



ADVANCED EDUCATIONAL TECHNOLOGY USES BY VTC - B.ED. TRAINEES

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ABSTRACT

Teaching through Educational Technology emphasizes the widest view of learning: learning solutions going beyond the traditional models of training and teaching. We all are agreeing that in this 21st century all teachers have the skill of Educational Technology. The researcher tried to know the concept, awareness and opinion towards the educational technology of trainee teachers' of V.T.C.B.Ed. College, Surat. The researcher used the descriptive survey method in the present study.

Introduction

A teacher is a paramount component involved in transforming the information, knowledge, wisdom, belief, attitude, skills, competencies etc. among learners. Each and every degree programme/courses are important but B.Ed. the degree programme is more important as this programme gives the society teachers who are working with the minds of students in schools. These students should be mentally, physically, psychologically, sociologically and intellectually optimally developed. The teachers imparting education to these trainees can play this role more effectively if they themselves have a positive attitude in using the educational technology.

If educational technology is used to help primary, secondary, and upper secondary education become change agents, then scholastic education will prove to be beneficial. Understanding how VTC-BED trainees use educational technology would be interesting in this context.

The fact that the trainees received the right instruction may assist the country in overcoming the obstacles associated with higher education.

An analysis of different definitions pointed out that Advanced Educational Technology is

- The use of contemporary techniques and skills given the significance of the objectives
- Learning facilitation through media and methods
- Control over the environment for effective learning.

Technological advances and inventions have had a significant influence on education. Education uses a wide range of technologies, from basic approaches like microteaching to sophisticated ones like teleconferencing and virtual classrooms. The way we teach and learn has revolutionized due to technology, but a true revolution won't happen until faculty members alter their methods.

In the context of this study, educational technology has been defined as the application of certain microteaching techniques, group discussion and team teaching approaches, model use, and basic computer usage.

The term 'awareness' used here, is restricted to very general familiarity with the technology.

An associated college of the Indian Institute of Teacher Education University, Gandhinagar, is VTC B.Ed. College, Surat. The aforementioned college is located in Surat. Training candidates for the B.Ed. program at VTC B.Ed. College are graduates of bachelor's or master's degrees with a minimum of 50% in graduation or master's degree. Through the use of teaching theories, one week of school exposure, two internships lasting 47 days (semester 3) and 21 days (semester 4), and two years of training, they receive training in both theoretical and practical aspects of teaching and the educational system in schools.

The Title of the Study:

The Title of the present study is:

ADVANCED EDUCATIONAL TECHNOLOGY USES BY VTC - B.ED. TRAINEES

Objectives of the Study:

Keeping the following objectives in mind the present study was conducted:

1. To study the concept of Advanced educational technology among the VTC B.Ed. College, Surat trainee.
2. To study the awareness of VTC B.Ed. College, Surat trainees towards the use of Advanced educational technology.
3. To study the opinions of VTC B.Ed. College, Surat trainees about Advance educational technology for strengthening the current education.

Method:

For the purpose of the present study, the descriptive survey method of research was used by the researcher.

Sample:

For the present study, 49 Trainee Teachers of the VTC B.Ed. College, Surat Educational Campus, Gujarat, India were selected purposively. These trainees had selected two content and method-based courses/subjects from English, Hindi, Gujarati, Sanskrit, Social Studies, Economics, Science and Mathematics. From four EPC courses, they had one ICT in Education.

Tools:

For the present study, the researcher constructed and used the google form questionnaire for the purpose of data regarding the awareness of VTC B.Ed. College, trainees towards the use of educational technology.

The questionnaire consisted of the awareness of methods, devices and materials that were constructed.

- **Awareness regarding different methods of teaching:** Lecture Method, Micro Teaching Technique, Demonstration, Questioning, Probing Question, Group Discussion, Field Trip, Assignment, Slide Show, PowerPoint Presentation, Project, Powerpoint Presentation etc.
- **Awareness regarding different devices useful in imparting education:**
OHP, Slide Projector, T.V, Computers, A/V Cassettes Player, A/V/CD Players, Camera, Internet, Interactive white Board, Smart Board etc.

- **Awareness regarding materials useful to impart education:**

Blackboard, Charts, Posters, Models, Specimen, Maps, Globes, Transparency, Slides, Video/Audio Cassettes/CDs, Computer Assisted Learning, Computer Instructed Learning, Mobile and Interactive White Board with Internet, CCTV, etc.

The data collected were classified and tabulated according to the need and analyzed using percentages.

Collection of Data:

The data were collected via google form by VTC B.Ed. College, Whatsapp group year 2021 -2022. The developed tools were given to all the trainees and filled in by the sample. The collected data were systematically classified and tabulated according to the objectives of the study.

Statistical Techniques Used:

The classified and tabulated data were subject to statistical analysis using percentages and graphs.

