KMT.T.C.

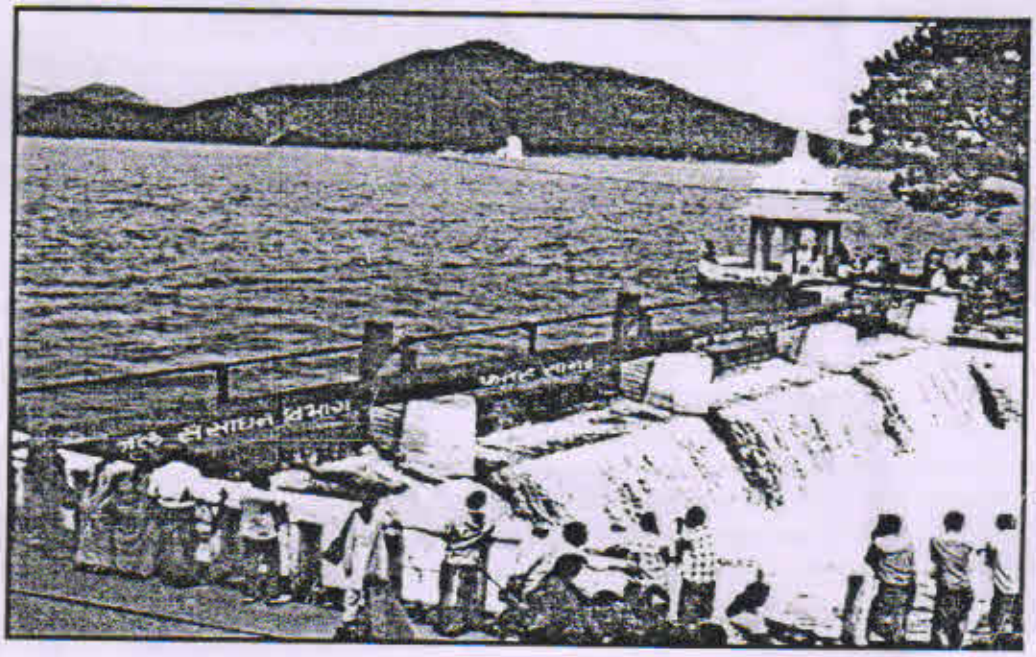
I.C.S.S.R., New Delhi Sponsored

NATIONAL SEMINAR

ON

"APHELION GROWTH OF THE PUPIL TEACHERS THROUGH OPEN AMBIENCE IN TEACHER EDUCATION "

16-17 October, 2015



Organized by

Krishna Mahila Teachers Training College,

Sisarma, Udaipur

in collaboration with

Faculty of Education, Mohanlal Sukhadia University, Udaipur

Dr. P
As
Acharya Kalu Kanya
Jain Vishva
(Deemed University), LADNUN
Mobi
pragati

Information and communication technologies have revolutionized our society. In last two decades, entered into every area of society and, every aspect of social and cultural lives. Computers made it possible to acc of information instantly just at a keystroke. . Our children have been raised in a world of instant access to kno used to create an environment where they control information flow and access with the press of a button, in v mobility, intellectual flexibility, and the synthesis of work and learning are the norms in the work place Although sc our society embedded in our culture and reflect its values, the technological changes that have swept through soci left the educational system largely unchanged.

In last two decades a dramatic rift has opened between the process of teaching and learning in the sch of obtaining knowledge in society at large. There have not been substantial revisions in the curriculum and i teaching. The result is an estrangement of the schools from society, and from the children who live in it. This p that there is an urgent need to restructure our teaching learning process by incorporating new trends and tech This will help learners to participate in learning communities through out the world and will help Teachers to fac the learners in their study playing the role of a mentor. Restructuring teaching learning process incorpo information technology will help in meeting the changing needs of present educational system .

