

Teacher's Role and Responsibility in the Context of E- Content Development and Use of ICT

Dr. Jayesh V.Raval¹

¹Dr. Jayesh V.Raval, Assistant Professor, Shri Natvarsinhji Arts and Science and S.G.Patel Commerce College, Chhotaudepur, Gujarat, India.

ABSTRACT

Now what we consider new becomes old immediately within short period of time. As it is well said that the change is the law of nature so also it is pertinent to technology and innovation. Teaching and learning is the best and proper vehicle for transferring these modern advancement and technologies into the new generation. So we have to accept the fact that the traditional system needs some replacement with new innovations. So all these new mediums of ICT and E-content are well come change. They should not be looked from biased angles. E-content and ICT are the result of these new innovations and technologies of the modern world. As this is a shift from traditional learning, here teacher's role is a more than a facilitator. With the use of all these, teacher can use his or her talent at optimum level. These new technologies not only make them aware of their hidden strength but also boost their enthusiasm and energy level with its outcome. A teacher needs not to be the super master of all these technological advancements. Just basic knowledge of computer and internet is sufficient enough for the reaching to the students at all levels. With these new technologies a teacher can be an omniscient and omnipresent for the students.

Key Words: E-Content, E-resources, ICT, Technology, Innovation

1. INTRODUCTION

The blink of eyes best describes how the world changes every seconds with the new innovations and technologies. Now what we consider new becomes old immediately within short period of time. As it is well said that the change is the law of nature so also it is pertinent to technology and innovation. Teaching and learning is the best and proper vehicle for transferring these modern advancements and technologies into the new generation. Without education and teaching learning process these changes are difficult to hand over from one to another. As teaching is the vehicle for this advancement of education and technology so teacher's role is crucial to transform it to from one generation to another. If teacher is committed to his profession these changes can be implemented in higher education with ease so that the goals of higher education can be fulfilled without any hurdles.

“Today students have not just changed *incrementally* from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations

previously. A really big *discontinuity* has taken place. One might even call it a “singularity” – an event which changes things so fundamentally that there is absolutely no going back. This so-called “singularity” is the arrival and rapid dissemination of digital technology in the last decades of the 20th century”(Prensky, 2001)

2. RESEARCH ELABORATIONS

So we have to accept the fact that the traditional system needs some replacement with new innovations. So all these new mediums of ICT are a well come change. They should not be looked from biased angles. E-content and ICT are the result of these new innovations and technologies of the modern worlds. Actually they are interconnected to each other. They cannot be seen and evaluated separately. These new ways of modern development is a new way of learning in a new direction. It is an added advantage not only for the students but also for the teachers. In traditional teaching learning methods time and place are important. In traditional method the whole process is confined to the place and time frame while the uses of ICT and E-content break all limitations. They are not confined to any limitations but open for everything. “E-Contents should essentially be didactic in nature. The term "didactic" refers to contents such as self-instructional material, audio and video that convey some moral, fact or learning. In virtual education, the self-instructional materials are essentially didactic in nature. The philosophy behind this is that self-instructional materials try to bridge the gap between the teacher and the taught.”(Lizeron Eremias, 2013).

As this is a shift from traditional learning, here teacher’s role is more than a facilitator. With the help of E-content students can complete their own topics according to his or her convenience with reference to time and place. Whenever they find anything difficult and out of their range of understanding they come to teacher for better understanding and explanation. So teacher’s role is bigger here. Here in this new way of learning teacher can concentrate to each and every student according to their liking and level of understanding. Teacher’s role is much more than mere information transmitter. His duties are not now limited to college hours, and geographically into college premises. He can be a facilitator at anytime and anywhere using all these ICT tools. So in this new era the teacher’s role is greater than the traditional role.

Any syllabus related and referential material available digitally is to be considered E-content be it in text, audio or video form. “Normally in the growth of technology applications in education, we are moving towards a Virtual Reality where the distance between the teacher and the taught is nil. The possibility of such virtual reality can be made by generating good E-contents and accessible by all. E-contents are basically a package that satisfies the conditions like i.e. minimization of the distance, cost effectiveness, user-friendliness and adaptability to local conditions.” (Saxena Anurag, 2011) Such materials are now easily available online. Students and teacher can use it in the best manner for the teaching learning process. But all the materials available online are sometimes not appropriate according to their syllabus and requirement. So for this teachers can formulate E-content according to the needs and level of the students. Using ICT tools a teacher can create or recreate E-content for the use of students. Even digitally less literate teacher also can develop such material with the help of students and staff members. If he cannot type the content then he can just scan it or take photocopy of

written material and can share it via E-mail, WhatsApp, Facebook and many more among students. He can record his video or audio lectures and instructional material and make it available online. So these are ways for those teachers who are not technically sound. Techno savvy teachers can use all ICT tools to develop their E-content and make it available and accessible to everyone through the entire medium.

3. RESULTS OR FINDING

Since teachers are not inclined to ICT and e-content, it cannot become a part of teaching learning process. Occasionally teachers are not ready to accept the changes. Rigid in their thinking or not willing to do anything new turn out to be hurdles to these new changes. Age is not the bar here but their way of thinking is so limited that they do not think out of box. The key thing required here is will to do new things. To be acquainted to these new technological changes require just six months. Within this period any one can have familiarity of ICT tools. Fear and inferior thinking towards new things make them unwilling. So the first prerequisite is to remove their fears and make them aware of digital literacy. It is also necessary to make them aware that how useful this new digital literacy not only for their academic purpose but also it makes their life easy and smooth in day to day works. Until this realisation they won't make themselves ready for these new changes. UGC, universities and institutions should devise such regulations, rules and policies to encourage teachers to use ICT and to develop E-content.

