

Teachers Professional Development and Creative Teaching in Online Mode: Need of this era

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Abstract:

Every teacher and professional is facing different problems with their teaching and work through on line mode. This is infect the duty of a teacher to deliver the lecture at the school or college platform but some or may of the teachers have no professional understanding about the online teaching skills as well as handling the gadgets and platforms like Google meet. Education aims at the creation of a complete human being manifesting all the potentials. These days we often observe that the 'cognitive aspects of personality is more emphasized than the affective aspect of the personality and competency of a teacher during engagement of online teaching era. This paper focused to explain some professional competencies which is very necessary for every teachers to teach in this era of COVID-19 and online mode of lecture delivering.

Key words: Professional Development, Online Teaching Competency and Teaching

Introduction:

In the present time we know that the whole world including India is facing about an uncertain hurdle of a pandemic known as COVID -19. Every teacher and professional is facing different problems with their teaching and work through on line mode. This is infect the duty of a teacher to deliver the lecture at the school or college platform but some or may of the teachers have no professional understanding about the online teaching skills as well as handling the gadgets and platforms like Google meet. Education aims at the creation of a complete human being manifesting all the potentials. These days we often observe that the 'cognitive aspects of personality is more emphasized than the affective aspect of the personality and competency of a teacher during engagement of online teaching era. As we, today, live in a rapidly changing and shrinking world of online method of teaching and consequently it calls for teachers with a broad, deep and thorough understanding these contexts. Students learn in many ways: the attitude of their teachers to problems of life; their point of view and their methods of teaching etc. So, teachers' competency of online teaching has an important

bearing on the life of the student in this time. It does not matter what subject a teacher teaches, his or her online competency impresses itself upon pupils, independent of the subject matter.

A teacher is not simply an information monger, he goes beyond it. A teacher links his teaching with the ultimate values of life. For example, we take the case of a teacher of Hindi teaching. He goes in-depth study about the writer's written materials, which is not possible to deliver online because these are not available online till now. He has to strive to create in his pupils a desire to know everything or more things about the Hindi writers. Hence, a Hindi teacher is expected to combine within himself thoroughness of knowledge and mastery of technique, together with a wholesome utility of new online platforms.

This is the era of 'knowledge explosion' as it is being observed that in this fast changing scenario of world of work new knowledge is coming up IT based. It is manufactured, distributed, stored and selectivity retrieved by mechanical methods which almost rival the marvels of human brain, and work much faster. It is undoubtedly fact that no one can be a teacher without knowing his subject. As we are aware that a teacher should be a man of wide education and of good culture, it is because of the fact that in order to be a good teacher, one must also be a good student. This is the best way of improving one's knowledge is by cultivating the habit of reading.

As a matter of fact, teachers are the mediators between the system of education and the students. The present brief write-up throws light on the significant role of teacher and institutions in the development of student's personality in online mode of teaching and learning. Though, most of the studies in this field are concerned with schools/colleges situation, hence, the results are applicable to teacher and students' behavior in general. Teaching is expected to be creative in all mode of delivering the lectures for such development of the students. However, there are many obstacles in the way of creative teaching, some of them can be discussed as follows.

Flipped Class Room:

With its simplest definition flipped classroom approach is expressed as "what is done at school done at home, homework done at home completed in class" (Sams & Bergmann, 2014, as cited in Ozdamli & Asiksoy, 2016). In this approach before the course the students watch theoretical part of lesson via multiple equipments such as online videos, presentations, learning management systems and take notes, prepare questions about the parts that they do not understand. During course they achieve supporting activities such as finding answers together to the questions they prepared before lesson, group working, problem solving, discussion and making an inference. Flipped classroom is an approach that transfers learning responsibility from teacher to the student (Bergmann, Overmyer & Wilie 201, as cited in Ozdamli & Asiksoy, 2016).

Flipped classroom approach has four different elements. It is expressed that in order to teachers achieve this approach, they have to take this four element into consideration (FLN 2014, as cited in Ozdamli & Asiksoy, 2016). The properties of this approach which its English correspondence is “Flip” are explained like this by referring first letters:

- F (“F”lexible Environment): It indicates provision of time and place flexibility of learning.
- L (“L”earning Culture): In traditional teacher centered approach the source of knowledge is teacher. In flipped classroom approach there is transition from teacher centered approach to student centered approach.
- I (“I”ntentional Content): Flipped classroom educators both think about how education is used. To provide fluency and how they can develop cognitive understanding of students.
- P (“P”rofessional Educator): The responsibility of flipped classroom educators is more than the ones using traditional approach. Flipped classroom educators continuously observe students during the course, evaluate their studies and make feedbacks (Flipped Learning Network -FLN, 2014).

Blended Learning:

The way in which blended learning is delivered is usually dependant on circumstances, making a universal, all-encompassing definition hard to establish. Wikipedia offers the following definition: “Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or place.”

However when it comes to eLearning, the “place-based classroom methods” can be replaced by webinars, making the learning even more accessible and convenient. Here at Learn Upon, we believe blended learning encourages personalization of the eLearning experience by combining the best aspects of in-person teaching with technology-based eLearning methods. It broadens the learner experience by supporting anytime, anywhere learning, and reshapes the role of the instructor. When applied to eLearning, blended learning is again circumstance-dependant, but usually involves:

- A portion of the learning occurs online, with the student being able to manage the pace at which they learn.
- Another portion of the learning is instructor-led, usually conducted through webinars, allowing remote learners to engage more easily.
- Essentially, through blended learning, online and instructor-led training is complementary and creates an integrated learning environment.

