



## Integrating Ict Into Teacher Education Programme

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### **Abstract:**

*Teacher educators are faced with the challenges of preparing a new generation of teachers to effectively use the new learning tool in their teaching practices. ICT is an ocean. This paper focuses the possible usage of ICT in teacher education. ICT teacher training can take many forms. We can organize various ICT use as: Main content focus of teacher training, Part of teaching methods, Core technology for delivering teacher training, and Facilitate professional development & networking. ICT can be used to enhance richness and quality of teacher education in the classroom through web-based instruction, which can be implemented by Web-assisted classroom instruction and Individual learning. For effective learning, close and conducive learning environment in the college can be created through strategies like Development of instructional material, Use of web conferencing and blogs, Formation of discussion forum and newsgroup.*

ICT can be useful in handing practice teaching by making use of digital demonstrations, Creation of photo gallery, Instructions on blog, Feedback. ICT can facilitate extension activities either by integrating ICT in it or through distance mode.

This paper explains the practical use of ICT in the field of teacher education.

Teacher educators are faced with the challenges of preparing a new generation of teachers to effectively use the new learning tool in their teaching practices. Information and Communication Technology is an ocean. ICT teacher training can take many forms. Students teachers can be trained to learn how to use ICT or teachers can be trained via ICT. This paper focuses the possible usage of Information and Communication Technology in the teacher education considering the varied background of B.Ed. student teachers, their computer/ICT literacy level and possible availability of Information and Communication Technology resources.

For the maximum utilization of information and communication technology, some basic information literacy and skills are essential. To achieve the minimum required abilities to harness the benefits of information and communication technology, the following measures are to be achieved in college of teacher education.

- i) Orientation about information and communication technology resources.
- ii) Each student will create his/her e-mail account.
- iii) Each teacher educator will have her/his own blog.

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## I: ICT and teaching of 'Theory of Teacher Training'

Information and Communication Technology can be used firstly to enhance richness and quality of teacher education in the classroom

**A) WEB-BASED INSTRUCTION:**

Tools such as Internet, Gopher and WWW have been developed largely to facilitate sharing of information. Its use is growing very rapidly due to its access to the latest version of a document.

Web-based instruction can be implemented in two ways.

- 1. Web-assisted classroom instruction
- 2. Individual learning

**Web-assisted classroom instruction**

In this method, the teacher will contact the suitable website and collect information required to teach topics. Teacher from the same subject background can have networking through Internet. They can exchange the information and resources; can have orientations, discussions, sharing of knowledge through e-mail, chat and conferencing. After having collected the required materials, the teacher proceeds toward preparing the instructional material.

The teaching can be interactive by integrating supporting literature, images and video, sound clips, readymade templates that are available on WWW. It will be presented by harnessing the application software like word processing, spreadsheets, PowerPoint and moviemaker, etc. The teacher can combine pre-recorded images made during a lecture. Pre-recorded video fragments can be included accompanied by sounds if needed. Images of real objects obtained via cameras can be downloaded to a computer or connected directly to the projector. This technology allows for clearer visualization and saves time. Teaching follows follow-up activities which may include projects, assignments and tutorials based on the theory. Here interaction can be done through chat room, e-mail facilities through websites or blog. For this purpose, every teacher should have his own blog or website. Remedial teaching, if necessary, can be given through web conferencing, mobile conferences, etc.

**b) Individual learning**

In this approach, the teacher will be given orientation and guidance to the learner regarding availability of e-resources. The learning objectives will be cleared to the students. They will contact the web sites, collect the information and learn the topics. After learning the text available in the web sites, they can carry out the teacher-prepared follow-up activities. The learner can interact with the teacher in the classroom in the form of seminar followed by group discussion.

The above-mentioned usage of WWW helps to enrich the content for teaching. But what is more important in education is learning. For effective learning, it is very essential to create close and conducive learning environment in the college, which caters to the need of individuals. For this purpose, one can follow the following strategies:

**Development of instructional material:**

Teacher educators can prepare computer-assisted instructions for the students. Topic like statistics can be handled by using drill and practice mode. In this mode, the programme is designed to provide the learner with a number of graded examples. The computer keeps the track of the learner's performance and provides quick feedback and reinforcement. Incorrect answers are diagnosed and corrected. Each sub point will be attached to the new document where it is explained with reasons. Psychological experiments can be prepared in V-cal mode. Multimedia can be used for preparing PowerPoint presentations. One can make use of You-Tube option, Windows Moviemaker software, hyperlinks, interlinks, etc., to make PowerPoint presentations effective and attractive. For developing the instructional material authoring tools are used. The authoring tools are software products to create content. Authoring tools helps to convert documents, image and charts created on word processors, spreadsheets and presentation software into online content.

**1) Use of web conferencing:**

Teacher educators can hold web conferencing by forming groups of students. Proper schedule is to be prepared for this purpose. Experts in the field can be approached and involved web conferencing.

**2) Formation of Discussion forum and Newsgroup:**

The burning topics can be discussed through threaded discussions by creating discussion forum for the group of students. One newsgroup can be formed on the teacher's blog or college website on which Local, National and Global educational news can be made available.



3) Use of Blogs:

Teacher can avail of lecture digital notes, PowerPoint presentations, references, extra reference material and important instructions on the blog.

II: ICT in practice teaching

The second aspect of D.Ed. curriculum is practicum, which include different activities. One of the crucial activities of D.Ed. curriculum is 'teaching practice'. ICT can be useful in handling practice teaching by following strategies:

A. Digital demonstrations:

The method-instructors of colleges of teacher education present the demonstration lessons. Video recordings of these should be available for the students. In the video library, recording of previous years' students and some expert teachers' demonstration classes can be added. Students may learn many skills through observation. Videos can also be used to analyze teaching styles and idiosyncrasies and help educational systems to change their approaches.

The demonstration lesson should be classified based on micro skills, simulated lessons, various methods and models along with Herbert's method. It will be added benefit if lesson planning, pre- and post-discussion session, explanation about the methods and educational implications of the model used will follow these demonstrations.

B. Creation of photo gallery:

The selective teaching aids can be preserved in the form of photographs, which can be a teaching-aid bank for the students. Along with the photographs, the explanation of making these teaching aids can also be added.

C. Instructions on Blog:

In the D.Ed. curriculum, Examinations and Practice teaching lessons are the two major activities that come under internal assessment. With the help of blog, it is easy to inform the instructions available for the students and teachers.

D. Feedback:

Criticism lesson can be observed on the screen and self-evaluated by the student teachers. Along with that peer feedback and supervisors' feedback should be given with the help of video recording. If possible, implementation of feedback can be checked again through video recording of next lesson. This helps the student teacher to learn and improve.

III: ICT and in-service programme

D.Ed. Colleges should be source of knowledge and resources for the in-service training of teachers by providing extension activities.

ICT can facilitate extension activities in two ways:

1. By integrating Information and Communication Technology in extension activities
2. Through distance mode.