Findings and Discussion: Table No.1

Relative awareness about different components of Educational Technology

01	02	03	04	05	06	07	08
Sr. No ·	Components/ Tools / Techniques	Availa- bility/ Use in the school	Unknown To the trainee	Heard only About (Awareness)	Familiar with	trainees can use	Total of 4,5,6, and 7
01	Lecture Method	100 %	00	00	00	100 %	100 %
02	Micro Teaching	58 %	00	00	27 %	73 %	100 %
03	Demonstration	63 %	00	00	00	100 %	100 %
04	Questioning	100 %	00	00	00	100 %	100 %
05	Team Teaching	100 %	00	00	45 %	55 %	100 %
06	Group Discussion	41 %	00	00	45 %	55 %	100 %

07	Field Trip	100 %	00	00	06 %	94 %	100 %
08	Assignments	100 %	00	00	00	100 %	100 %
09	Slide Show	23 %	00	12 %	27 %	61 %	100 %
10	Power Point	63 %	00	09 %	28 %	63 %	100 %
12	Project	100 %	00	10 %	38 %	52 %	100 %
13	Models of Teaching	100 %	00	09 %	28 %	63 %	100 %
14	OHP	58 %	00	00	29 %	71 %	100 %
15	Slide Projector	53 %	00	00	42 %	58 %	100 %
16	Camera	53 %	00	00	21 %	79 %	100 %
17	Television	81 %	00	00	09 %	91 %	100 %
18	Computer	63 %	00	00	13 %	87 %	100 %
19	LCD	44 %	00	38 %	17 %	45 %	100 %
20	Video Cassettes Player	23 %	00	00	19 %	81 %	100 %
21	A/V CD Player	--	00	10 %	34 %	56 %	100 %
22	Internet	52 %	00	16%	12 %	72 %	100 %
23	Virtual Classes	13 %	00	48 %	26 %	26 %	100 %
24	Tele conferencing	21 %	00	41 %	43 %	16 %	100 %

The use of Technology by VTC B.Ed. Trainee

The findings of the study were as follows:

- 65 percent of trainees at VTC B.Ed. College, Surat, aware what educational technology is.
- 62% percent of trainees at VTC B.Ed. College, Surat are familiar with the ideas of teleconferencing and virtual classes.

- 87% of trainees at VTC B.Ed. College, Surat are aware that computers are used in various aspects of the school curriculum.
- In their classroom instruction, 73% of trainees at VTC B.Ed. College, Surat employ a variety of microteaching techniques.
- To develop a better understanding of some crucial concepts of the subject content among the learners 55 % of the VTC B.Ed. College, Surat trainees prefer team teaching and group discussion.
- 63% of trainees at VTC B.Ed. College, Surat regularly employ various teaching models in their instruction.
- Prior to attending VTC B.Ed. College, Surat, 37% of the trainees received training in the use of educational technology through various orientation programs.
- 37% of the trainees at VTC B.Ed. College, Surat expressed interest in taking part in various training programs organized by the government or other organizations.
- 82 % of the VTC B.Ed. College, Surat trainee feels comfortable and easy with educational technology.
- 23 % of the VTC B.Ed. College, Surat trainee uses educational technology in various educational activities rather than teaching.
- In different activities like collection of information to update themselves, evaluation process, co-curricular activities, sports etc educational technology is used.
- 83 % of the trainees believe that the use of educational technology makes teaching interesting and effective
- The percentages of respondents are 100 and 94 respectively where the respondents use Assignments and Field Trip.

Table N0. 2 Use of Modern Technology:

Sr. No.	Components	Availability in School	Aware of	Familiar with	Trainee can use	Total
01	Television	81 %	--	09 %	91 %	100 %
02	Computer	63 %	--	13 %	87 %	100 %
03	Power Point	63 %	09 %	28 %	63 %	100 %
04	LCD	44 %	38 %	17 %	45 %	100 %
05	Internet	52 %	16 %	12 %	72 %	100 %

06	Virtual Classroom	13 %	48 %	26 %	26 %	100 %
07	Tele Conferencing	21 %	41 %	43 %	16 %	100 %

The reading of the table-2 shows that the

- Only 13% and 21% of schools have access to teleconferencing and virtual classroom facilities. Merely 26% and 16% of the students are able to utilize the Teleconferencing and Virtual Classroom systems.
- PowerPoint is the most powerful component to impart instructions effectively. The table shows that only 63 % of the trainees can use it. Here, the effective use of PowerPoint is again a different issue to discuss.
- Only 45% of the trainees are allowed to use LCDs.
- 72 percent of trainees use the internet.

Teachers at all levels have a strong desire to use technology more effectively. In order for society to experience the desired change through education, the responsible authority should bring the teacher and technology very close to one another.

Conclusion:

Only when educational technology is employed to address particular learning needs and when it enriches students' unique learning experiences can it be considered effective. Technology in education should to be embraced as a standard component of instruction. There are frequently not enough technical staff members in schools to maintain and organize the technology when it is being used. When it comes to assembling and setting up technology, students must learn how to do so. Educational technology does not replace the teachers but a proper integration of teachers and educational technology brings success. In the present era, students require an enhanced set of skills that includes not only reading, writing and some numeric skills but also the skills related to the use of educational technology and ICT. As the capacity and means of this study were limited, the outcome should be interpreted cautiously.

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