

Presentation on “institutional changes” as a result of participation in the Next Gen Project



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Changes in the Design and Implementation of Courses or Curriculum

- ICT has been integrated into the curriculum of each course.
- Peer Coaching program has been implemented in Two Year B.Ed program.
- 93 Pre-service Teachers during 2007-2008, and 95 pre-service teachers during 2008-2009 academic session have been trained
- They are from Mathematics, Science (Physical science and bio-science), Social Studies and Language



Implementation Strategy

- Pre-service teachers were divided into two groups on the basis of their background, students with the background of social studies and language were put in one group and the students with science and mathematics background were assigned to the other group.
- Peer Coaching was integrated into the existing pre-service teacher education program
- Pre-service teachers were taught the importance of Information and Communication Technology in Constructivist learning Environment



- Weekly 4 hours instructional time was allotted to each group.
- They were taught fundamentals of computers, hardware, software, operating system, application software, use of MS Office (Word, Excel, PowerPoint and Access) use of Internet and E-mail.
- They were trained how to integrate technology in teaching learning process and how to use technology as a tool for learning in constructivist learning environment.



- The work was divided into three phase.
- As the pre-service teachers were the beginners, in the **first phase** they were taught the fundamentals of computer and the use system software (operating systems) and application software (word, excel, PowerPoint and access) and use of Internet and E-mail.



- In the **second phase** they were assigned the task of integrating technology into teaching learning and preparing database of students using spreadsheets. They were assigned projects to develop lessons in basic school subjects using power point and develop database of a particular class and find out the aggregate, grade, mean score of data using arithmetic, logical, statistical functions, and were asked to make graphical representation of data.



- 93 lessons during 2007-2008 and 95 lessons during 2008-2009 on basic school subjects such as mathematics, physical science, bio-science, social studies and language were developed by the pre-service teachers using power point and Internet. 93 data base during 2007-2008 and 95 data base during 2008-2009 were developed by the pre-service teachers using spreadsheet and the data were analyzed using arithmetic, statistical, logical functions.



- Pre-service teachers sent the soft copy of their assignments to me for evaluation by e-mail. They were also asked to make presentations of their work before the class and got feedback from the peer group for improvement of the lessons and database.
- Pre-service teachers were exposed to peer coaching models and the integration of technology, pedagogy and content.



- In the **third phase** pre-service teachers were divided into small groups consisting of 5-6 members in each groups and were asked to develop technology integrated lessons from constructive perspective. Each group was assigned the task of designing one lesson based on peer coaching model.
- Each group sent the soft copy of the assignment to me by e-mail for the purpose of evaluation.
- Each group presented the lesson plan before the class and got feedback from the peer groups and teachers for improvement of the lessons.



Facilitation of professional development activities for instructors based on Peer-Coaching Programme

- Colleagues were motivated to use computer and were supplied with personal computers.
- Colleagues were oriented how to integrate technology in teaching learning process and use technology as a tool for learning
- They were motivated to observe how pre-service teachers have integrated technology and observed technology integrated lessons prepared by the pre-service teachers



Introduction of new policies to institutionalize the integration of ICT in pre-service teacher education

- ICT has been integrated in to the curriculum of the following Pre-service Teacher Education Program
- Two Year B.Ed Program
- Four Year B.Sc.B.Ed Program
- One Year M.Ed Program
- One more New Computer Laboratory has been established for the students
- Each faculty members have been provided with computers