Other Online learning Platform

Moodle:

Moodle is a learning management system that is designed to help Teachers create an online classroom setting with opportunities for rich interaction and collaboration with their students. Moodle contains various design aspects that allow instructors and students to interact, collaborate, and experience online learning in exciting multiple ways. Moodle can be used to supplement on ground courses or can be used to host completely online courses. The Moodle Course Management System can provide teachers with a powerful set of tools to create and manage courses, course content, course materials, track student attendance and performance through tests, and administer quizzes, assignments, and surveys provides a platform to create a forum for interaction between students and teachers and between students also. Moodle is designed so that universities, community colleges, K-12 schools, businesses, and even individual instructors can utilize the benefits of web technology as a supplement to traditional classrooms.

To use the various aspects of Moodle, first of all the course developer need to download the Moodle package available on moodle.org . After that the package has to be uploaded to the web page designed for the course. This changes the whole outlook of the webpage. The webpage will now look like an application program like MS Office with tool bars and fields for entering data. Various tools can be used to create an interactive website targeted for online course.

One of question that most might like to ask can be Why use Moodle? , How will it help to create a better website for online course? First of all, Moodle is now one of the most popular and easy to use learning management systems available. Secondly, its' various tools allow the course developer an easy to use interactive application based website to provide a huge arsenal of teaching and assessment webpage for online teaching.

Google Class Room :

Google is a popular Web 2.0 tools that offers a lot of interesting facilities and applications. It, like many other Web 2.0 tools, has potential for teaching and learning because of its unique built-in functions that offer pedagogical, social and technological affordances. Google Classroom is a new tool introduced in Google Apps for Education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease. Current traditional method of teaching is teacher-centered learning where lecturers use visual aids in the form of presentation slides, whiteboard and visualizer. Learning activities in the computer lab is one of the challenging in higher education. Subject that is most practical activities such as Data Mining are by nature illustrative or demonstrative in the computer lab that emphasize the acquisition

of observational skills; and allow students to see the concept dealt in action and relate theory more closely to reality. It is important to think about goals, aims and objectives in the context of laboratory work. However, the students' reaction to practical work is often negative as a result they are not effective in laboratory work and this may reflect a student perception that there is lack of clear purpose for the lab hands on task. Computer lab teaching in universities is often criticized for being prescribed, impersonal, lacking an opportunity for personal judgments and creativity due to the lack of time, for example data mining class in undergraduate level is conducted only three hours per week. In this paper, TMA is proposed in the analyzing of the effectiveness of Google classroom's active learning activities for data mining class. The rest of the paper is organized as follows: in the next section, a review of related works is provided, followed by the research method used in this study. The results and findings is then explained and summarized.

Competencies Needs to Develop in the Teachers:

Creativity:

Nurturing creativity as a skill is should be the national priority in school education. Design and technology is taught as compulsory disciplines in schools of many developed countries. In India, there is no provision of teaching it as a separate subject. Nevertheless, its importance in enhancing creativity among the students is beyond doubts. Science exhibitions, as discussed above, provide opportunities to display creativity by the students related to science. However, students might have creative ideas in different fields like music, painting, design, literature, etc. They need to be first given platform to display their talent and then nurture their creativity by providing them appropriate opportunities. For example, the school might like to arrange Drawing/Painting competitions for those who have flair for these fields. Similarly, competitions in music can be arranged for those who have interest in that area. Some students have flair for writing. They can be encouraged to undertake writing on topics of their interest. These activities can be best undertaken during the leisure time available to the students. Schools however, need to guide them and encourage them at appropriate places. The development of teachers beyond their initial training can serve a number of objectives (OECD, 1998), including:

- to update individuals' knowledge of a subject in light of recent advances in the area;
- to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research;
- to enable individuals to apply changes made to curricula or other aspects of teaching practice;
- to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;
- to exchange information and expertise among teachers and others, *e.g.* academics, industrialists; and
- to help weaker teachers become more effective.

Teachers were first asked to indicate whether or not they had participated in each of the following activities:

- *Courses/workshops* (e.g. on subject matter or methods and/or other education-related topics);
- *Education conferences or seminars* (at which teachers and/or researchers present their research results and discuss education problems);
- *Observational visits to other schools*;
- *Participation in a network/community of teachers* formed specifically for the professional development of teachers;
- *Individual or collaborative research* on a topic of professional interest; and
- *Mentoring and/or peer observation and coaching*, as part of a formal school arrangement.

Conclusion:

A teacher is not simply an information monger, he goes beyond it. A teacher always links his teaching with the ultimate values of life but now a days it should be linked with the competency of on line teaching also. For example, the case of a teacher of Hindi teaching as discussed above section. Teacher goes in-depth study about the writer's written materials, which is not possible to deliver online because these are generally not available online in Hindi and if available then students have no proper access to them. So, A Hindi teacher is needs to combine within himself thoroughness of knowledge and mastery of technique, together with a wholesome utility of new online platforms like Google's and other relevant platforms.

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