Once a teacher is accustomed to these new technological ways of teaching he would certainly realize their hidden potentials. With the use of all these, teacher can use his or her talent at optimum level. These new technologies not only make them aware of their hidden strength but also boost their enthusiasm and energy level with its outcome. A teacher needs not to be the super master of all these technological advancements. Just basic knowledge of computer and internet is sufficient for the reaching to the students at all levels. With these new technologies a teacher can be an omniscient and omnipresent for the students.

Dictation has no place in this new environment since a teacher can provide all syllabus material digitally. Nowadays YouTube video lectures, documentaries, graphic animation videos are easily available. A teacher needs to provide just links, URL, web addresses or send it through mail or through social media and through many more. A teacher is here a path pointer as far as E-content and E-resources are concerned.

E-learning does not comprise one use of single technology. It encompasses myriad uses of technology. A teacher can pick up any way of use which he finds suitable and convenient to him and his students. The condition is that it should satisfy the needs of students and thus he can achieve the goals of education. If a teacher prefers to submit the questions online he can do so and also can ask for online submission of assignment. Technology should be the medium and aid, not the goal. Here the technology is not at the center but the goals of education are. Sometimes excess use of technology hinders the goals. So using the technology teacher should be conscious that it should be used carefully.

“Any digitized content that can facilitate the learning process and/or learning outcome can be termed as e-content. e-Content (defined as learning material with relation to new media) the acquisition of these contents takes place via four different channels: purchase of materials, use of freely available content on the Internet, self-production of material, exchange of existing material in a network with other institutions of Higher Education” (universities, universities of applied sciences etc.; AG eLearning, 2005). With the help of simple ICT tools like Blog, Google Docs, Google Sheets, PPT, Word, Excel a teacher can create E-content for his students. Developing your own website is the best way for any teacher to reach to the students at all levels. Students can download E-material; they can also watch your video lectures at any number of times over and over again. Even they can ask questions online. A teacher can arrange online test using *Google Docs*. They can learn, relearn and check their progress and can know their exact level and progress. This whole concept of E-content, E-learning and ICT is learner centric. Teacher should not only be flexible enough for the changes but also should be open for everything which fulfills the goals of teaching learning process. Whatever is good should be accepted easily with open mindedness.

Many websites provide direct sources for E-content development. GUETA website is the best alternative for the English teachers and students to use open sources to develop their E-content. This website is specially designed for the students of General English and special English of Gujarat University. Students of this University can download all their material related to their respective subjects. Digital copies of old question papers are also available on this site. Even students can find keys of old papers. Some useful links are also available for reference material for further reading. Students from poor background can also easily get so much by just spending little money. Those students who are really sincere and want to learn intensely, these new technological platform is the best way to have mastery over their respective subjects.

Those who prefer to study externally or living in interior places these E-content is an added advantage for them. They can go through different types of E-content using web resources. With the use of all these web resources and E-content students can create virtual classroom at their home. The institution, university and faculties are at their figure tips at their home. They can easily excess their information related to their studies very easily. They can interact with their co-learner online and can learn new things from them.

With the help of YouTube, Google and Wikipedia one can get the sufficient information for E-content development. With the help of YouTube video lectures student can create their virtual classrooms at their homes. Wikipedia is also considered as a digital encyclopedia in written form. By just typing related words learner can easily get any information he wants. So these internet sites are the great treasures of information and knowledge acquisition in creating E-content.

E-content of SNDHAN and IGNOU in the form of video lectures are also available on YouTube. Any student can have the help of nationally recognized expert's lectures on different subjects. By subscribing these series one can get the alert whenever the lectures are delivered or uploaded and can watch it at ones convenience and can enhance their knowledge related to their syllabus. “It is indeed a Welcome step by the Govt. of Gujarat to start such a helpful platform. It will

go a long way to provide useful help to both teachers as well as the students.”(Sharma, 2015)These GUETA, IGNOU and SANDHAN also provide platform to learner for creating their own personal learning environment.



4. CONCLUSIONS

E-content and ICT are great boon to the modern learner. As it records everything digitally and highly advantageous, it attracts the new generation. It does not vanish at the end of the cycle as it happens in the formal learning. It saves lots of time, money and energy. E-content components can be changed and modified easily by the learner according to the needs and desires and likings. They are highly flexible and independent. These new way of learning is also not without weaknesses too. Hardware required to all these are not affordable to everyone in India. Internet connectivity has not reached to the interior and far remote areas which is a great barrier to disseminate the use of ICT and E-content. Digital literacy and knowledge of English language are the basic requirements for the use of ICT and e-content development.

5. REFERENCES:

- [1]. Lizeron Eremias, R. S. (2013). E-Content Development: A Milestone in the Dynamic Progress of E-Learning. *International Journal of Teacher Educational Research*, 45.
- [2]. Prensky, M. (2001). *Digital Natives Digital Immigrants*. MCB University Press.
- Saxena, A. (2011). Pedagogical Designs for Generation of Contents for the Community. *Access and Success: Global Development Perspectives to Learning for Development*, 1.
- [3]. Sharma. (2015). Comments. SANDHAN, Introduction to Literature and Literary Studie.