



PUPIL – TEACHER’S PERCEPTION TOWARDS DIGITAL LEARNING SITES

Shesh Kumar Sharma, Ph. D.

Assistant Professor, School of Education, MGAHV, Wardha

Email: Sharma.shesh22@gmail.com

Abstract

Today educational technology is making digital learning sites trendier than face to face learning and teaching. Speedy progresses in the knowledge world have revolutionized the function of digital learning sites. With the current switch over from pen and paper to digital learning, there are various speculations regarding how this will eventually affect pupil-teachers. Digital learning sites are reforming services and information crop to put in to worth services and to suit the shifting information desires of the teacher- learner community. Pupil-teachers wish to enhance the information in black and white with dynamic digital resources. Thrust for digital learning sites are escalating in teacher training program. The present study aims to analyze the perception of pupil-teachers of Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya (MGAHV) towards digital learning sites.

Keywords: Digital learning sites, pupil-teachers, perception, MGAHV.



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Introduction: There are many rewards of digital learning sites and especially the scope for individualized learning at a suitable place and pace along with scope of interactivity make it attractive to learners. The UNESCO World Education Report(1998) remarks that the new technologies challenge traditional conceptions of both teaching and learning and, by reconfiguring how teachers and learners gain access to knowledge, have the potential to transform teaching and learning processes. Digital learning is commonly through the content/information already existing online but virtual educational institution provide modified content through synchronous modes likes notes, tutorials, circulars, exam notices, etc. that are posted to reach all the pupil-teachers simultaneously and also through asynchronous communication styles such as Email, WhatsApp and discussion forums to reach out to different learners at desirable times. A digital learning site is a managed assemblage of information, with allied services, in which the information is gathered in digital formats and accessible over a network. Digital learning sites hold varied information for make use of a lot of miscellaneous users. Digital learning sites can use any type of computing tools and any desirable software to develop and present the programme.

In digital learning sites, there is flow of information and interaction between the sites and the pupil-teacher. The digital learning site delivers instructions directly to pupil-teachers and allows them to relate with it through the information programmed in the structure. A digital learning site generates feedback to the pupil-teacher on the source of their presentation. On the whole it may be assumed, that the digital learning sites acts as a guide/teacher to the pupil-teacher. In order to bring out this teaching –learning programme, a digital learning site utilizes various instructional modes. Let us now discuss these modes in brief.

Drill and practice: In this style, a digital learning site presents the pupil-teachers with a chain of drills which he must perform by giving some answer. It serves the pupil-teacher some feedback about the answer. Thus, digital learning site provides endless drill and practice with recurrence at a speed that can be managed by the pupil-teacher.

Tutorial mode: In the tutorial style, as in programmed lessons, information is accessible in small units followed by a query .The pupil-teachers reply is analyzed by the digital process and desired feedback provided.

Simulation mode: Learning experiences regarding actual life systems of phenomena are provided to the pupil-teacher through this style.

Discovery mode: This style practices inductive approach to learning subject wherein the problems are offered and the pupil-teacher solves by trial and error way.

Rationale of the study

It is very understood that by analyzing the domains of learning we must determine which activities, evaluation, and teaching/instructional styles such as face to face, video, online, multimedia are optimal for obtaining the desired learning outcome. Now, with the access to learning technologies available to teacher-educators and with numbers of pupil-teachers having access to these technologies at institution level and outside, it is promising and desirable to use various instructional modes. Therefore it is need of high tech era to boost the prospect of attaining excellence and higher levels of learning among our pupil-teachers. Quality in content and evaluation are the major issues in teacher education therefore importance of digital learning sites for teacher educators and pupil-teachers cannot be disregarded. Hence it is felt to study the perception of pupil-teacher towards digital learning sites.

Delimitation:

The present study has been restricted to B.Ed. students of MGAHV.

Objective:

To analyze the perception of Pupil- teachers of MGAHV on the use of digital learning sites.

Methodology:

The present study has followed to the category of descriptive research design adopted survey as the method of data collection.

