

SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA

DOCUMENTARY EVIDENCE SHOWING THAT ADEQUATE SKILLS ARE DEVELOPED IN STUDENTS FOR EFFECTIVE USE OF ICT FOR THE TEACHING LEARNING PROCESS

1. Preparation of Lesson Plans

Since active engagement is a key part of any lesson plan, whether students work independently or collaboratively, technology engages students as it is interactive. Integrating ICT tools into a lesson plan makes learning more interactive, engaging, and fun for students, and motivates them to learn and retain information better.

As part of Discussion lessons in Semester 1 itself, the students are exposed to ICT integration in lesson plans. They are involved in discussing two ICT integrated lesson plans. Also, for the development of microteaching skill in Semester 1 and 2, the students integrate ICT, especially in preparing lesson transcripts for developing Set Induction skill, Stimulus Variation skill, and skill of Illustrating with examples. During practice teaching in Semester 3 (Phase 1) and Semester 4 (Phase 2), the student teachers integrate ICT in content transaction to make the class more interesting to the students. Overall, an ICT integrated lesson plan helps the student teachers to create a more engaging, interactive, and effective learning experience for their students.

2. Developing Assessment Tools for both Online and Offline Learning

Assessment tools are an essential aspect of both online and offline learning as they allow teachers to measure students' understanding of the material covered and adjust their teaching accordingly.

For equipping student teachers for developing and properly using assessment tools in classroom situations, Sree Narayana Training College conducted online resource talks on topics like 'Preparing Tools to Assess Learners' Performance' (conducted on 22 September 2021 via Google Meet). A webinar series named 'Technoid: Dreams Come True' was conducted in five sessions, from 11 March 2021 to 20 May 2021, for increasing the knowledge of the students in technical skills. The talks focussed on topics like online evaluation tools, blog creation, video creation and multimedia applications like Jamboard, e-content development, MOODLE and its applications, etc. These sessions opened up a window for the students to explore the enormous potentials of Digital Technology and its applications, especially for assessing students' understanding.

Accordingly, the student teachers prepared and conducted online quiz using online assessment tools like Quizziz, Kahoot etc., which allowed them to create multiple-choice questions and use these to test students' understanding in an efficient manner. Also, online




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platforms like Google Classroom are used to assess students' participation and engagement in online learning. Through this, the teachers offer feedback on tasks to each student using the grading function. PowerPoint presentations were made interactive by including quizzes, games, or other activities to engage students and help them to test their understanding of the material. Thus the student teachers created assessments that are effective in measuring students' understanding and promoting learning in any learning environment.

3. Effective Use of Social Media/ Learning Apps/ Adaptive Devices for Learning

Social Media and Learning Apps also assisted the student teachers for crafting effective learning experiences for the students. WhatsApp, Google Meet and Google Classroom were powerful tools used by student teachers to enhance learning experiences and improve communication between teachers and students. These were of utmost use for the student teachers while conducting classes during the COVID pandemic period.

Through WhatsApp, the student teachers were able to communicate with their students in real-time. They created a WhatsApp group for each class, allowing students to share important information such as assignments, class schedules, and updates on class progress. Additionally, these were used for one-on-one communication between teachers and students to answer questions or provide feedback on assignments. Online classes were conducted through Google Meet platform. Through this, the student teachers were able to connect with students and conduct live lessons, and provide an interactive learning experience that simulated the in-person classroom experience. During these sessions, the teachers shared their screens, making it easy to present slides or other educational materials. Google Classroom was also used to manage online classes and assignments. Through this, the student teachers were able to distribute and collect assignments, provide feedback on student work, and communicate with students in real-time. It also served as a centralized location for teaching materials/ notes, allowing students to access all relevant information in one place. An online learning platform, popularly used by student teachers is the eResource Portal 'Samagra', which they relied for soft copies of textbooks, pedagogically designed digital resources, subject wise questions, experiments and videos. These resources helped them in effective lesson planning.

4. Identifying and Selecting/ Developing Online Learning Resources

For conducting classes, both in the online and offline modes, the student teachers relied heavily on the creation and use of PowerPoint presentations, Videos, Audio clips, Blogs etc. The student teachers included images, diagrams, and other visual aids in their PowerPoint presentations, which helped them to illustrate concepts and ideas in a way that is more engaging and memorable for students. Through the use of animations, multimedia, and




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other interactive features, and by adding movement, sound effects, and other elements to the presentation, teachers could create a more engaging and immersive learning experience for the students, and capture their attention. Blogs were created by student teachers, which served as valuable tools in teaching, as they provided a platform for them to share information, ideas, and resources. The student teachers uploaded the weekly reports of their school experiences, during the first and second phases of their practice teaching, including curricular and co-curricular and extension activities, in to the blog. Also, they uploaded the innovative work done during practice teaching in the blog. Thus, the use of blogs helped them in effective communication, resource-sharing, critical thinking and the development of writing skills.

Moreover, construction of Digital Concept Map, Digital Textual Material, E-Portfolio and Padlets were done by student teachers. The students constructed concept maps to give a diagrammatic overview of key ideas associated with a particular topic that indicates how the ideas relate to each other. This activity helped them to brainstorm and generate new ideas, allowed them to communicate ideas, thoughts and information more clearly, helped to integrate new concepts with older concepts, and enabled them to gain enhanced knowledge of the topic and evaluate the information. For getting an exposure to curriculum development, a sample unit of textual material was created by the student teachers.

5. Evolving Learning Sequences (learning activities) for Online as well as Face-to-Face Situations

For evolving learning activities for online as well as face-to-face situations, E-content development was done by student teachers. The E-content was designed to engage learners and make the learning experience more enjoyable and interactive, by incorporating multimedia elements such as videos, animations, and images, as well as interactive activities such as quizzes and games. The E-content developed was implemented by the student teachers during their practice teaching.




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