Vol 6 Issue 1 Feb 2016

ISSN No : 2230-7850

International Multidisciplinary Research Journal

Indian Streams Research Journal

Executive Editor
Ashok Yakkaldevi

Editor-in-Chief
H.N.Jagtap

Welcome to ISRJ

RNI MAHMUL/2011/38595 **ISSN No.2230-7850**

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board.Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Regional Editor

Manichander Thammishetty
Ph.d Research Scholar, Faculty of Education IASE, Osmania University, Hyderabad.

Mr. Dikonda Govardhan Krushanahari
Professor and Researcher ,
Rayat shikshan sanstha's, Rajarshi Chhatrapati Shahu College, Kolhapur.

International Advisory Board

Kamani Perera
Regional Center For Strategic Studies, Sri Lanka

Janaki Sinnasamy
Librarian, University of Malaya

Romona Mihaila
Spiru Haret University, Romania

Delia Serbescu
Spiru Haret University, Bucharest, Romania

Anurag Misra
DBS College, Kanpur

Titus PopPhD, Partium Christian University, Oradea,Romania

Mohammad Hailat
Dept. of Mathematical Sciences, University of South Carolina Aiken

Abdullah Sabbagh
Engineering Studies, Sydney

Ecaterina Patrascu
Spiru Haret University, Bucharest

Loredana Bosca
Spiru Haret University, Romania

Fabricio Moraes de Almeida
Federal University of Rondonia, Brazil

George - Calin SERITAN
Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi

Hasan Baktir
English Language and Literature Department, Kayseri

Ghayoor Abbas Chotana
Dept of Chemistry, Lahore University of Management Sciences[PK]

Anna Maria Constantinovici
AL. I. Cuza University, Romania

Ilie Pintea,
Spiru Haret University, Romania

Xiaohua Yang
PhD, USA

.....More

Editorial Board

Pratap Vyamktrao Naikwade
ASP College Devrukh,Ratnagiri,MS India

R. R. Patil
Head Geology Department Solapur University,Solapur

Rama Bhosale
Prin. and Jt. Director Higher Education, Panvel

Salve R. N.
Department of Sociology, Shivaji University,Kolhapur

Govind P. Shinde
Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai

Chakane Sanjay Dnyaneshwar
Arts, Science & Commerce College, Indapur, Pune

Awadhesh Kumar Shirotriya
Secretary,Play India Play,Meerut(U.P.)

Iresh Swami
Ex - VC. Solapur University, Solapur

N.S. Dhaygude
Ex. Prin. Dayanand College, Solapur

Narendra Kadu
Jt. Director Higher Education, Pune

K. M. Bhandarkar
Praful Patel College of Education, Gondia

Sonal Singh
Vikram University, Ujjain

G. P. Patankar
S. D. M. Degree College, Honavar, Karnataka

Maj. S. Bakhtiar Choudhary
Director,Hyderabad AP India.

S.Parvathi Devi
Ph.D.-University of Allahabad

Sonal Singh,
Vikram University, Ujjain

Rajendra Shendge
Director, B.C.U.D. Solapur University, Solapur

R. R. Yalikar
Director Managment Institute, Solapur

Umesh Rajderkar
Head Humanities & Social Science YCMOU,Nashik

S. R. Pandya
Head Education Dept. Mumbai University, Mumbai

Alka Darshan Shrivastava
Shaskiya Snatkottar Mahavidyalaya, Dhar

Rahul Shriram Sudke
Devi Ahilya Vishwavidyalaya, Indore

S.KANNAN
Annamalai University,TN

Satish Kumar Kalhotra
Maulana Azad National Urdu University

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.org

Indian Streams Research Journal
International Recognized Multidisciplinary Research Journal

