

BEST PRACTICE-4

Title of the Practice:

ICT INTEGRATION FOR QUALITATIVE IMPROVEMENT OF TEACHER EDUCATION PROGRAM

The context that required the initiation of the practice:

Technological development necessitates ICT integration in educational institutions. It requires teachers to develop new technical skills and update them continuously. ICT integration improves the standard of the teaching programme and helps the teacher educators in making the learning programme more focused and reflective. It benefits in expanding their creativity and fine tuning their experiences in terms of societal expectations and also makes work easy, smooth and quick.

Objectives of the Practice:

- Introduces teachers to flexible and interesting methods of curriculum delivery.
- Facilitates the use of media and technology-enabled methods of learning, making them intrinsic and embedded in the teaching-learning process..
- Enable student teachers to develop and integrate available materials into the learning process.
- Enable student teachers to access sources of knowledge and to create knowledge.
- Provides hands-on experience to the student teachers.

The Practice:

At the planning stage a need assessment was done to see the level of the ICT skills of the students.

An appropriate curriculum was designed to meet the needs of the situation. The institution identified relevant resource persons to conduct the programmes. The sessions were integrated into the year plan and subsequently into the daily time table.

At the implementation stage the following programmes were taught to the student teachers. MS Office-Word, Excel and PPT. workshop was conducted on H5P which includes flashcards, quiz, presentations, games, editing and creation of interactive videos and applications like Kahoot and Mentimeter.

Google applications like creating Google classroom, Google Forms, use of Google drive and Jamboard was also part of the programme. Workshop was also organized on plagiarism, intellectual property rights and copyright free images and videos. Student teachers were also taught how to prepare four quadrant self-instructional materials which included text, audio, video, PPT and extra reading materials. The college has a G-suite and this platform was used by students for resource materials and assignment submission. This platform also enabled the smooth execution of the online examinations both internal and external during the pandemic. The effectiveness of the programme was assessed on the extent to which student teachers were able to integrate the programmes in lesson delivery and creation of resource materials.

Continuous mentoring and guidance helped in improving the use of ICT skills. Research scholars were encouraged to use the N- list for references. Teacher educators motivated and encouraged student teachers to integrate the new technology in their lessons.

Obstacles faced if any and strategies adopted to overcome them:

It was observed that some student teachers were techno shy and preferred traditional methods. Another issue was that some of the practicing schools did not have ICT facilities to implement ICT integration. Adequate opportunities were provided for the use of technology at the college level activities.

Technophobic student teachers were guided and their interest developed when the benefit of technology was observed more so during the pandemic.

Impact of the practice:

- Technology integration helps in keeping abreast with the global practices in teaching learning environments.
- It enhanced student learning and groomed teaching skills.
- Student teachers developed confidence and were able to apply these skills in their daily lessons.
- It also improved their scope of employability.
- Tech-friendly approach enabled the creation and formation of new resources.
- Creation of self-instructional modules by student teachers was a practical outcome of ICT integration.
- Motivated student teachers to take up online courses.
- Facilitated smooth execution of examination.
- Enabled paperless transactions.

Resources required:

This practice requires time, appropriate resource persons, trained teacher educators and computers/ Mobile with internet facilities.

Future plans:

The institution plans to further develop this programme with more applications and to this end we have planned a self-instructional module in Computer Art and teaching Pedagogy.

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