ICT Integrated Constructive Learning For Teacher Education

Introduction

Information and communication technologies have revolutionized our society. In last two decades, entered into every area of society and, every aspect of social and cultural lives. Computers made it possible to acce of information instantly just at a keystroke. The nature of work has changed. Formerly to conduct a business wor of computers was not essential but today to conduct a business workers familiar with new technologies are need have been raised in a world of instant access to knowledge. They are used to create an environment whe information flow and access with the press of a button, in which geographic mobility, intellectual flexibility, and work and learning are the norms in the work place. Although schools are part of our society embedded in our cultur values, the technological changes that have swept through society at large have left the educational system largel last two decades a dramatic rift has opened between the process of teaching and learning in the school and the w knowledge in society at large. There have not been substantial revisions in the curriculum and in the process o result is an estrangement of the schools from society, and from the children who live in it. This estrangement has a The institutions responsible for educating our children are locked in the past. In the classroom knowledge is present linear, didactic manner that differs dramatically from the children's previous experience outside the school. Fc school is rigid, uninteresting and ultimately alienating. This divergence between our children and our educational p drastic educational reform so that it will bring the classroom and the society into one line. The National C ricul 2005 is an attempt to minimize the estrangement between the school and community. The challenge towards c systems is how to transform the curriculum and teaching-learning process to provide students with the skills to func in this dynamic, information-rich, and continuously changing environment.

Adapting new trends of information & communication technologies will help to enhance teaching learning pr definitely benefit teachers and students to be familiar with the changing scenario of society .

Role Of Information Technologies In Teaching Learning Process:

Making Students Independent in their Studies

Using information technologies students can decide about their studies, learning time, place and resources in Students can work in more supportive environments, seek help from teachers and fellows, and share their learnir and ideas in collaborative and productive fashion. Information & Communication technology has introduced the con & Virtual Reality. Interactions in immersive synthetic environments lead to the formation of virtual communities. T kinds of pedagogy introduced by emerging medias promoted the opportunities of distance education and at p education and eliminated the barriers of distance and time. New and innovative learning experiences would be encouraged by these technologies, as by virtual communities, which exist by interactions across the globe through g of computers round the clock. The global sharing of experiences would make possible the group presentation form of distance education. Distance education encompasses and relies on the use of information technologies to make l

productive and more individualized, to give instruction a more scientific base and make it appropriate & more effective, learning more immediate and access to resources more equal. These remarkable aspects can expand the quality and quantity of instructional resources. They can serve learners at their ease in terms of time and place in following ways.

- Both teachers and learners can work with others at remote sites.
- The community of learners can expand to include virtually anyone who wishes to obtain information and who is not excluded by policy or cost.
- They can provide real access to experts in universities, research laboratories, the business community, government agencies and political offices.

Restructuring Teaching Learning Process

Information technologies can promote the opportunities of restructuring the teaching learning process. These can transform teaching and learning by offering alternatives to the teacher provided information, access to virtually unlimited resources and opportunities for real world communication, collaboration and competition. The phases of this process is as follows

- " developing awareness – recognizing that something is wrong or different;
- exploring alternative–researching for new ideas from other institutions and acknowledging that change is needed;
- making a transition–leaving the old approaches behind (or dramatically changed);
- achieving integration-putting the pieces from the transition phase back together; and
- taking action-putting new ideas into operation".

The process can work at instructional programme or institutional level .Traditional lectures and demonstrations can become web based multimedia learning experiences for distance learners. Web can enrich the learning resources and institutions refocus from teaching to learning, from teacher to learner. It can create learning environment throughout the world by networked learning communities.

Creating Democratic Philosophy of Instruction

Networks may create educative environments embedded in democratic philosophy of instruction and helping learners learn. The characteristics of which are:

- "respect for personality;
- participation in decision-making;
- freedom of expression and availability of information; and
- mutuality of responsibility in defining goals, planning and conductingactivities and evaluating [the process]."

