



Challenges of Technology and E-Learning Encounter by Teacher Educators -A Study

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Abstract:

It is clear that teacher educators are encounter with number of technological and e-learning challenges. It seems that most of the teacher educators does not have conceptual clarification about e-learning as well as they don't have proficiency over ICT skills. However if all the teacher educators wants the qualitative development of the field then certain changes should be adopted. After all nations development is depend upon teachers' quality. Hence following suggestions are given to the teacher education institutes ICT teacher training institutes and to the teacher educators:

Key Words: Technology, E-learning, Teacher Educators

Introduction:

Today's era is called as Information Technology. Numbers of people from the society are involved in the profession of information creation and dissemination of it. Therefore this society is called as Information Technology Society. However this evolution of society's profession is not took all of a sudden. In primitive age numbers of people from society are wandering from one place to another for pasture. This society is called as Nomadic Society. After it agricultural society came into the existence. From this society numbers of people are involved in farming. Then industrial society came into the existence. This society is involved in serving the needs of industries. After it the Information Technology came into the existence. Now this voage of transformation is towards Knowledge Society. However from above discussion it is clear that the different society's are come into existence by depending upon the previous society. All the societies are yet into the existence they are not banished. It's figuratively representation is as follows:

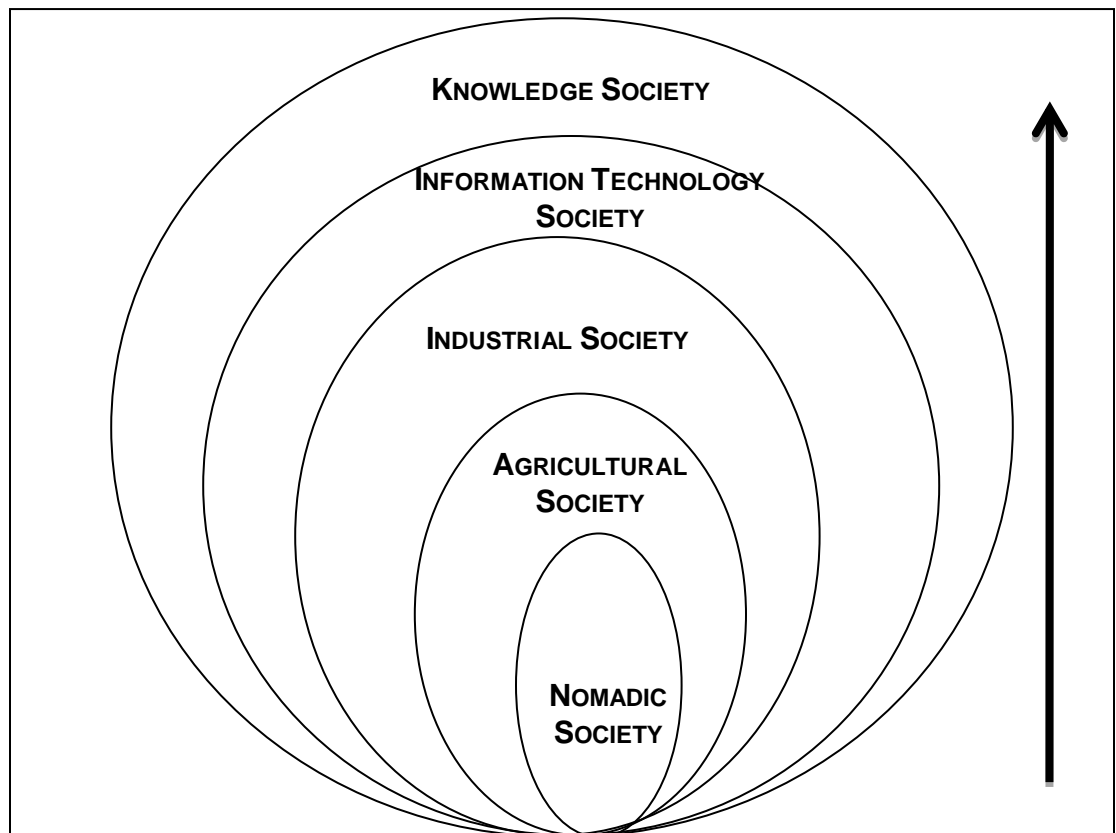


Figure 1 Evolution of the Different Societies

From Figure 1 it is clear that today's Information Technology is transforming into the Knowledge Society. There is need to think over that really are today's Society is transforming into the Knowledge Society?

