



A study of effect of Programmed learning material with selected ICT tools and digital content resources of Education on B.Ed. Students of Ahmadabad City

DR. HEMA PUNDLIKRAO BHAGWAT

Assistant Professor

Vaidya Shri M.M. Patel College of Education Ahmadabad.

Abstract:

E-learning environment is different from the traditional class room environment where the interaction between students and their instructors have been changed. There for it is important for the student teacher to motivate student by using relevant apps, online tools video, audio, testing tools. The role of student teacher has been changed in online education courses to facilitator mentor and coach. Student teachers will need to adjust their attitude towards technology and new teaching styles to meet the challenge.

“ICT & Digital Tools Resources” are very important topics for teacher trainees to be a competent teacher. Teacher students can get idea which digital tools are important for teaching learning process through programmed learning material of teacher students can decide how to use ICT & digital resource tools during their teaching methodology.

This paper presents the experiment conducted with the B.Ed. students of Vaidya Shri M.M. Patel College of Education and noted. Their marks of pre test & post test. Try out of programmed learning material for selected ICT tools and digital content resources of Education of B.Ed. students of Ahmadabad City. The study revealed that the programmed learning Material effective for the B.Ed. students studying in the Vaidya Shri M.M. Patel College of Education.

Keywords: *E-learning, E-learning, Digital Tools Resources, Programmed learning material*

1. Introduction

The global crisis of the COVID-19 virus has impacted the education sector tremendously. It has presented the education community around the globe with numerous challenges in continuing the learning process. The Indian education system has also experienced an irreversible learning crisis among the pandemic. The pandemic has forced the education sector to shift to a virtual and blended mode of learning. Information and communication Technology (ICT) has helped the sector to survive and adapt to the new ways of online learning. The crisis has allowed various educational innovations to bloom. During the pandemic, the country has witnessed a number of ICT-driven initiatives at national, state and individual levels. There has been a proactive approach in the education sector to utilise the maximum potential of technology to reach every learner. The 2020 academic year, at various levels, educational systems in the state, suffered untimely interruptions with respect to the face-to-face modality. Therefor, students and teachers were forced to relearn new way of accessing, transmitting knowledge and interacting in cyberspace. The adoption and integration of ICTs into the teaching and learning environment offers more opportunities for teachers and students to work better in a globalized digital age. Nation’s future depends on Nation’s educators to use hands on and minds-on activities to make education interesting, engaging and inspiring.

Attitudes towards technology, teaching styles and control of technology are the three instructor characteristics that influence learning outcomes (Webster and Hockley, 1997). So, it is very essential for teacher students now a days to know digital tools. They have to know email is for educational materials, Google drive is for submitting assignments, a Facebook page is for class discussion, SMS is for time sensitive alerts and reminders and orient about how to use web content. One of the main advantages of ICT & digital tools is that they known the option to easily use various types of web content: text, images, diagrams, audio & video Teacher students need to have a very clear understanding of availability educational apps and their use.

Student's teachers have to have know about ICT & Digital Content Resources for teaching learning process like, e-texts, learning objects, Interactive multimedia, e-resources, e-content repositories, state level ICT initiatives. ICT Tools for teaching like lesson preparations tools, online class tools, Apps for teachers Interactive testing tools, websites and Links for teachers, student teachers have to have to know.

E-learning environment is different from the traditional class room environment where the interaction between students and their instructors have been changed There for it is important for the student teacher to motivate student by using relevant apps, online tools video, audio, testing tools. The role of student teacher has been changed in online education courses to facilitator mentor and coach. Student teachers will need to adjust their attitude towards technology and new teaching styles to meet the challenge.

2. Need and Importance

“ICT & Digital Tools Resources” are very important topics for teacher trainees to be a competent teacher.

Teacher students can get idea which digital tools are important for teaching learning process through programmed learning material of teacher students can decide how to use ICT & digital resource tools during their teaching methodology.

3. Statement of problem

A construction and try out of programmed learning material for selected ICT tools and digital content resources of Education of B.Ed. students of Ahmadabad city.

4. Objectives

- To construct Programmed learning material for selected ICT tools and digital content resources of Education of B.Ed. students of Vaidya Shri M.M. Patel College of Education at Ahmadabad City.
- To study the effectiveness of programmed learning material in terms of achievement of students of experiment group.

4. Hypothesis

Null Hypothesis

There is no significant increase in the achievements of teacher students when selected ICT tools and digital contents resources of Education taught by programmed learning material.

Research Hypothesis

There is significant increase in the achievements of teacher students when selected ICT tools and digital contents resources of Education taught by programmed learning material.

5. Scope and limitations

5.1 Scope

This study is related to all B.Ed. students of affiliated to Indian Institute of Teacher Education.