Learning may take place more effectively and dynamically in educative environments where teacher and learners are open to each other to interact and exchange information and experiences in a friendly way. It is concluded in a study "Openness on the part of instructor increased their [learner's] desire to discuss problems or topics of interest... these discussions expanded their [learner's]understanding of the content and assisted them in planning the information within a relevant context in their own lives". Educative environments can enhance and shape the teaching learning process to achieve the desired goals. There is a natural tendency for students to learn and learning can accelerate, in interactive and encouraging environments. Accelerating the encouraging environments may be psychological climates and students' interactions can create them. Interactions of students can make learning environment more effective and meaningful and 'much of learning takes place in a meaningful environment'. Learners may get immediate feedback and reinforcement through web-based learning. The psychological fashion of such reinforcement and expectancy also influences the potential for any given behaviour and/or learning to occur. Desired learning always requires access to qualitative and latest information resources and web confirms the increased access to such resources at students' pace. Moreover, "there is no denying that web-based courses open new educational access to then on-traditional and geographically dispersed students. The on-line setting provides a level of flexibility and convenience not provided by traditional classroom courses". Internet and WWW provide learners latest relevant information at their own pace and they can form a virtual community of learners at global level.

Teaching organizations are adopting information and communication technologies specially the computers, World Wide Web, teleconferencing and educational television because of their cost effectiveness, access and flexibilities of choices.

Students Use Information Technologies to:

1. Participate in a media revolution, profoundly affecting the way they think about and use information technologies.
2. Improve the ways of learning in new learning fashions
3. Extend the ability and skills of applying their learning in real situation.
4. Working in groups for cooperative and collaborative learning
5. Developing self-learning habits at their own pace and time.

6. Learn with the teacher rather by the teacher.
7. Develop inquiry-learning habits.
8. Use right information at right time to achieve right objective.
9. Review and explore qualitative data.
10. Exchange learning experiences and information with others students and teachers living anywhere in the world.

Information technologies facilitate students in their learning process through their active participation on one hand ar help teachers on the other hand.

Teachers Use The Information Technologies to:

1. Present the material in more interesting and attractive way.
2. Guide and help students in searching the qualitative material.
3. Make best use of time.
4. Coach the students.
5. Provide individualized instruction.
6. Direct the students toward cooperative as well as collaborative learning activities.
7. Prepare learning material for students, rather teaching in conventional situations.
8. Diagnose the learning problem of students and help them to overcome.
9. Solve the study problems of students.

Information technologies affect the teaching learning process in different ways. These helps the teachers in prepari lecture notes for interesting presentation, on the one hand and facilitates the students on the other hand. Different technologi help the teachers and students according to their respective nature and capabilities of storage and presentation. For examp computers are used in education for various purposes as they can store and retrieve a huge amount of information. All .(ium of the Oxford English Dictionary are contained on one compact disc. The disc provides instant access to 616,500 words and tern 137,000 pronunciations, 2.4 million illustrative quotations, 577,000 cross references, and 249,000 etymologies. Similarly, Americ Memory includes Library of Congress collections of primary materials from American history. Available on a combination computer audio and videodiscs, American Memory contains 25,500 photographs (dated form 1800 to 1920); 500 prints a cartoons about Congress: 60 sound recordings (pre-radio) of early 20th century leaders;1,610 color photographs taken duri World War 2nd, 28 motion pictures of President William McKinley and 350 pamphlets by blank authors from Reconstruction to t First World War. Information technology can help the teacher on the one hand and facilitates the learners on the other hand. Bo teachers and students get rid of their routine work, and have to play their new roles in new situations respectively. Teachers spe much of their time in assisting the students rather lecturing; and students access the information of their need.

Conclusion

Use of Information Technologies has helped learners to participate in learning communities through out the world. Th can now independently and freely choose their programmes of study and have access to the resources. They may lea collaboratively, share information, exchange their learning experiences and work through cooperative activities in virtual learni communities. Information technologies facilitate teaching learning process in more productive fashion. Similarly, the role teacher is also different in new scenario than in the traditional system. Teacher facilitates and guides the learners in their stu playing the role of a mentor. Now teacher is not at the center of the instruction and sole source of information as in conventior classrooms. He/she decides contents/experiences and/or activities, locates the resources and guides learners how to have acce and utilize the information for required outcomes. In nutshell, information technologies are restructuring teachir .rni process to meet the changing needs of present era.