



Perspective of Pre service Teacher Education Students Towards e Learning

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Abstract

The present paper focuses on preservice teacher's perspectives towards e learning. Now days, the education system is getting much closer with e learning. After Covid pandemic, e learning, online education, digital education are becoming the common words. Though, the world is returning on its track, the education system has got a new avenue in terms of e learning. Ranging from schools to professional institutions, everyone is now acquainted with the concept of e learning. So research undertook this research to study the perspectives of Preservice Teacher Education Students towards e learning. In conclusion researcher stated that, most of the students of teacher education has well developed perspective towards e learning and they are looking positively and also keeping themselves engaged in acquiring new skills required for e learning.

Key words:- e Learning, Pandemic, Pre service teachers

Introduction:

Education is a continuous process. Over the times, as method, technique, technologies, objectives etc change, education process also adapt these changes and mold itself with these timely changes. Since last 3 years, we are witnessing the drastic change in all the dimensions of the society and every sector as well as every person in world is affected. So how the field of education can keep itself away from these changes? Very first impact after the healthcare, was on the education system. Because nearly half of the population across the globe is engaged in teaching-learning. So the practices which were rarely followed in developing countries like India, i.e. e learning, online education are now became the natural part of our education system. Students as well as teachers are becoming habitual with this e learning. But to become a familiar, to adapt a change, to practice it regularly should be natural process and should be followed in a positive way and not as a burden or in the state of

helplessness. So the perspectives of the teachers towards these e learning is very important. Pre service teachers are also the future teachers and now are supposed to work in a blended environment as prescribed in NEP 2020. Therefore there perspective towards e learning is very important.

Review of related Literature:

Albalawi & Badawi (2008) conducted a research with objective to investigate the faculty member's perception of the e learning at the University of Tabuk. In findings, they reported that 62.9% of the overall faculty members were ranging from uncertain to negative. However, in the same survey, they also reported that novice faculty members were having positive perception towards e learning. They concluded with the urgent and strong need of skill development in e learning.

Vartak and Roy (2020) studied the perceptions of Pre-service teachers regarding e learning. They adopted a descriptive method of research and collected data by using questionnaire. In findings, they reported that, according to students, e learning facilitates the teaching learning process and students require specific skills for practicing e learning.

Luaran, Samsuri, Nadzri and Rom (2014) reported that due to e learning, face to face interaction in classroom was reduced. Jahan and Khan (2018) conducted a qualitative study b using interview technique to find teacher educator's need for e learning. Findings of this study revealed that general training is needed as far as e learning is concerned.

Abbasi L, Ayoob, Malik and Memon (2020) studied the perception of medical students regarding e learning during lock down. Findings of this study clearly reported that , students prefer face to face learning instead of e learning. Respondents also suggested for training in e teaching to faculty members.

Need of the study:

Now days, specifically after COVID 19, there is a paradigm shift in education field. Earlier, it was believed that only face to face teaching learning process is proved beneficial. Even though, some concepts like blended learning or virtual learning were evolved, major emphasis was given on face to face teaching-learning process. But during the practice of e learning was boosted and nearly all the education institutions are shifted to this new platform as e learning. But the question comes in mind, that was this a natural change in teaching-learning process? Did all the stake holders are really agreed with the need and benefits of e learning? Did stake holders face any issues with e learning? Did all the stake holders are having awareness and possess general and specific skills required for e learning? In the present research, researcher tried to find out the answers to these questions. It will also suggest required actions to be taken if we need to make e learning as a inherent part of our education system.

Objectives:

1. To check the awareness of pre service teacher education students about e learning.
2. To study perspectives of pre service teacher education students towards e learning.

Scope and Limitation:

The present research focuses on first year pre service teacher education students in Pune and Mumbai. The present research is limited up to the study of awareness of basic tools of e learning and their perspective towards the basics of e learning.

Methodology:

Present research is carried out by using Survey Method. An online questionnaire of 15 questions with the help of Google Form was developed and was distributed among 100 students of first year pre service teacher education institutions. The questionnaire contained the questions related to checking awareness about basic tools of e learning. Some questions were of Yes / No type, some questions were in the form of statements. All the questions were multiple choice questions. Researcher received 61 filled questionnaire.

Data Analysis

Basic of e learning

To know whether student teachers are aware of basic concept of e learning, they were asked , Which of the following does not happen in e learning. The responses of student teachers are tabulated in following Table Number 1.

Table Number 1
Basic of E Learning

Teacher -student physical interaction	86.9 %
Online Discussion	4.9 %
Online Assessment	1.6 %
Online teaching-learning	6.6 %

From above Table Number 1, it could be seen that , majority of student teachers i.e. 86.9% are aware that there is not teacher- student physical interaction. But it is also that fact that 13.1% student teachers are not aware of the basic fact of the e learning.

Advantages of E learning

Student teachers were asked about the advantages of e learning. There are many advantages of e learning. But what the student teachers think as the most important advantage, this question was asked. The responses of students are tabulated in following Table Number 2

Table No. 2
Advantages of E -learning

Advantages	% of students responded
Flexibility	57.4%
Easy to Use	29.5%
Timeless Use	11.5%
Inexpensive	1.6%

All the three advantages other than flexibility stated in the questions are the inherent part of flexibility itself. From above Table Number 2 it could be stated that more than half of the student teachers feel that flexibility is the most important advantage of e learning followed by “easy to use” by 29.5% student teachers.

Consistency and effectiveness of E learning:

To study the student teachers perspectives about what makes e learning consistent and effective, they were asked what makes e learning consistent and effective. The responses of student teachers are tabulated in Table Number 3.