Sampling:

The sample comprised of 40 B.Ed. programme Pupil-teachers from the department of education of MGAHV.

Tools used and data collection:

The tool used for the present study was Questionnaire on the use of digital learning sites constructed by the researcher. Primary data was collected by means of questionnaire containing 10 items distributed to the sample Pupil-teachers of MGAHV.

Analysis and interpretation of data:

The investigator analyzed the data by finding out the percentage of the responses of Pupil-teachers as against to the each given item.

1) Frequency in using the digital learning sites

The question on how frequently do you use the digital learning sites, the following table provides the result of the Pupil-teachers perception.

Table 1: Frequency in using the digital learning sites

Group	N	Frequently	Occasionally	Never
Pupil-Teachers	40	26(65%)	14(35%)	0

Analysis of table 1 reveals that 65% of pupil-teachers frequently use the digital learning sites, 35% occasionally used the digital learning sites, while 0% (i.e. no pupil-teachers) never used the digital learning sites. This indicates that all pupil-teachers are quite familiar with the digital learning sites.

2) Fulfilling of digital learning sites

The question on how fulfilling is the digital learning sites to you, the following table provides the result of the pupil-teachers' perception.

Table 2: Fulfilling of digital learning sites

Group	N	Satisfying	No particular view	Frustrating
Pupil-Teachers	40	24(60%)	12(30%)	4(10%)

Analysis of table 2 reveals that 60% of pupil-teachers are satisfied when they use the digital learning sites, 10% found that the digital learning sites were frustrating. There are 30% who do not have any particular view on it. This shows that majority of the pupil-teachers are satisfied when they use the digital learning sites.

3) Flexibility of the digital learning sites

The question on how flexible is the digital learning sites in serving you to complete your assignment, the following table provides the result of the pupil-teachers' perception.

Table 3: Flexibility of the digital learning sites

Group	N	Flexible	No particular view	Rigid
Pupil-Teachers	40	29(72.5%)	9(22.5%)	2(5%)

Analysis of table 3 reveals that 72.5% of pupil-teachers found the digital learning sites was flexible, 5% of pupil-teachers found that the digital learning sites was rigid. There are 22.5% who do not have any particular view on it. This shows that majority of the pupil-teachers found the digital learning sites are flexible enough to help them complete their assignment.

4) Effectiveness of digital learning sites

To the question on how effective is the digital learning sites in helping you to complete the task, the following table provides the result of the pupil-teachers' perception.

Table 4: Effectiveness of digital learning sites

Group	N	Effective	No particular view	Not effective
Pupil-Teachers	40	30(75%)	7(17.5)	3(7.5)

Analysis of table 4 reveals that 75% of pupil-teachers found the digital learning sites was effective, while only 7.5% of pupil-teachers found it was not effective. There are 17.5% who do not have any particular view on it. This show that majority of the pupil-teachers found that the digital learning sites were effective enough in helping them complete their task.

5) Use of terminology, language and format of digital learning sites

The question on how simple are the terminology, language and format used to understand the information on digital learning sites, the following table provides the result of the pupil-teachers' perception.

Table 5: Use of terminology, language and format of the digital learning sites

Group	N	Easy	No particular view	Difficult
Pupil-Teachers	40	22(55%)	11(27.5)	7(17.5)

Analysis of table 5 reveals that 55% of pupil-teachers found it easy to understand the terminology, language and format when they use the digital learning sites, 27.5% were found who do not have any particular view on it. While 17.5% of the pupil-teachers found it difficult to understand the terminology, language and format used. This proves that majority of the pupil-teachers found the terminology, language and format used easy to understand.

6) Fast response of digital learning sites

The question on whether the digital learning sites responds fast adequate, the following table provides the result of the pupil-teachers' perception.

Table 6: Fast response of digital learning sites

Group	N	Fast	No particular view	Slow
Pupil-Teachers	40	22(55%)	4(10%)	14(35%)

As depicted in the above table 6, 55% reported that digital learning sites responds fast enough and at the same time, 35% also reported that the response of the site was slow, while 10% of pupil-teachers were found to have no particular view. This says that most of the pupil-teachers found fast enough response of digital learning sites.