The answer of this question is 'no'. Though sociologists are right on their conclusions, these are not seems applicable to the teacher education field. Because Teacher Education field is encountering the number of challenges of Technology and e-learning. It is a fact. This fact is not only existed in India but this scenario is seems same in the developing countries. It is clear from following discussions:

Several studies investigating strategies that use of ICTs in the public sector in developed countries have been carried out on several problems. A low level of economic development, poor infrastructure and political unrest are the main factors obstructing the ICTs progress. Access by individual or organizations to ICT tools and IT in the education field is necessary for building the meta-data based in national level. (Thajchayapong, Reinermann et al. 1997; Imran and Gregor 2005) There is a perception that technology leadership plays an important role to successful ICT development. (Hanna 2003) To develop new ICT strategies, the government must set up policy by consultation or advisory committee. This policy should have an appropriate way to follow the national lead to go or development goal. Generally, to set up the national ICTs policy, a basic infrastructure of services such as electric power, telephone, broadcasting, and internet are needed. (Adeyeye and Iweha 2005)

Most ICT policies in developing countries seem to be mismatched with the country's context and culture. Furthermore, the native policy makers in the developing countries do not effectively use media technologies. They do not take into account nor consider the 'macro-level contextual dimensions' of their societies. In developing countries in which access to new technology denied for political or economical reason. Moreover, lack of knowledge prevails, poverty is encouraged and progress is condemned. (Joham and Hobson 2003) Developing countries need to learn within their own environment the way in which IT policy can be created and applied to serve their own country's needs. (Pradhan 2002) There were some studies which

contributed to increased understanding of the various components of alignment between ICT and business strategies, they have had a macro focus; alignment in regards to structure of the ICT organization, information systems, ICT architecture or overall ICT strategy. (Fardal 2007) The previous research has been investigated in the social dimension of strategic alignment, and their results indicated that the individual level should be included when studying ICT strategic phenomena. Including the ICT user perspective in this research domain will strengthen our knowledge on the mechanisms that gives better use of ICTs as well as identifying factors leading to alignment between ICT users and ICT managers. (Reich and Benbasat 2000) The linkage between ICT strategy, ICT projects and ICT use requires that the technologies and information system organizations should be implemented or used in a proper way.

From above discussion one can conclude that the development of the nation is depend upon the education. Education can be effectively disseminated with the help of technology and e-learning. As all of know that India is developing country, India required effective education and it is possible with the help of ICT. Hence today's teacher's role is very important about it. Therefore the responsibility of the teacher education institutes are increased hence teacher educator is involved directly for caring out these responsibilities. During this process they are encounter with number of challenges of Technology and e-learning. Hence investigator undertake a study about it with the following objectives.

OBJECTIVES OF THE STUDY:

1. To Study the Challenges of Technology and e-learning encounter by teacher educators about the curriculum.
2. To study the challenges of Technology and e-learning encounter by teacher educators about the accessibility of it.
3. To study the challenges of Technology and e-learning encounter by teacher educators about the training of the technology

4. To study the challenges of Technology and e-learning encounter by teacher educators about the dissemination of the skills related to technology and e-learning.
5. To make appropriate suggestions to the teacher educators to face these Challenges.

In the light of above objectives the investigators followed following research procedure:

RESEARCH PROCEDURE:

To find the Challenges of Technology and e-learning encounter by Teacher Educators a survey was conducted in Pune City and from 20 IT – Teacher Educators data was collected with the help of the questionnaire. It comprises 10 structured type of questions and 10 open ended type of questions. It's analysis is as follows:

Table 1
Analysis of the responses on the Challenges of Technology and e-learning encounter by teacher Educators about the Curriculum

Sr. No.	Challenges about B.Ed. Curriculum	No. of Respondents		Yes Responses		No Responses		Challenges of Technology and e-learning encounter by teacher Educators about the Curriculum
		No.	%	No.	%	No.	%	
1	Challenging Aspects of Curriculum to the Teacher Educators	20	100	17	85	03	15	Theoretical aspects of curriculum such as Web Based Learning, e-learning etc. are challenging one.
2	Challenging Aspects of Curriculum to the Student	20	100	11	55	09	45	Web-based learning, e-learning, using internet, accessing information through English is more challenging

	Teachers from the perspectives of the Teacher Educators							task for student teachers
3	Challenging Aspects of Curriculum to meet the future education system	20	100	13	65	07	35	Curriculum updatation

From Table 1 it seems that majority of the teacher educators are agree that teacher education field encounter by number of challenges on curriculum aspects. It comprises theoretical aspects of curriculum such as Web based Learning, e-learning etc. According to teacher educators, student teachers are encounter with the challenges of web based learning, using internet, accessing information in English Language. The present curriculum is outdated to meet the future challenges and it is required to be updated.

