective way to provide professional development at a reasonable cost, particularly in countries where qualified teachers are in short supply. However, the loss of personal contact implied by this model typically results in extremely high dropout rates (around 50%).

3. The online correspondence model is similar to the online lecture model, but it usually invests fewer resources in content delivery in exchange for increased personal contact with the teacher through graded assignments and examinations. Indeed, quite a few traditional correspondence training programs that used postal systems to exchange

the work of participants and instructors have transferred their courses to the Internet. The cost is relatively low, but the lower quality/quantity of instruction (much of the training is actually self-paced reading) limits this model to highly motivated teachers and specialized content.

4. The online collaborative model emphasizes the full potential of technology to enable teacher-teacher collaboration during their training course. Typically, it emphasizes asynchronous collaboration (essential for learning across time zones, less costly, and easy to implement); limited enrollment (no groups larger than 20 teachers, although these may be part of courses with much larger enrollments); and expert facilitation, trust-building activities among participants, explicit schedules, high-quality learning materials of many kinds, continuous assessment, and quality assurance with respect to instructional design, subject matter content, delivery, and impact. This model often requires more time to design and deliver than traditional face-to-face courses, but it does offer many advantages (higher impact, anytime/anywhere learning, modeling of what teachers may do in their classrooms with their students, etc.). For developing countries, the ideal online teacher professional development program may be a hybrid of these models, combining the high-quality content delivery (lecture model) with a system of mentors/facilitators for personal feedback (correspondence model) and frequent participant collaboration on assignments/learning activities (collaborative model).

CONCLUSION

The paper has sought to explore the role of ICT in enhancement of teacher education in distance learning as we progress into the 21st century. The teacher education system authorized by ICT motivated infrastructure can have a great chance to come up to the centre stage and guarantee academic quality, value instruction and management in a knowledge-based society. ICT in teacher education is necessary and it must be met for successful technology incorporation and provide strategy for the development of planned process. Rapid changes in technology will ensure that ICT will proliferate in the classroom. The use of ICT will enhance the learning experiences for children, helping them to reflect and commune creatively. ICT has incredible potential for education. ICT can allow a teacher to reach out efficiently and effectively. Networking through ICT helps teachers and institutions to be more up to date, energetic and integrative. It is really a challenging task to strengthen ICT in teacher education because a large majority of the teacher education institutions are unequipped or under-equipped in the terms of digitized and high-tech infrastructure.

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