



EFFECTIVE USE OF ICT & SEMINARS IN CHILDHOOD AND GROWING UP BY STUDENT TEACHER OF B. ED. TRAINEE

Dr. Kisan Jijaba Shinde
Associate Professor,
D. P. B. Dayanand College of Education, Solapur.



ABSTRACT

This article highlights students' perceptions about the value of implementing seminars as a teaching method in a college of teacher education. The performance of the students by seminar method was encouraging to the B. Ed. students scoring. The students appreciated the seminar method as it was different from routine lectures. B. Ed. students were motivated to read about the topic, improved the B. Ed. student's presentation skills, communication skills and provoked interest in the topics taught.

KEYWORDS: *teaching method , teacher education , implementing seminars.*

INTRODUCTION

The Contest: The contest that required initiation of the practices in B. Ed. colleges. Some of the nonconventional teaching methods adopted are learning through active participation by the students through models of teaching, constructivist models, computer-assisted learning, Web-based learning, e-learning, group discussion, seminars, and so on. Today's technologies are essential for teaching and learning in our society where knowledge is expanding rapidly. Today anyone with a smart phone can access the internet.

Knowledge = Information & Experience X Reflection & Processing . That means that even if information and experiences are useful, it doesn't automatically turn into knowledge if it is not reflected or processed.

Seminar is the most modern and advanced method of teaching. It is usually used in higher education. It refers to a structured group discussion. The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research. ICTs have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices. Teacher training colleges are change agent who takes efforts to inculcate the knowledge, skills into student teacher.

Significance of Practice: The present practice will create new attitude towards use of ICT in childhood and growing up among the educationalist, the college of education viz. D. Ed., B. Ed., M. Ed. The council of curriculum text book, teachers at different levels, professors, headmasters, principals and the education officers. So, progress in educational psychology teaching is essential for the success of student teacher.

Title of the Practice: A study of effective use of seminars in childhood and growing up by student teacher of B. Ed. Trainee in Dayanand College of education, Solapur.

OBJECTIVE OF THE PRACTICE:

The main objectives of this programme are:

1. To develop teaching competencies among student teachers.

2. To develop organization skill among student teachers through seminars.
3. To promote self learning among student teachers with the help of seminars.
4. To develop organization skill among B. Ed. student teachers through ICT based seminars in childhood and growing up.

DESCRIPTION OF THE PRACTICE:

The 'Student led seminar' is one where the students prepared and presented selected topics by researching from multiple sources with the help and guidance from the lecturers. The seminar was conducted for B. Ed. students studying first year during the month of December, 2018 in the Dayanand College of education, Solapur.

Syllabus for student's seminar of B.Ed. Students –The topic of the seminar was unit-II understanding the development of learner. The topic and schedule of the seminar was announced ten days in advance. Instead of delivering lectures, students were encouraged to prepare seminars based on the guidelines provided by the facilitators. The Facilitators responsibility was to guide and supervise the students. They were given topics to prepare and they were required to find the source materials from internet as well as the library. The student led seminar presentations on the allotted topics were held.

A schedule for the teaching learning workshop is prepared. Later trainees are divided into two groups. Total 10 students were divided into 2 groups, every group consists of 5 trainees and each group is assigned to a group leader who provides guidance with the help of teacher educator and ensures that the group follows the schedule.

Group-I members have distributed main theme Childhood development into five subthemes for the seminar as following

- 1) Physical 2) Emotional 3) Cognitive 4) Social and Moral 5) Educational implications

Group-II members have distributed main theme Adolescent development into five subthemes for the seminar as following

- 1) Physical 2) Emotional 3) Cognitive 4) Social and Moral 5) problems and teachers role

There was arrangement of audio and video recording during all learning activity and presentations of group work through LCD Projector.

SAMPLE SCHEDULE

- Overview of syllabus & Orientation of use of internet - 5 Periods
- Introduction to various teaching methods with like seminar etc. - 4 Periods
- Demonstration of various ICT skills(Use of websites, Preparation of PPT) by the teacher educator- 6 periods
- Preparation of Seminars and group discussion. - 4 Days.
- Use of internet for presentation.- 6 Days.
- The learning material prepared by the teachers such as PowerPoint presentations-8 Days.
- Feedback, Discussion Session and review -4 periods

Physical Resources - Since the some students have computer and Internet connectivity at home, it becomes easier for them to participate in any activity conducted over the Internet and *World Wide Web*. The students are evaluated for their work during group discussion, presentation, seminars, use of ICT by observation. Written test has been conducted after presentations which carries 20 marks.

OBSERVATIONS:

1. The result shows that achievement of learning in childhood and growing up was increased.
2. It is observed that student teachers shows interest in childhood and growing up subject.

3. It was observed that thinking competency of the B.Ed. trainee was increased.
4. It was observed that B.Ed. trainee's was taking active participation in teaching learning process.
5. It was observed that B. Ed. trainee were shows interest and active participation in learning through seminar.
6. It was observed that B.Ed. trainee's were improved the presentation skills, communication skills.
7. It was observed that B.Ed. trainee's was acquiring and improving skills of using ICT.

The Impact and Outcome

Students teacher's performance was evaluated by the seminar observations elaborated more on seminar participants' behaviours and questionnaires explored their perception of the method and of their own performance in seminars.

- 1) The majority of students perceived seminars as a good method of teaching that engaged them actively in critical thinking by sharing ideas and improving their communication and presentation skills.
- 2) The result shows that achievement of learning in childhood and growing up is increased due to use of seminars.
- 3) It was also found that creative thinking capabilities of B.Ed. trainee were increased due to ICT skills and use of new methods.
- 4) B. Ed. trainee became aware of the importance of use of ICT in teaching learning process.
- 5) Student Teacher has become more perceptive to the use of technology. They have become more aware of the needed alterations in their teaching, learning with the help of technology.

Requirements for Adoption and Adaptation.

1. Teacher educator should encourage and accept student teacher's autonomy and initiative in planning and presentation of various seminars.
2. For the effective use of student centered teaching methods institution of training college should provide all ICT based facilities.
3. Encourage communication between the teacher educators and the student teachers and also between the student teachers.
4. Select proper content of B.Ed. curriculum for teaching through new innovative teaching methods with the help of seminars.
5. The teacher educators will have to be trained and motivated to use new student centered teaching methods and experiment the use of ICT in their daily teaching sessions.

CONCLUSION –

This paper presented the findings interpreted from data gathered using observation and questionnaire to investigate the effect of implementing seminars as a teaching.

REFERENCES:

1. Sinha Pradeep (2003). Computer fundamentals (3rd ed.)BPB publication New Delhi.
2. Best, J. W. & Khan, J. V. (2007). *Research in Education. (10th Ed.)*. Prentice hall of India Private Limited New Delhi Page 498.

Websites :

1. <http://www.schoolsonline.org>
2. <http://www.worldlinks.org>.