ISSN: 2230-7850 Impact Factor : 4.1625(UIF) Volume - 6 | Issue - 1 | Feb - 2016

IMPACT OF BLOGS ON PROSPECTIVE TEACHERS FOR EFFECTIVE TECHNOLOGY INTEGRATION TO ENHANCE THEIR TEACHING

K. E. Valarmathi
Assistant Professor, Annammal College of Education for Women Tiruchendur, Thoothukudi.

ABSTRACT:

It's no secret that the face of education has changed dramatically over the past years. Teachers across the country are working hard to equip children with the skills needed for success in the 21st century world. In addition to instilling in students the flexibility to readily adapt to changing technologies, teachers must foster learning environments that encourage critical thinking, creativity, problem-solving, communication, collaboration, global awareness, and social responsibility. So, there should be change in the preparation of preservice training in teacher education institutions. They should be aware of recent trends in educational technology. There is inevitability for current teacher educators to prepare prospective teachers for the boundless future ahead since they are going to handle 21st century learners. This paper focuses on one of the innovative online technology called "Blogs".

KEYWORDS: *education, Teachers, preservice training, technology, Blogs*

INTRODUCTION

Who dares to teach
must never cease to learn - John Cotton Dana

Effective teaching methods engage gifted students, as well as slow-learning children and those with attention deficit tendencies. This is where differentiated instruction and a balanced mix of teaching styles can help reach all students in a given classroom. Today's teachers must develop instructional styles that work well in diverse classrooms. Teachers needed knowledge of appropriate technology integration strategies and ICT skills to effectively integrate technology into their lessons to optimize the benefits for their students' learning. With the advent of the knowledge" era, teacher education needs to prepare prospective teachers to face the changing technological contexts and to model pedagogies and tools for better forms of

student learning.

Need and significance of the study

Laptops, tablets, internet, videoconferencing and podcasts in classrooms play a vital role in today's teaching styles. With technology in mind, it is imperative that teachers assess their students' knowledge while they are learning. Student-centric learning does not have to come at the expense of an instructor's preferred teaching method. However, differentiated instruction demands that teachers finesse their style to accommodate the diverse needs of 21st-century classrooms. The intention of this qualitative study is to propose a model of instructional approach for prospective teachers in their preservice teacher education to learn a new online technological tool called blog. Through this instructional approach, it is hoped that prospective teachers will become confident in integrating the technology tool which they have learnt, to enhance teaching and learning in the classroom. So, the investigator has selected the topic **"Impact of blogs on prospective teachers for effective technology integration to enhance their teaching".**

Major objective

1. To find out the impact of prospective teachers on the online technological tool called 'blogs'.

Major objective

1. To find out the level of awareness of prospective teachers on the online technological tool blogs.
2. To tutor them on blogs.
3. To find out the impact of blogs on prospective teachers after imparting practical knowledge on blogs.

Hypotheses

1. There is no significant difference in the awareness of prospective teachers in the pre test and post test scores with the online technological tool blogs with respect to the variable subject specialization.
2. There is no significant difference in the awareness of prospective teachers in the pre test and post test scores with the online technological tool blogs with respect to the variable interest in using Computer.

Tool Construction

1. Self made tool to assess the awareness of prospective teachers on blogs.

Methodology

Pre test Post test strategy was followed. A pre test was conducted to the prospective teachers to find their awareness on blogs. And then the investigator taught them to understand the tools and techniques of using blogs for classroom teaching. A post test was conducted after the programme.

Population

Prospective teachers in Thoothukkudi district from colleges of Education affiliated to TamilNadu Teachers Education University, Chennai forms the population of the study.

Sample

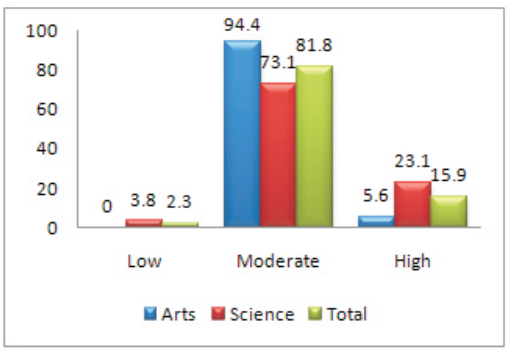
44 prospective teachers from Annammal College of Education in Thoothukkudi affiliated to TamilNadu Teachers Education University, Chennai forms the sample of the study.

