



TECHNO-PEDAGOGICAL SKILLS OF B. Ed. STUDENTS.

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ABSTRACT:

The present study is explored to find out the techno-pedagogical skills of B.Ed. students. A random sample of 300 B.Ed. students was selected in Salem district of Tamil Nadu State. 'Techno-Pedagogical Skill Assessment Scale' by K.K. Sibichen and P. Annaraja (2010) was used for data collection. Mean, SD, and t-test were used for data analysis. Findings showed that there is no significant difference in techno-pedagogical skills of B.Ed. students in terms of subject; and there is significant difference in techno-pedagogical skills of B.Ed. students with regard to attended any computer course.

KEYWORDS: Techno-Pedagogical Skills, B.Ed. Students.

INTRODUCTION:

Teacher education involves professional preparation of teachers. The concept of teacher education is undergoing a rapid change throughout the world. It is no longer mere training as conceived earlier. It means the acquisition of that type of knowledge or information, skill and ability which helps a teacher to discharge his/her professional duties and responsibility efficiently. It means shaping and reshaping the attitudes, habits and personality of a teacher. As the educational scenario goes through a vast change in the newly emerging society, the teachers needs to be well equipped with technological knowledge which would create curiosity in the students to learn new things.

Teacher education and teacher's professional development are facing important quantitative and qualitative problems. It is estimated that 15-35 million new teachers are needed to achieve UNESCO's goal of education for all. The value of technology in teaching and learning has been a subject of some contention in the education community for some time. Teacher's use of technologies has an important role in education in the 21st century. Technology can provide powerful environments eliciting modern views of learning but may not change teacher's beliefs and practices. It depends on how teachers interpret the uses them to transform the learning processes.



With the advent of the knowledge era, teacher education needs to prepare teachers to face the changing technological contexts and to model pedagogies and tools for better forms of learning. Despite much enthusiasm about the roles of technology in education, its role in transforming teacher learning, in ways aligned with advances in the learning sciences and contemporary socio-cultural perspectives, few changes have occurred.

REVIEW OF RELATED LITERATURE:

Adeoye, Blessing F., Ojo and Babatunde Y. (2014) investigated on pre-service teachers' perceived technological pedagogical content knowledge at selected colleges of education in Lagos State, Nigeria. The TPCK framework recognizes the complexity and interplay among three main components of learning environments: content, pedagogy, and technology and is designed to help instructors understand and negotiate the relationships between these three components of knowledge. The participants in this survey consisted of 400 pre-service teachers who enrolled in selected Colleges of Educations in Lagos State, Nigeria in the 2013 academic year. The results indicate that half of the teachers surveyed in this study lacked general knowledge about technology, but could learn easily. About 50% of them were knowledgeable about technologies that could be used in their subject areas.

Ward, Phillip, et al. (2015) studied the effects of improving teachers' content knowledge on teaching and student learning in physical education. The analysis consisted of independent variables, including teachers as a block, treatment, class nested within conditions, gender, skill levels, and 2-way interactions among treatment conditions, gender, and skill levels. Results: A statistically significant effect was reported for both analyses. Effect sizes were 0.63 and 0.67, indicating a moderate-to-high practical difference between groups in favour of the experimental condition. Large effect size differences (>2.0) were found for teacher PCK behaviours. There were no interaction effects. Conclusion: Our findings show that the enacted PCK of a teacher can be changed from immature to mature as a function of learning CK and that this change has a significant and meaningful impact on student learning.

Kumar, C. Ashok (2015) investigated a study on attitude and opinion towards using computer technology in teaching among B.Ed. trainees in Tiruchirappalli district. Opinion towards Computer Usage and Attitude towards Computer Technology inventory was developed by Karpaga Kumaravel, K. and Amulraj, A. (2013) used for data collection. A stratified representative sample of 150 B.Ed. trainees of self-financed B.Ed. colleges in Tiruchirappalli district constituted the sample for this study. The major findings were there were significant differences in Attitude towards Computer Technology in teaching, between age group below 25 years and above 26 years, Under Graduates and Post Graduates and rural and urban localities.



NEED AND SIGNIFICANCE OF THE STUDY:

B.Ed. students know, how techno-pedagogical ability with which to integrate those technologies into their teaching practice. In this study B.Ed. students use of technology integration experiences including selecting and assessing software, hardware, and peripherals as well as approaches to integrative instructional technology for students completing a Bachelor of Education. It provides experiences for the students that will help them effectively infuse technology into their future classrooms.

This objective is accomplished by providing students with the opportunity to use a variety of technologies to accomplish tasks and by explicitly exposing them to the process of learning new technologies. This process includes exploring features of various technologies, identifying the appropriateness of using various technologies in teaching and learning, and devising methods to infuse these technologies into their teaching and learning.

The rapid speed of technological development brings new computer mediated tools to the classroom door each year. Teachers have to make continual decisions about how to best utilize these tools in teaching, learning, and assessment.

- Every B.Ed. student should know how to use technology, pedagogy and subject content effectively in their daily classroom teaching.
- Teaching is no longer just about covering the curriculum by dispensing information, knowledge and skill.
- B.Ed. students have to make use of computers for effective classroom interaction in their classrooms.

OBJECTIVES OF THE STUDY:

- To find out the significant difference in techno-pedagogical skills among B.Ed. students in terms of subject and attended any computer course.

HYPOTHESES:

1. There is no significant difference in techno-pedagogical skills among B.Ed. students with respect to subject.
2. There is no significant difference in techno-pedagogical skills among B.Ed. students with respect to attended any computer course.

METHODOLOGY:

Survey method was adopted in the present study. 300 B.Ed. students were selected as sample by random sampling technique from Government, Self-finance colleges in Salem district.



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TOOL:

- Techno-Pedagogical Skill Assessment Scale by K.K. Sibichen and P. Annaraja (2010).

Data Analysis

Table 1: Techno-Pedagogical Skills among B.Ed. Students based on Subject

Subject	N	Mean	SD	t-value	Result
Arts	115	58.04	35.95	0.487	Not Significant
Science	185	57.37	32.22		

From Table-1, the calculated t-value is 0.487 which is lower than the table value 1.96. Hence the hypothesis-1 is accepted.

Table 2: Techno-Pedagogical Skills among B.Ed. Students based on Attended any Computer Course

Attended Any Computer Course	N	Mean	SD	t-value	Result
Yes	188	60.18	30.46	5.149	Significant at 0.05 level
No	112	53.35	34.97		

From Table-2, the calculated t-value is 5.149 which is greater than the table value 2.58. Hence the hypothesis-2 is rejected.

FINDINGS OF THE STUDY:

- B.Ed. students are not differing in their techno-pedagogical skills based on subject.
- B.Ed. students are differing in their techno-pedagogical skills based on their attended any computer course.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

- Evaluating and selecting appropriate software for a particular subject and per student needs.
- Using technologies to gather, organize, and report information about student performance like Excel and Access for database management.
- The development new tools are to evaluate technology-based student projects including multi-media, word processing, database, spread sheet, PowerPoint, desktop publishing, and Internet/ telecommunications.



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