



# Awareness of Teachers Trainees on Online Learning

DR. NARESH HERMA

Associate Professor,

G.H.Sanghavi Shikshan Mahavidhyalaya-Bhavnagar

## 1. Introduction

Online learning is comparatively a new concept for a developing country like India. But during the pandemic situation, online learning played a vital role in the entire education system. The introduction of online learning in education made these successful changes in education predominantly.

A number of studies have been reported in which the importance of computer-based learning platforms is emphasized. Campbell (2004) found in their study that the emphasis of online learning in higher education settings is on the development of meta-cognitive as well as reflective and collaborative learning. Mageire (2005), Park and Bonk (2007) investigated the major components of online teaching and learning experience such as course description, specific course objectives, course competencies, evaluation criteria, and teaching strategies.

Ginzburg, Chepya and Demers (2007), Penkowski (2008) found that the success in online learning and teaching requires an understanding of the different aspects of design and delivery of an online course. The surveyed report overall satisfaction for the advancements in information and communication technologies has created tremendous opportunities.

A large number of colleges and universities across the globe are transitioning traditional face-to-face classes into fully online, blended or web-facilitated courses. Online learning makes human life more comfortable as the access to the treasure of information is available at the click of a mouse on the internet. Online learning is used to refer to web-based training, cyber learning, virtual learning. Online learning is a subset of distance education and embraces a wide set of technological applications and learning processes including computer-based learning, web-based learning, virtual classrooms and digital collaborations. Additionally, it takes the form of complete courses with access to content for “just-in-time” learning access. The new learning environment has brought new challenges for teachers.

Education molds the man to think positively in all aspects and conditions. The information technology is creating sweeping and dramatic changes in our present life and working environment. There is no doubt, online learning will replace traditional teaching and it fulfills all the needs of present learners. Online learning helps students to gain world-wide information. With this, they increase their knowledge in a fitting way and can develop their educational career in a meaningful way to meet the demands of society as well as become comfortable. Hence, the investigator decided to work on the topic of awareness of online learning among teacher trainees.

## 2. Objectives of the study

1. To find out the level of awareness of online learning among teacher trainees on the basis of certain variables
2. To find out the awareness of online learning among teacher trainees with respect to the following variables, Gender, Location of college and previous study level

### 3. Hypotheses of the study

- Ho1:** There will be no significant difference between male and female teacher trainees in awareness of online leaning.
- Ho2:** There will be no significant difference between the trainees of urban and rural area's teacher training colleges .
- Ho3:** There will be no significant difference between graduate and post graduate teacher trainees in awareness of online leaning.

### 4. Sampling technique

The sample for this study was collected from the 100 teacher trainees who are residing in Bhavnagar district. For this study, the investigator used stratified random sampling technique.

### 5. Method used

The investigation was conducted following the survey method.

Tool used: A questionnaire on online learning assessments was used as a research tool. This questionnaire consisted of 20 items.

### 6. Scoring procedure

Each item of the scale possessed five alternative answers. The most liked answer had to tick(✓) For liked items first alternative will be awarded four scores, second alternative three scores, third alternative two scores, fourth alternative one scores and last alternative will be awarded zero score.

### 7. Data analysis and findings

Descriptive statistics was used. Mean SD and T-ratio was calculated.

On the basis of hypothesis following findings observed

1. Significant difference for online learning between male and female teacher trainees was not observed
2. Significant difference for online learning between rural areas and urban area's teacher trainees was not observed
3. Significant difference for online learning between graduate and post graduate teacher trainees was not observed

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