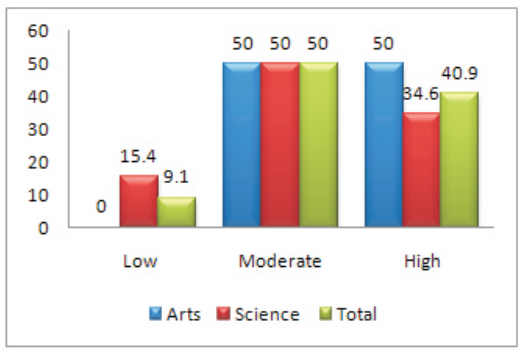
Statistical techniques

1. Percentage Analysis
2. 't' test

Percentage Analysis

Test	Subject specialization	low		Moderate		High	
		N	%	N	%	N	%
Pre Test	Arts	0	0	17	94.4	1	5.6
	Science	1	3.8	19	73.1	6	23.1
	Total	1	2.3	36	81.8	7	15.9
Post Test	Arts	0	0	9	50	9	50
	Science	4	15.4	13	50	9	34.6
	Total	4	9.1	22	50	18	40.9

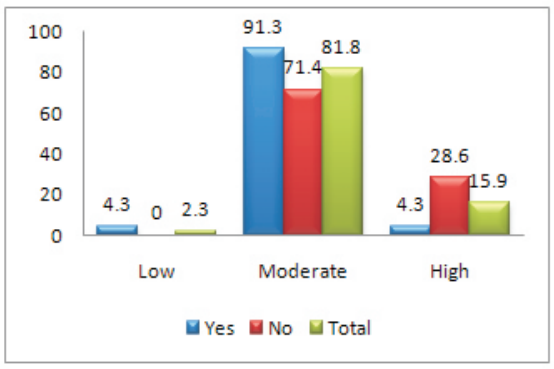


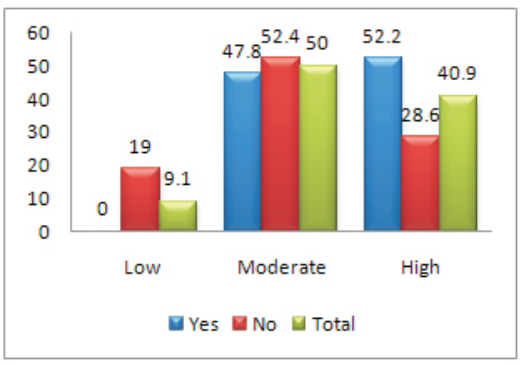


In pre-test, regarding the variable subject specialization, it is found that 94.4% and 5.6% of arts discipline prospective teachers show moderate and high level, and 3.8%, 73.1% and 23.1% of Science discipline prospective teachers show low, moderate and high level of awareness on blogs.

In post-test, regarding the variable subject specialization, it is found that 50% and 50% of arts discipline prospective teachers show moderate and high level, and 3.8%, 73.1% and 23.1% of Science discipline prospective teachers show low, moderate and high level of awareness on blogs.

Test	Interest in using Computer	low		Moderate		High	
		N	%	N	%	N	%
Pre Test	Yes	1	4.3	21	91.3	1	4.3
	No	0	0	15	71.4	6	28.6
	Total	1	2.3	36	81.8	7	15.9
Post Test	Yes	0	0	11	47.8	12	52.2
	No	4	19	11	52.4	6	28.6
	Total	4	9.1	22	50	18	40.9





