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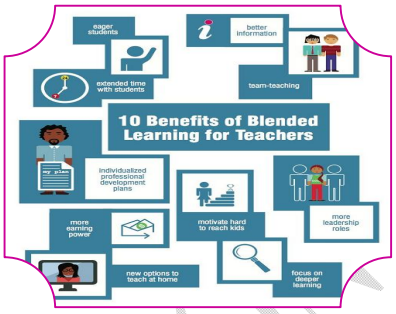
INFOGRAPHIC SKILLS AND BLENDED LEARNING ENVIRONMENT AMONG THE MATHS FACULTY MEMBERS OF THE TECHNICAL AND TECHNOLOGICAL INSTITUTIONS



S. Jayaraj[1] and Dr. R. Ramnath[2]
[1]Ph.D. Scholar, Department of Education, Alagappa University, Karaikudi, Tamil Nadu.
[2]Assistant Professor, Department of Education, Alagappa University, Karaikudi, Tamil Nadu.

ABSTRACT

The present investigation attempts to find out the relationship between infographic skills and Blended Learning Environment among the maths faculty members of the technical and technological institutions. For which, the normative survey method was used as a method of the study. The 200 teachers constituted the sample of the study and they were administered the tool that correlate their infographic skills and blended learning environment. The results shown that the infographic skills and blended learning environment are positively correlated each other.

KEYWORDS: *Infographic Skills, Blended Learning Environment.*

INTRODUCTION :

We are belonging to techno era which dominates our younger generation. Teachers should change them along with Techno Stream. They should update themselves in terms of Technology. Especially maths teachers who are working in Technical and technological institutions should change their teaching method accordingly. They should search the data and study material as per syllabus and compile to them in the form of infographic skills in order to deliver and share it to the students. Blended learning is a student centerd approach, creating learning experiences and the learner interacts with other Students, it also interest to learn both online and offline learning mode. Thus, the changes in teacher education must be required in terms of infographic skills and Blended Learning Environment.

NEED FOR THE STUDY

Today the learning has been brought into the optimum level in terms of technical, technological with wide and variety of knowledge. The approaches, methods, techniques, theories, models, strategies and games that are used for the instructional purpose are also changing according to the time and level of Institutions. There is no default approach or method that can be incorporated to all type of Teachers, Students, Concepts, subjects and Institutions. These approaches are definitely subject to change. The technology, especially information and communication technology is playing vital role in the instructional purpose. Out of the difference technological innovations and interventions the infographic skills and blended Learning Environment are very important one that indicates the expertise expectation, endeavour and educative experience of the teachers. These technological interventions are very important to the today's teachers in general and maths teacher in particular. Hence, this study attempts to find out the relationship of infographic skills and Blended Learning Environment among the maths faculty members.

ASSUMPTIONS

It is assumed that there is no significant relationship between the infogrphic skills and blended learning environment among the maths faculty members who are working at the technical and technological institutions. It is assumed that the demographic variables have no influence in the relationship of infographic skills and blended Learning Environment among the maths faculty members.

OBJECTIVES

- To study the significant relationship between infographic skills and blended learning environment of maths faculty members.
- To find out the significant relationship between infographic skills and learning environment of maths faculty members based on gender, locality of institutions, type of Institutions and nature of institutions.

HYPOTHESES

1. There is no significant relationship between infographic skills and blended learning environment of maths faculty members.
2. There is no significant relationship between infographic skills and blended learning environment of maths faculty members with regard to gender, locality of institutions, types of Institutions and nature of institutions.

METHODOLOGY

Survey method was adopted for this study. A simple random sample of 200 maths faculty members was selected working at technical and technological institutions. A scale that measures the Infographic Skills and Blended Learning Environment among the teachers who are working at the technical and technological institutions were established and validated by the investigator and administered to the selected sample.

ANALYSIS OF DATA

Table 1: Relationship between Infographic Skills and Blended Learning Environment of Maths Faculty Members

N	Infographic Skills	Blended learning Environment	r-value	Remark
200	139	140	0.95	Significant at 0.01 level

Table-1 shows that the r-value 0.95 is significant at 0.01 level. It shows that there is significant relationship between infographic skills and blended learning environment of maths faculty members.

Table 2: Relationship between Infographic Skills and Blended Learning Environment of Maths Faculty Members based on Background Variables

Variable	Sub-variable	N	Infographic Skills	Blended Learning Environment	r-value	Remark
Gender	Male	106	139	140	0.93	Significant at 0.01 level
	Female	94	140	140	0.97	Significant at 0.01 level
Locality of Institutions	Rural	98	136	137	0.95	Significant at 0.01 level
	Urban	102	142	143	0.93	Significant at 0.01 level

Types of Institutions	Government	93	138	140	0.97	Significant at 0.01 level
	Private	107	140	140	0.95	Significant at 0.01 level
Nature of Institutions	Technical	110	137	137	0.95	Significant at 0.01 level
	Technological	90	143	143	0.95	Significant at 0.01 level

Table-2 shows that there is significant relationship between infographic skills and blended learning environment of maths faculty members in terms of gender, locality of institutions, types of Institutions and nature of institutions.

EDUCATIONAL IMPLICATIONS

The findings revealed that there exists significant relationship between infographic skills and blended learning environment of maths faculty members. This is an indication that the teachers are good at using blended learning environment and their infographic skills. This result indicated that the both avenues can be taken in to the greater height among maths faculty members by providing adequate training programmes. The maths teachers may be oriented to take up the usage of both blended learning environment and infographic skills of maths faculty members by administering the training, programmes, workshops and necessary plans.

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