7) Helpfulness of pictures and graphics of digital learning sites

The question on how helpful are the pictures and graphics on the digital learning sites to you, the following table provides the result of the pupil-teachers' perception.

Table 7: Helpfulness of pictures and graphics of the digital learning sites

Group	N	Helpful	No particular view	Unhelpful
Pupil-Teachers	40	33(82.5%)	6(15%)	3(7.5%)

The above table 7 expressed that 82.5% of the pupil-teachers found the pictures and graphics of the sites helpful, only 7.5% of pupil-teachers found that it unhelpful, while 15% of the pupil-teachers were found to have no view at all. This confirms that majority of the pupil-teachers found the pictures and graphics helpful.

8) Difficulty of downloading content from digital learning sites

The question on how difficult it is to download content once pupil-teachers have found them on the digital learning sites, the following table provides the result of the pupil-teachers' perception.

Table 8: Difficulty of downloading content from the digital learning sites

Group	N	Easy	No particular view	Difficult
Pupil-Teachers	40	24(60%)	7(17.5%)	9(22.5%)

The above table 8 reveals that 60% of the pupil-teachers discovered it was easy to download the content material already found, 22.5% of pupil-teachers felt that it was difficult, while 17.5% of the pupil-teachers were found to have no particular view. This proves that majority of the pupil-teachers felt it was easy to download content once they have found it.

9) Difficulty in revisiting to a subject matter left before

The question on how difficult it is to revisit to the subject matter left before on the digital learning sites, the following table provides the result of the pupil-teachers' perception.

Table 9: Difficulty in revisiting to a subject matter left before on the digital learning sites

Group	N	Easy	No particular view	Difficult
Pupil-Teachers	40	23(57.5%)	6(15%)	11(27.5%)

The above table 9 reveals that 57.5% of the pupil-teachers found it easy to revisit to a subject matter left before, 27.5% of pupil-teachers found that it was difficult, while 15% of the pupil-teachers have no particular view at all. This proves that majority of the pupil-teachers found it easy to revisit to a content matter left before.

10) Planning of content on the pages of digital learning sites

The question on how fine the content on the pages were planned, the following table provides the result of the pupil-teachers' perception.

Table 10: Planning of content on the pages of the digital learning sites

Group	N	Clear	No particular view	Confusing
Pupil-Teachers	40	21(52.5%)	10(25%)	9(22.5%)

Analysis of table 10 reflected that 52.5% of the pupil-teachers found the planning of content on the pages was clear, 22.5% of pupil-teachers found that it was confusing, while 25% of the pupil-teachers were found to have no particular view at all. This declares that a large number of the pupil-teachers found the content on the pages were well planned and organized.

FINDINGS

The present study points out that the most of B.Ed. programme pupil-teachers of MGAHV are very much aware about the digital learning sites and are happy after the access of digital learning sites. Pupil- teachers experience that it is flexible and effective adequate to help them complete their educational assignment. Majority of the pupil-teachers perceive that the terminology, language and format used in the digital learning sites are easy to understand and it is fast enough to reply when they use the digital learning sites. Majority of them perceive the pictures and graphics are also very helpful. Most of the pupil-teachers found that it was easy to download the material once they have found them and also it was easy to revisit to the subject matter left before. They were very positive about planning of the pages and the content organized on it.

CONCLUSION

In keeping with the demands of the knowledge society, transaction of knowledge has to be freed from the confines of the classrooms and made available round the clock, at places expedient for the pupil-teacher. Pupil-teachers have access to many relevant data pools and even used search engines to make their access more fruitful. Besides working at their own pace, pupil-teachers are able to get access to leaning materials from every part of the world, even enabling them to become virtual associates with other learners from far away through digital learning sites. This will mean that the learner is not only able to study from the comfort of his room with paper-pen mode but will be able to choose from a variety of course content digital reservoir.

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