Table Number 3
Student Teachers’ perspective towards consistency and effectiveness of e learning

Perspective from Learner point of view	% of students responded
No variation in the delivery of lessons	29.5%
All of the target learners can participate together and receive the same information	37.7%
All teachers will have the same style while delivering lessons	3.3%
E-Learning is self-directed and self-paced	29.5%

From above Table Number 3, it could be seen that 37.7% student teachers opined that all of the target learners can participate together and receive the same information. 29.5 % students opined that consistency and effectiveness of e learning means no variation in the delivery of lesson and E -learning is self directed and self paced. This can be interpreted that majority of the student teachers are not sure about the dimension of e learning which makes it consistent and effective.

Scope of E learning

Whether student teachers are clear with the scope of e learning, they were asked Which of the following is an example of e-learning. The responses of student teachers are tabulated in following Table Number 4

Table No. 4
Scope of E learning

Use of technology in distance learning	37.7 %
Use of social networking for learning	23%
Teacher gives online test for assessment	19.7 %
Giving online lectures	19.7 %

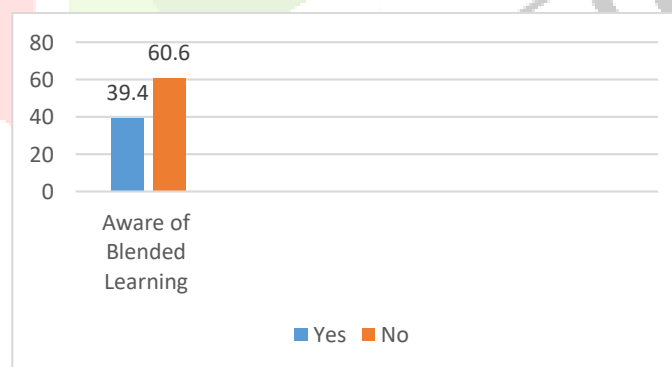
From above Table Number 4. It could be seen that 37.7% student teachers feels that use of technology in distance learning is an example of e learning, 23% of student teachers feel that use of social networking for learning is an example of e learning and 19.7% student teachers feel that online test and giving online lectures are the examples of e learning. It could be stated that student teachers are looking confused regarding what exactly the scope of e learning is.

Awareness about Blended Learning

If we combine traditional classroom teaching and online teaching, it would be a blended learning, To check whether student teachers are aware of this concept, they were asked a related question. Responses received from student teachers are tabulated in following Chart Number 1.

Chart No. 1

Awareness about blended learning

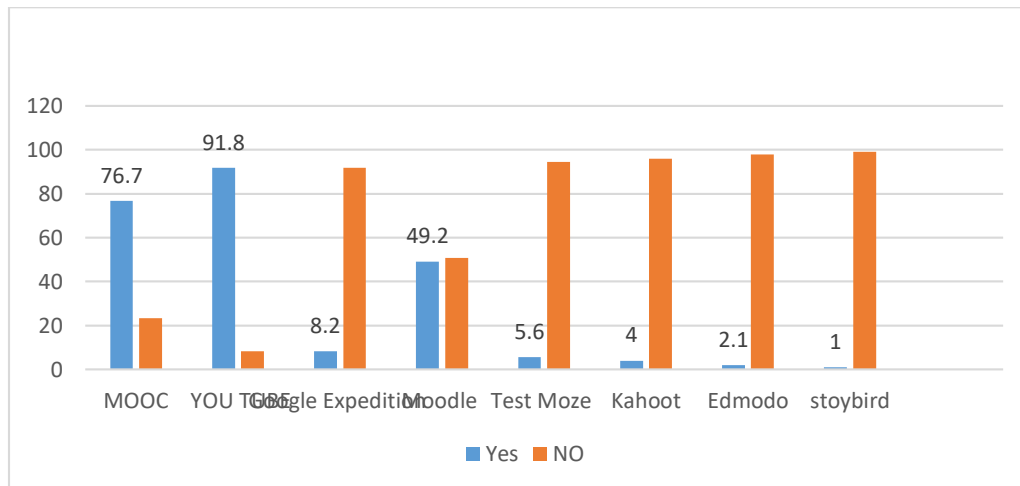


From above Chart Number 1, it could be seen that smore than half of the student teachers i.e. 60.6 are not aware of concept of blended learning. Only 39.9% student teachers are aware of concept of e learning.

To know whether student teachers are aware of various e learning tools, they were asked the questions. The responses of student teachers are represented in following Chart Number 2

Chart No. 2

Awareness about Tools of E learning



From above Chart No. 2, it could be seen that students Majority of students are aware of meaning of MOOC (76.7%) and use of You Tube in E learning (91.8%). However, less than half of the student teachers are aware of MOODLE as a learning management system. It could also be seen that only 8.2% student teachers are aware of tools like Google Expedition. Hardly 1% to 6% student teachers are aware of tools like Testmoz, Kahoot, Edmodo and Storybird. This means that students are only aware of the most popular tool and used by most of the people. But tools though useful, but not massively used are not known to student teachers.

Conclusion:

Though e learning is not a unknown term to now days student teachers, half of the students teachers do not have clarity about the aspects of e learning. We can say that they are only aware of basics of e learning. It could also be stated that, student teachers are aware of only basic and popular tools that are used for e learning, but are not aware of advanced and interactive tools that could be used for e learning. So it is suggested that various workshops and courses for e learning should be organized periodically for student teachers so that they can get themselves engaged effectively in the process of e learning.

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