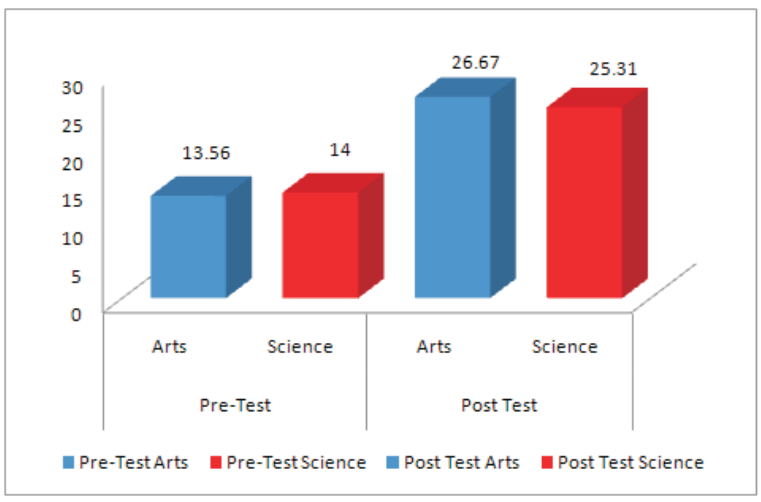
In pre-test, it is found that 4.3%, 91.3% and 4.3% of prospective teachers who are interested in using computer show low, moderate and high level, 71.4% and 28.6% of prospective teachers who are not interested in using computer show low, moderate and high level of awareness on blogs.

In post-test, it is found that 47.8% and 52.2% of prospective teachers who are interested in using computer show moderate and high level, 19%, 52.4% and 28.6% of prospective teachers who are not interested in using computer show low, moderate and high level of awareness on blogs.

Hypotheses

1. There is no significant difference in the awareness of prospective teachers in the pretest and post test scores with the online technological tool blogs with respect to the variable subject specialization.

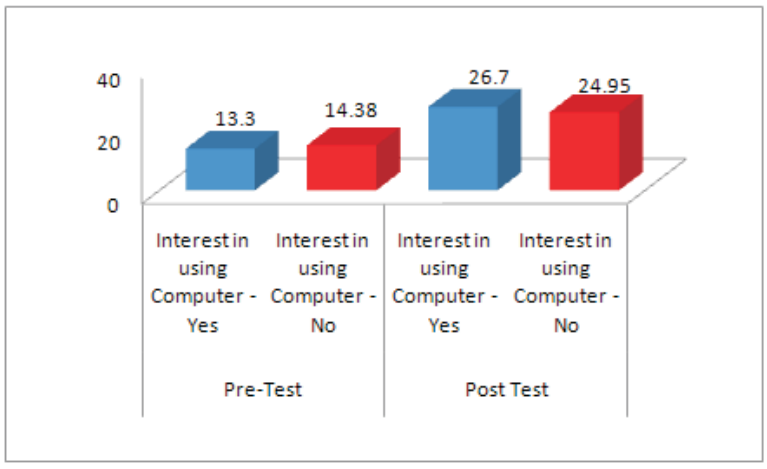
Test	Subject Specialization	N	Mean	Std. Deviation	calculated 't' value	Table value	Remarks at 5% level
Pre-Test	Arts	18	13.56	1.097	0.733	1.96	Not Significant
	Science	26	14.00	2.400			
Post Test	Arts	18	26.67	1.534	2.377	1.96	Significant
	Science	26	25.31	2.259			



It is inferred from the above table that there is significant difference in the awareness of blogs on prospective teachers with respect to the variable subject specialization in post test scores and there is no significant difference in pre test scores.

2. There is no significant difference in the awareness of prospective teachers in the pretest and post test scores with the online technological tool blogs with respect to the variable interest in using Computer.

Test	Interest in using Computer	N	Mean	Std. Deviation	calculated 't' value	Table value	Remarks at 5% level
Pre-Test	Yes	23	13.30	1.295	1.816	1.96	Not Significant
	No	21	14.38	2.418			
Post Test	Yes	23	26.70	1.550	3.018	1.96	Significant
	No	21	24.95	2.247			



It is inferred from the above table that there is significant difference in the awareness of blogs on prospective teachers with respect to the variable interest in using computer in post test scores and there is no significant difference in pre test scores.

