IMPACT OF INNOVATIVE ICT-BASED EVALUATION ACTIVITIES ON TEACHER-EDUCATORS

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Abstract

ICT integration is the need of the times in teacher education. An innovative ICT-based evaluation activity is one way that shows the many benefits of using ICT. The evaluation profile, activities and the impact on teacher-educators is clarified from the results.

Introduction:

ICT plays a very important role in education today. The growing importance of the use of ICT in teaching-learning cannot be over emphasized. Prof. Ram Takawle (2003) says about IT driven education: "They are changing the methods of content generation, content storage, content packaging and delivery and hence offer a new paradigm of education."

ICT in teacher education thus is extremely crucial. Teachers need to help their students in how to learn, how to develop study skills, how to conduct research, how to examine, assess and evaluate information. These expectations maybe met only through need-based, goal-oriented and meaningful discussion, avers Jaiswal (2011).

According to Verma (2010), it is essential to understand that the teacher plays a significant role in social engineering too in terms of academic, intellectual, social, national perspectives.

Mohanty (2012) is of the opinion that high quality technology integrated teacher education programmes need to be developed as it is the need of the times.

Whether it is for the teacher or the student, its manyeffects are obvious for all. Teacher education and teacher-educators and the education system arethe benefactors of this multifaceted tool.

The present research paper is based on innovative ICT-based evaluation practices of the Department of Education andExtension of the University of Pune.

Statement of the problem: To study the impact of innovative ICT-based evaluation activities on teacher-educators of the M.Ed (Regular) Semester & Credit Based Course of 2012-2013 of the Department of Education and Extension, University of Pune

Operational definitions:

Course refers to Semester and Credit Based course of Master of Education (Regular) 2012-2013 of the Department of Education and Extension

Infrastructure refers to the individual laptops provided to each of the 35 teacher educators of this course. It also includes Wi-Fi facility, screen, overhead projector, mike system. An orientation program is held for the teacher-educators.

ICT-based evaluation activity refers to individual and group seminars, group discussions that were conducted with the help of ICT

Evaluation profile refers to the Internal assessment as a part of which the above activities were held.

Academic impact includes the understanding of content, analysis of content, organization of matter, the presentation thereof and its retention by the teacher-educator.

Psychological impact includes the motivation, the confidence and the sense of achievement that the teacher-educator felt on the completion of the above evaluation activities.

Objectives of the study:

1. To identify the academic impact of the ICT-based activity on the teacher-educator
2. To identify the psychological impact of the ICT-based activity on the teacher-educator.
3. To identify the skills developed by the teacher-educator as a result of the ICT-based activity.

Research questions:

1. In what way did the ICT-based activity help theteacher-educator academically?

2. In what way did the ICT-based activity help the teacher-educator psychologically?

3. What skills as a teacher did the ICT-based activity help develop in the teacher-educator?

Research Methodology:

• RESEARCH METHOD:

- Survey Method

• POPULATION:

- All 35 student-teachers of the M.Ed (Regular) 2012-2013 course

• SAMPLING PROCEDURE:

- Purposive sampling

• SAMPLE SIZE:

- 35 teacher-educators

• DATA COLLECTION TOOL:

- Questionnaire

• STATISTICAL TOOL:

- Percentage

Scope:

• Model can be replicated

• Practices can be replicated, modified

• Other models according to infrastructure, student profile can be created

Limitations:

• Teacher-educators' lack of interest in computers cannot be controlled

• Rigidity of evaluation practice

Delimitations:

1. The research is limited to the study of the academic impact of the ICT-based activity

2. The research is limited to the study of the psychological impact of the ICT-based activity

3. The research is limited to the study of the skills developed as a teacher because of the ICT-based activity

Analysis:

Through percentage, the following results emerged:

Table 1:

ICT KNOWLEDGE-COMPETENCY						
ICT knowledge-competency	At the beginning of course			As of today		
	Good	Fair	Poor	V. Good	Average	No change
(In %)	54.28	31.4	14.28	74.28	25.71	-

Table 2:

ROLE IN ICT-BASED EVALUATION ACTIVITY		
Slide preparation	Presentation	Content development
62.85%	80%	40%

Table 3:

ADVANTAGES OF ICT-BASED EVALUATION ACTIVITY					
Aspect	Percentage				
Technical	17.14%				
	Understanding	Analysis	Organization	Presentation	Retention
Academic	62.85%	51.42%	51.42%	71.42%	28.57%
	Motivation	Confidence		Sense of achievement	
Psychological	51.42%	82.85%		37.14%	
	Cooperation	Appreciation of other		Resolution of differences	
Group dynamics	74.28%	68.57%		20%	
Management	Time mgmt.	Group mgmt.		Study mgmt.	
	57.14%	65.71%		48.57%	
Presentation skills	40%				
Preparation for career	25.71%				
Others					

Table 4:

LIMITATIONS OF ICT-BASED ACTIVITY	
Time consuming	51.42%
Technical aspect	48.57%
Equal distribution of work	40%

Findings:

- The results clearly indicate that the teacher-educators have benefitted academically from the use of the ICT-based evaluation activities.
- The results clearly indicate that the teacher-educators have benefitted psychologically from the use of the ICT-based evaluation activities.
- The results clearly indicate that the ICT-based evaluation activities have helped develop various skills in management and group in the teacher-educators.