5.2 Limitations

1. Conclusions of the study are depended on the responses of the students.

5.3 Delimitations

1. The present research was limited to 35 students of Vaidya Shri M.M. Patel Collage of Education, Ahmadabad City.
2. The present research was limited to only selected ICT tools and digital content resources of Educational of B.Ed. course.
3. It is limited to only researcher made Pre and Post test.

7. Research methodology

Experimental research method was used by researcher for study “pre-test and post-test single group research design” is used.

8. Population

35 B.Ed. college students of Vaidya Shri M.M. Patel college of Education, Ahmadabad, by purposive sampling method.

9. Data Collection tool

The researcher used a self prepared and standardized Achievement test to collect the data from student teachers. The scale consists of 30 items and all items have four options. In test multiple choice questions were included Limitations of the marks for correct is 1 and for wrong it is 0. Time duration was of twenty minutes.

10. Research tool

The power point presentation was constructed that means programmed learning material with selected ICT tools and digital content resources of Education of B.Ed.

11. Statistical techniques Researcher has used ‘t’ test for data analysis

11.1 Analysis and Interpretation of data

Table: 1 Marks Distribution of pre-test

S. No.	Marks score	Frequency
1	31 – 35	0
2	26-30	0
3	21-25	0
4	16-20	5
5	11-15	15
6	6-10	14
7	0-5	01

Table: 2 Marks Distribution of pre-test

S. No.	Marks score	Frequency
1	31 – 35	00
2	26-30	16
3	21-25	15
4	16-20	04
5	11-15	00
6	6-10	00
7	0-5	00

Graph of Pre - test & Post - test Marks Score-Frequency

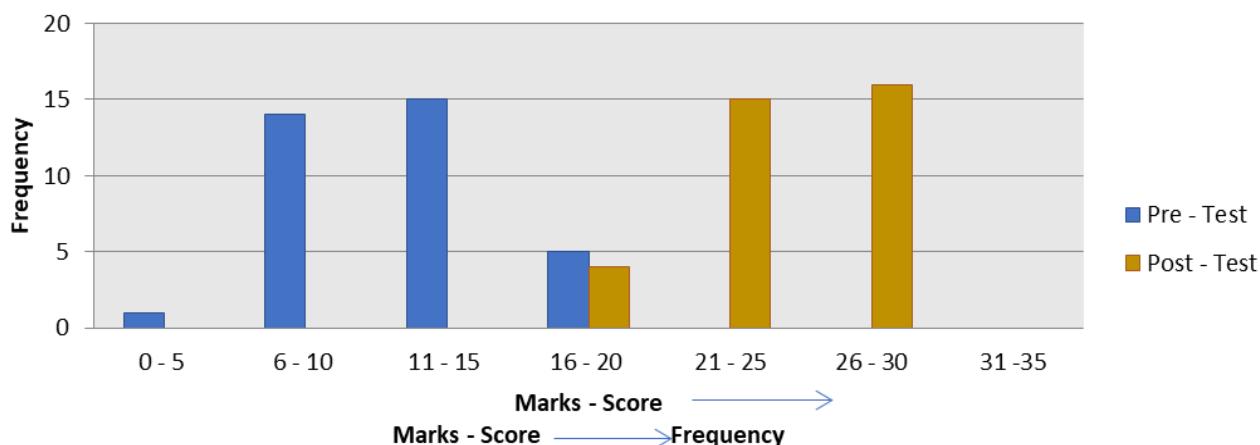


Table: 3 Calculation of t-test

Test	No. of Students	Mean	Standard Deviation	't' value at level of significance
pre-test	35	11.11	3.71	At 0.05 = 2.04
Post- test	35	24.57	3.09	At 0.01 = 2.73

The values of 't' at the 0.05 and 0.01 level of significance are 2.04 and 2.73 respectively. Calculated value is greater than these two values so 't' value is significant at both the level that is why null hypothesis is rejected and research hypothesis is accepted.

10. Conclusion

Conclusion drawn by the researchers that the programmed learning material is effective for the B.Ed. students studying in the Vaidya Shri M.M. Patel College of Education of Ahmadabad City.

11. Recommendation

- Teacher Students can use programmed learning material for study purpose.
- Colleges can use Programmed learning material for selected ICT tools and digital content resources of Education for B.Ed. Students.

References

1. Agarwal, J.C. and Ansar, M.S. (2012). Educational Technology and Management. Agra: Agarwal Publications.
2. Best, J.W. and Kahn J.V. (2008). 9th Edition, Research in Educational, New Delhi, prentice- hall of India, Private Ltd.
3. Mangal, S.K. (2001). Foundations of Educational Technology. Ludhiana: Tandan Publication.
4. Patel, R.S. (2014). Methodology of Educational Research, Ahmadabad: Jay Publication.
5. www.google.com
6. www.lifeskillshandbook.com