



Attitudes of Teacher Educators of Ahmedabad towards E-Teacher Education

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1. Introduction

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, principles of competence-based education system, etc. E-teaching adopts the constructivist principles in the designing of learning experiences.

There are different forms of e-learning courses (Milosevic et al, 2009). They are as follows; 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, 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 groups; E-learning based on the extend communication in distance situation and without immediate connection.

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 endeavors. Teachers' competence includes the following three fundamental professional competencies (Bjekic and Zlatic, 2006) : Educational competencies- system of knowledge, skills, abilities and motivation dispositions to realize educational professional roles; Programme competencies or course content competencies- 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. In the present study researcher investigated attitudes of teacher educator towards e-teacher education.

2. Objectives

Objectives of present study were as follow...

1. To study the attitude of secondary school teachers towards e-teacher education with respect to Gender i.e. male and female.
2. To examine the impact of area in terms of their attitude towards application of technology in classroom teaching.
3. To study the impact of experience with respect to e- teacher education.
4. To evaluate the impact of type of the institution in which teacher are working on attitude towards e-teacher education.

3. Hypotheses of the study

There will be no significant difference between the mean scores of attitude of granted college and non-granted college towards e-teacher education.

There will be no significant difference between the mean scores of attitude of Rural and Urban areas teacher educators towards e-teacher education.

There will be no significant difference between the mean scores of attitude of male and female teacher educators towards e-teacher education.

There will be no significant difference between the mean scores of attitude of teacher educators having less than 3 years' experience and having 3 or more than 3years' experience towards e-teacher education.

4. Variables

Variables of the present study are classified into the following categories

- Types of the college: (1) Granted (2) Non-Granted
- Area: (1) Rural (2) Urban
- Gender: (1) Male (2) Female
- Length of Experience: (1) having less than 3 years experience (2) having 3 or more than 3 years

5. Definition of the key terms

Following definitions were theoretically and operationally defined in present study.

- Attitude
- e-teacher education
- Teacher educator

6. Research Method

The method of the present study was Descriptive Research Method. Survey Study Method was used in Descriptive method.

7. Population & Sample

The population of present study consists all the B.Ed. Colleges of Ahmedabad district. In the present study B.Ed. colleges of Ahmedabad district were selected by purposive sampling method. And teacher-educator working in these colleges has been selected by simple stratified random method. 60 teacher educators selected as a sample.

8. Construction of tool

For the present study, investigator had decided to construct his own attitude scale. These all statements can represent teacher's attitude towards e-teacher education. There were 25 statements in the attitude scale. Among them 14 statements are positive and 11 statements are negative.

9. Process of Data Collection and Analysis

After taking prior permission of principal, first investigator informed teacher educators about purpose of the study then attitude scale was given to teacher educator to give their response. X^2 was used to check the significance of all statements.

Table 1. Testing of Null Hypothesis

No.	Hypothesis	t-value
1.	There will be no significant difference between the mean scores of attitude of granted college and non-granted college towards e-teacher education.	1.84
2.	There will be no significant difference between the mean scores of attitude of Rural and Urban areas teacher educators towards e-teacher education.	2.53
3.	There will be no significant difference between the mean scores of attitude of male and female teacher educators towards e-teacher education.	0.78
4.	There will be no significant difference between the mean scores of attitude of teacher educators having less than 3 years' experience and having 3 or more than 3 years' experience towards e-teacher education.	3.71

11. Findings

1. There is no significant difference between the attitude of teachers educator of granted and non-granted institutions.
2. There is a significant difference between the attitudes of rural and urban area's teacher educators. The attitudes of urban areas teacher educator are found superior that rural areas teacher educators.
3. There is no significant difference between the attitude of male and female teacher educators.
4. There is a significant difference in the attitude of granted college's teacher's educators having less than 3 years and having more than 3years' experience. The attitudes of teacher educator having less than 3years experience are found superior than teachers having 3 or more than 3 years' experience.

12. Suggestions

1. Teacher educator should participate in work-shop seminar related to technology used in teaching.
2. Teacher educator should implement technology in their daily teaching work.
3. Teacher educator should provide latest information communication technologies to the students.
4. Teacher educator should use technology to access information, model problem solving, and have to develop simulations that provide greater understanding of how technology is used in teaching learning process.
5. Teacher educator should continue to use technology to guide and engage students in self-directed learning activities.
6. Teacher educator should increase the number of hours to use internet to search for information to update their teaching.
7. Teachers should be motivated to use ICT and technology for learning purpose.

13. Conclusion

To examine what new and experienced teacher educators know about technology use for teaching and learning, how they use knowledge of technology use in their practice, and how knowledge is shared. Researcher proposes to study teacher educator's attitude towards e-teacher education.

References

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