Table 2

Analysis of the responses on the Challenges of Technology and e-learning encounter by teacher Educators about the Accessibility

Sr. No.	Challenges about Accessibility	No. of Respondents		Yes Responses		No Responses		Challenges of Technology and e-learning encounter by teacher Educators about the Accessibility
		No.	%	No.	%	No.	%	
1	Challenges about Accessibility of the Computers	20	100	11	55	09	45	Slow speed of PC, lack of antivirus installation/up datation, electricity supply problem, lack of trained teachers etc.
	Challenges							

2	about Accessibility of the Internet	20	100	13	65	07	35	Lack of Internet Connection, Slow speed of internet lack of trained teachers etc.
3	Challenges about Accessibility of ICT to the Teacher Education Institutes	20	100	15	75	05	25	Lack of infrastructure and trained teachers

From Table 2 it seems that majority teacher educators are encountering the challenges about the accessibility of the ICT. The major challenges are slow speed of PC, lack of antivirus installation/updatation, problem of electric supply, lack of trained teachers. The challenges about accessibility of the Internet are lack of Internet connection and if some institutes have then the speed is slow, th lack of trained teacher educators etc. However it seems that teacher education institutes have challenging task to provide Qualitative infrastructure facilities.

Table 3
Analysis of the responses on the Challenges of Technology and e-learning encounter by Teacher Educators about the Training

Sr. No.	Challenges about Training	No. of Respondents		Yes Responses		No Responses		Challenges of Technology and e-learning encounter by teacher Educators about the Training
		No.	%	No.	%	No.	%	
1	Training about ICT received by the	20	100	14	70	06	30	Basic knowledge about ICT,

	Teacher Educators							
2	Challenges about Training	20	100	13	65	07	35	Skill based training of ICT etc

From Table 3 it seems that majority teacher educators encounter with the challenges of ICT training. According to teacher educators during training they required enough hands on practice and skill based training of ICT during the training programme. And it is a challenging task to the ICT training institutes.

Table 4

Analysis of the responses on the Challenges of Technology and e-learning encounter by Teacher Educators about the dissemination of the skills to the student Teachers related to technology and e-learning

Sr. No.	Challenges about dissemination of the skills related to technology and e-learning	No. of Respondents		Yes Responses		No Responses		Challenges of Technology and e-learning encounter by teacher Educators about the dissemination of the skills related to technology and e-learning
		No.	%	No.	%	No.	%	
1	The dissemination of the skills related	20	100	16	80	04	20	Lack of Basic Knowledge of ICT

	to technology							and Fluency in English Language
2	The dissemination of the skills related to e-learning	20	100	15	75	05	25	Lack of Internet connection, Computer Laboratory, lack of Trained Teacher Educators etc.

From table 4 it seems that majority teacher educators are encounter with the challenges of the dissemination of the skills related to technology. Those are lack of basic knowledge of ICT and fluency in English language. Teacher educators also face the challenges regarding the dissemination of the skills related to e-learning to the student teachers. That comprises lack of Computer laboratory, lack of internet and lack of trained teachers.

1. Suggestions to the Teacher Education Institutes:

- ✓ Proper infrastructure and physical resources for ICT subject.
- ✓ Internet connection and computer lab and trained teacher educators is essential for ICT and e-learning.
- ✓ English communication classes and English competency based
- ✓ programme must be implemented among Marathi and English medium teacher educators and student teachers.

2. Suggestions to the ICT Teacher Training Institutes:

- ✓ Knowledge about different web sites is needed for teacher educator
- ✓ The ICT curriculum must be updated in terms of more practical exposure than theoretical knowledge about ICT.

3. Suggestions to the Teacher Educators:

- ✓ E-learning, web based learning for that small project must be given to the student teachers

- ✓ Training of how to handle smart classes from e-learning and web based learning must be given to student teachers.
- ✓ More use of multimedia is essential for effective teaching and learning.

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