

Utilization of Web Technology in Teacher Education

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ABSTRACT

Education offers a wide spectrum and degree of enhancements, producing “added value” of web technology utilized in the teacher education process. Using the internet for interpersonal communication offers implicit value to education through the very process of learning to take advantage of a powerful communications system. Current higher curricula need the technology components required for sophisticated research and learning. In this paper, the investigator focused on resources, web CT, web-course learning space etc.

Introduction

Accessing the internet might be relatively learning to harness its full potential is not so simple. Current higher education process involves and incorporating qualitatively different ways of preparing students consistent with our belief that pedagogy must be based on research-supported data and practice, taking maximum advantage of technology. The availability of the internet and its versatility as a communication channel not only adds the positive value to the learning process.

Basic Components of Web-Based Instruction

Faculty members are inspired by the potential of information technology but limited by the way we are taught, and the way we are teaching. The basic component for a web-based is quite similar to those used in traditional instruction. A good design will take full advantage of the information technology that liberates learning from the temporal and spatial constraints making instruction more responsive, relevant and meaningful and a more spontaneous experience.

A good web based course should be constructed to reflect the shifts from what the instructor will cover to what tools and information instructor can provide to help students learn.

Resources

The resources are internet hyperlinks the instructor may choose to scan documents directly into the course web site. A resource page may be structured to include required text, suggested readings, web references. The software tools needed to complete the assignments, e.g. Microsoft excels and power point, internet search engines etc.

The Virtual Classroom

In the virtual classrooms there were in a real-world classroom or meeting room, for these purposes, discussion forums, chat rooms and e-mail are used. The instructor should provide structure for the use of these functions, and communicate requirements to the students.

Web-Based Course Development Tools

Web CT, word processor e.g. Microsoft word 97 or Corel word perfect 8.0. in addition to that web page authoring programmes such as Microsoft front page, adobe page mill, or dream-weaver by micro media.

Web CT

Web CT creates a sophisticated web-based learning environment for non-technical users, both instructors and students. It uses common internet browsers as the interface for building the course.

Learning Space

Learning space provides templates to help shape the course material quickly. Features include four major components: schedule, the road map guiding learners through the course work by linking objectives with instructional resources, assignments and self-assignments and quizzes; media center, a shared knowledge-base with a variety of media formats. E g. CD-ROMS. So, the learning space may be both the instructor and student users seem to be necessary at the beginning.

Conclusion

As I conclude in this paper, technology is useful only when one knows how to spend and/or invest it. Technology without clear objectives and an adequate level of understanding and competence can get in the way of learning. Technology requires a considerable investment of both time and money.

The Following are the Necessary for The Faculty

- Have a sense of purpose
- Know your skill level and your students
- Know your institutions technical and support capability.
- Design very explicit, clear, specific instructions.
- Design activities that require active student perception.

So as the teachers use web-based instruction to foster learner-centered learning, to give learners more ownership of learning and to build a virtual learning community where participants are both co-dependent and independent for each other's success.

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