Findings and interpretation

From Percentage Analysis

It is observed from the pre test that most of the prospective teachers show only moderate awareness on blogs. But in the post test, they show moderate as well as high awareness on blogs. This shows that the intervention worked well and the prospective teachers are interested in acquiring a new strategy that would enhance their teaching skill.

It is observed from the table that prospective teachers belonged to arts group shows moderate awareness as a whole in pre test when compared to Science teachers. But to the surprise, they show 50/50 awareness in post test. This shows that imparting technical skills in a proper and interesting manner can boost arts prospective teachers also to learn strategies which employ technical skills.

Regarding the variable interest in using computer, in pre test, as a whole, the prospective teachers show moderate awareness and in post test they show moderate as well as high awareness on blogs. This shows that interest in a technological gadget is not at all an issue in imparting strategy skills in teacher education institutions. It is the teacher educator's skill to attract the attention of the prospective teachers in learning a concept and this went well in this research.

From the table, it is well known that those who are no interest in using computer shows the same level of awareness in pre test as well as in post test. So, interest in computers is not an issue for

learning a strategy.

From hypotheses

1. From the table, it is inferred that irrespective of subject, the prospective teachers shows awareness of blogs in post test scores and there is no significant difference in pre test scores. The mean values of pre test and post test differs widely.

So, it is inferred that if the teacher educators, in contrast to the traditional methods, implemented modern learning methods such as web tools, then the students would play an active role in their learning process and determine how to reach their desired learning outcomes on their own.

2. There is no much difference in the mean scores of prospective teachers in the post test scores. From this, it is concluded that subject is not a constraint in learning a concept.

3. It is inferred that the prospective teacher's shows awareness of blogs in post test scores with respect tho their interest in using computer, and there is no significant difference in pre test scores. From this it is concluded that by incorporating technology into the classroom, teacher educators are finding it raises the quality of class discussion and involves students much more deeply in their own education.

4. Also, irrespective of their interest in using computers, prospective teachers showed their curiosity to adopt a new learning strategy. This may also be due to the involvement of the teacher educator in implementing a new teaching methodology.

CONCLUSION

Technology Changes Teaching, Not Teachers. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies. These literacies—from reading online newspapers to participating in virtual classrooms—are multiple, dynamic, and malleable. Teacher educators can use web journals to distribute assignments, assets, and keep understudies and even folks a la mode on class occasions, due dates, and substance being secured. They can likewise utilize web journals to help students' expert substance what's more, enhance their written work abilities. Understudies can utilize sites to distribute their written work and instruct others on a specific subject If a new technology is introduced in a proper way, the future teachers will learn, acquire, implement and transfer it to ne(x)t generation. The investigator felt that this paper is one of the evidences that technology integration positively affects student achievement and their academic interest.

REFERENCE

1. Keesee, G. *Welcome to the Wonderful World of Wikis and Blogs*. 2010. Fayetteville Technical Community College. PowerPoint.

2. Richardson, W. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. 2nd ed. Thousand Oaks, California: Corwin Press. 2009. Print.

3. Why Do We Need Technology Integration? (2007, November 5). Retrieved January 31, 2016, from http://www.edutopia.org/technology-integration-guide-importance.

K. E. Valarmathi
Assistant Professor, Annammal College of Education for Women Tiruchendur, Thoothukudi.

Publish Research Article
International Level Multidisciplinary Research Journal
For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper,Summary of Research Project,Theses,Books and Book Review for publication,you will be pleased to know that our journals are

Associated and Indexed,India

- International Scientific Journal Consortium
- OPEN J-GATE

Associated and Indexed,USA

- Google Scholar
- EBSCO
- DOAJ
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Indian Streams Research Journal
258/34 Raviwar Peth Solapur-413005,Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.isrj.org