Vol 5 Issue 3 April 2015

ISSN No : 2230-7850

International Multidisciplinary Research Journal

# Indian Streams Research Journal

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

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Indian Streams Research Journal ISSN 2230-7850 Impact Factor : 3.1560(UIF)
Volume-5 | Issue-3 | April-2015 Available online at www.isrj.org

# E-TEACHING

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## Short Profile

S. Leo Stanly is working as an Associate Professor. He has completed M.Sc., M.Ed., M.Phil., Ph.D., NET. He Has teaching experience of 18 years.

**ABSTRACT:**
Electronic Teaching involves computational systems that communicate and cooperate with learners at many levels. These systems might use the World Wide Web or CD/DVD-ROM and asynchronous learning environments to provide lectures outside the classroom. They might provide customized responses and on-demand advice through intelligent interfaces, inference mechanisms and cognitive models of the learner. Much of the machine teaching research in computer science is multi-disciplinary, with strong ties to research in cognitive science, education, engineering, and to other computer science researchers in artificial intelligence, networking, machine learning, information retrieval and multimedia. Target applications include undergraduate and K-12 curricula, as well as industrial and medical training. Dozens of systems and courses have been deployed and evaluated, with tens of thousands of users across dozens of universities.

KEYWORDS
*E-Teaching , computational systems , mechanisms and cognitive models .*

## INTRODUCTION:

"E-teaching" can be thought of as using ICTs to enhance the teaching component of the teaching and learning process, using technology to amplify professional classroom skills. Using ICTs to enhance the teaching process has up until now been the elusive promise that technology has had for education since the introduction of computers into school.

"E-teaching" is a new and evolving concept. It is not possible to give it a strict definition. "E-teaching" involves the use of ICTs to enhance the art of teaching. Harnessing the potential of digital technology in presenting a concept, exploring implications, placing the concept in various contexts, creating links with existing knowledge, and leading discussions that probe student understanding and allow students to take their learning in personally relevant directions.

Like traditional teaching, "E-teaching" is essentially a group activity, where the group is the size of a normal class. In this way, "E-teaching" differs from the conventional approach of incorporating ICTs into teaching programs, where normally the activities are aimed at the individual or small group (Lee & Boyle, 2003; Carmona, 1996). "Presentation devices are key to extending the reach of information from individuals to entire groups, large or small" (Carmona, 1996) and "the interactive whiteboard is an effective medium for the teacher presenting to the whole class" (Smith, 2003) reinforce this point. In this regard interactive whiteboards are an essential teaching tool in the transition to "E-teaching". "E-teaching" is a move along the spectrum from a didactical pedagogy to a more interactive one. This is consistent with how McCormick & Scrimshaw, 2001, Glover & Miller, 2002, describe the pedagogical changes that should occur with the introduction of interactive whiteboards.

## DEFINITION OF E-TEACHING:

- E-Teaching is for teachers to teach effectively and happily.
- E-Teaching is to motivate and direct teachers to teach willingly.

## NEED OF E-TEACHING:

Computer labs are the other main way schools set up ICT resources, yet teachers with experience teaching in a computer lab will know just how difficult it is to 'teach' in these settings. Gaining and maintaining student attention is a tricky task when students are sitting in front of a computer. The scope of a teacher or student to take an investigation into a particular concept in an unexpected direction is limited by the flexibility of the particular software being used. If it is possible to adapt the software, or perhaps open another program, the process of gaining the class' attention, directing the class in a particular direction, seeking their opinions on the implications of this direction and making this new piece of information fit in with their existing knowledge is again practically impossible. This is why terms like 'self directs' and 'self administering' are often associated with good educational software. The point of this paper is not to diminish the value of computer labs and computers in the classroom, rather to point out that these resources are aimed at facilitating 'e-learning'. The ability to use computer facilitates in spontaneous or unplanned ways, perhaps responding to an idea or suggestion from the class, is also normally limited by logistics of computer lab bookings or the drama of having to move the class.

Using technology to amplify our professional classroom skills, using ICTs to enhance the teaching process is still for the majority of us a dream. (Lee & Boyle 2003) point out "The individual approach encouraged by the nature of the PC does not sit readily with most teachers, as the essential nature of teaching is group based. In retrospect it should come as no surprise that after twenty years it is still very difficult to find significant ICT and education programs where ICT is integrated across most key learning areas"

## How to Become an E-Teacher

### 1.Required Education

The required credentials to become an e-teacher will depend on the state in which you will work, the institution for which you work and the exact parameters of the role. While less formal arrangements may require only demonstrated experience in the subject area, teaching as part of a formal curriculum will likely require a bachelor's degree, master's degree, a Ph.D., or a teacher's certificate; in addition, teachers may need to meet state licensing requirements. Common coursework in a 4-year, bachelor's program or 1- or 2-year, master's program that will help you prepare for a career as an e-teacher includes e-learning for educators, technology and instruction, assessments for e-learning, pedagogy, theories of learning and psychology of education.

### 2.Skills Required

E-teachers should be very comfortable and up-to-date with technology and trends in education. Understanding how to communicate online and how to use internet-based tools in an education environment is critical to succeeding as an e-teacher.

## E-teachers' Role

E-teachers will not be the people who know all the answers and decide what the question will be, “but it is the E-teacher who “becomes” “an expert learner," who can help students solve problems and find answers to their questions". The teacher, therefore, becomes as much a part of the learning process as their students as they learn to work in a facilitative and collaborative E-learning environment. Based on these items, the E-teachers' main roles are categorized into the following four types of E-learning pedagogies:

1. Instructional designers: They develop, maintain, implement, support, and update "the course content, E-learning activities, and assessment framework" (Anderson, 2004; Garrison & Bayton, 1987; Prensky, 2000).
2. Facilitators of discourses: E-teachers facilitate students' perceptions of the values found in different learning communities, such as, trust and safety. E-teachers contrive ways to support individual learners as well as build and maintain their learning communities (Anderson, 2004).
3. Subject matter experts: E-teachers should be subject matter experts and be able to convey knowledge effectively to learners. E-teachers are to provide academic motivation and intellectual curiosity. E-teacher should be knowledgeable on the process of E-learning and its pedagogy (Anderson, 2004).
4. Technicians: E-teacher should have knowledge of the mechanisms of infrastructure, navigational skills and “Internet efficacy” (Anderson, 2004).

## CONCLUSION:

E-teaching can be thought of as using ICTs to enhance the teaching component of the teaching and learning process, using technology to amplify professional classroom skills.

Using ICTs to enhance the teaching process has up until now been the elusive promise that technology has had for education since the introduction of computers into school.

E-teaching involves the use of ICTs to enhance the art of teaching. Harnessing the potential of digital technology in presenting a concept, exploring implications, placing the concept in various contexts, creating links with existing knowledge, and leading discussions that probe student understanding and allow students

to take their learning in personally relevant directions.

Computer labs are the other main way schools set up ICT resources, yet teachers with experience teaching in a computer lab will know just how difficult it is to teach in these settings.

The point of this paper is not to diminish the value of computer labs and computers in the classroom, rather to point out that these resources are aimed at facilitating e-learning.

The ability to use computer facilitates in spontaneous or unplanned ways, perhaps responding to an idea or suggestion from the class, is also normally limited by logistics of computer lab bookings or the drama of having to move the class.

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