IMPORTANT TECHNIQUE OF ICT IN TEACHER EDUCATION

Dr. Y. D. Dixit

Karmveerhire, Education College,
Shri Mouni Vidyapeeth,Gargoti.

INTRODUCTION OF ICT IN EDUCATION:

The Information and Communication Technology insurgency brings particular challenges to education systems around the world. This mainly occurs in three broad areas. One occurs with participation in the information society. The second is ICTs impact on access to do with the way ICT changes the education process. Here the formal learning of ICT is in schools and higher education institutions which make available organized education. Thirdly non-formal education occurs with 'continuing education', 'adult education' through distance education and other organized programs.

The acquisition of ICT skills in educational institutions helps knowledge sharing, thereby multiplying educational opportunities. In education ICT can act as an auxiliary device. Integrating ICT literacy will be crucial as it means harnessing technology to perform learning skills. It must encompass the use of ICT to manage complexity, solve problems and think critically, creatively and systematically towards the goal of acquiring thinking and problem –solving skills. For the students, this can be use of making assignments, collecting data, documentation and conducting research. It can be a medium for teaching and learning. This can act as the medium through which teacher and learns can learn. Here in order to introduce and understand the need of ICT in educational institutions, teachers or students undergoing teacher education must first comprehend and be at ease with ICT. They must be given opportunities for acquisition of new knowledge. This can be made possible by promoting ICT based training programs introduced in their curriculum. Our next segment will discuss in detail about learning of ICT in higher education institutions, especially teacher education institutions.

TECHNOLOGY INTEGRATED TEACHER EDUCATION:

There is Technological revolution in Teacher Education. There is a shift from Bachelor of Teaching to Bachelor of learning, that too, Bachelor of e-Learning. There is a shift from e-Learning 1.0(Online learning) to e-Learning 2.0 (Twitters, Face-Book) to e-Learning 3.0 (Semantic Web), that is, from content to community to Artificial Intelligence. There is a quick shift from web-1 to web-2

to web-3. We have initiated into Open Education. Open Course Ware, Open Source Software, Open Content and Open Research. There are proposals for e-Teacher Education. Smart Classrooms are emerging, wherein; we have e-Learning and e-testing. Terms like Wi-Fi, iPod, e-Book, e-Reader, e-News, Letter, Webinar are widely used. Digital Lesson Designs and e-Portfolios have become common features. There are compendiums of e-abstracts and Surveys of Educational Research in India on the World Wide Web. The NCTE is expediting Teacher Education on e-Technologies through an MOU with the Intel. There is wide scope for transformation of Teacher Education through Technology.

FRAMEWORK FOR TEACHER EDUCATION:

UNESCO (2002) has projected a holistic framework taking into consideration four supportive themes viz. Context and Culture, Leadership and Vision, Lifelong Learning and Planning and Management of Change. The framework of competencies is encircled by four supportive themes. The curriculum framework also suggests that each teacher is allowed to interpret the framework within his or her context and personal approach to pedagogy, which is always related to the subject discipline or content area, rather than to the technology itself (Ranjan&Naimur).

TEACHER EDUCATION IN INDIA:

The National Council for Teacher Education (NCTE) with the view to promoting and motivating quality Research and Program Advisory Committee in June 2004. The NCTE's concern is to enable Teacher Education institutions to prepare a workforce of trained teachers who are fully conversant with the technology. It signs an MoU with INTEL Technology India Pct. Ltd, Bangalore on 20th December 2006 with a view to achieve the objectives of imparting sustained professional development of all teacher educators from all recognized institutions and making ICT a part of Teacher Education Curriculum (Annual Report 2006-07).

CONCLUSION:

A large number of the teachers feel alienated and alone in this digital age of networking & globalization. It is because we do not have Technology integrated Education. We, the 21st Century Teachers are lost in the realm of technology. We are neither techno-savvy nor info-savvy. We travel through the media crowd without being sensitive to it. We need to modernize temporally, spatially, logically, epistemologically, and technologically. Technology can facilitate our transition from dot to globe and point to morphology. Radio is extension of our voice, TV is extension of our Views, Computer is extension of our brains, motorbike is extension of our feet, cloths are extension of our skin, cell phones, i-phones, multimedia, i-Pads & e-Books Technology can multiply the

Dr. Y. D. Dixit.

speed & life span. It can facilitate fast, full, meaningful life & living. At the same time, to be sensitive to our basic values. If we fly high speed & high, then we need to learn cybernetic ally when to &how to exercise breaks.

Technology is well woven in almost all walks of life. But Education is relatively technologically backward. Every teacher should put in efforts to be techno-savvy, because it is Education and Education only which can deploy and integrate technology faithfully with a service motive. Indian Teachers are highly adaptive & highly innovative. Very willingly, and passionately they are living the technological era of information explosion & media implosion.

The communication has become very fast through blogs, SKYPE,email & g-mail. We need to exercise instantaneous communication control, because, we cannot not communicate & communication is circular & irreversible. Internet-the World Wide Web is a universal network. Innovators & Creators, Crackers & Hackers all reside here. The 21st Century Teacher has to be really perfectly full complete, otherwise, how to teach the innocent, dedicated, cultured, but bewildered challenging learners.

The use of ICT has the potential to allocate opportunities for learning broadly across the teaching force. The study found that teacher education institutions are no longer strictly utilizing ICT. Measures are to be taken to improve the quality and support to students, opening up new avenues for professional development of our future teachers.

REFERENCE:
1. www.educationinidia.net

Dr. Y. D. Dixit.