

Teachers' Perception On Digital Media Technology

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Abstract: Teacher education institutions are faced with the challenge of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices. Education in India faces a number of problems. These problems include the shortage of qualified teachers, very large student population, high dropout rates of teachers, students, and weak curricula. All of these negative aspects result in poor delivery of education. The most obvious technique for professional development of teacher is to provide basic Digital Technology knowledge and skills. It is necessary for teachers to become skilled in operating the new technologies and in exploiting them effectively as educational tools. Teachers must master the use of digital media technology skills of research, critical analysis, linking diverse types and sources of information, and reformulating retrieved data.

1. Introduction

Teacher education institutions are faced with the challenge of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices. Education in India faces a number of problems. These problems include the shortage of qualified teachers, very large student population, high dropout rates of teachers, students, and weak curricula. All of these negative aspects result in poor delivery of education. The most obvious technique for professional development of teacher is to provide basic Digital Technology knowledge and skills. It is necessary for teachers to become skilled in operating the new technologies and in exploiting them effectively as educational tools. Teachers must master the use of digital media technology skills of research, critical analysis, linking diverse types and sources of information, and reformulating retrieved data.

In order to enhance the professional capacities of a prospective teacher in integrating digital media technology skill, information and practicing skills, presentations skills of digital Classroom with the help of computer, laptop, Interactive whiteboard, tablet, smart phones, digital camera and multimedia equipment and video conferencing via skype, and uploading skills via blogger, etc. Which we got through various activities from the course, at last prospective teachers acquired those skills. Prospective teachers acquire these skills partly through classroom learning but mostly in experiential learning, working on digital media.

Santhosh Kumar Mahapatra (2020) conducted a study on impact of Digital Technology Training on English for Science and Technology Teachers in India. Shampa Paul and Kaushalesh Lal (2018) conducted a study on Adoption of Digital Technologies in Tertiary Education: Evidence from India. Ayu Istiana Sari, Nunuk Suryani, Dewi Rochsantiningasih and Suharno (2017) conducted a study on Teachers' Perceptions Towards Digital-Based Teaching Material. It can be concluded that digital media technology has the most effective contribution to teaching and learning material. Based on the description, it is important to know the prospective teachers' perception on digital media technology in teaching and learning.

2. Significance of the Study

Digital media requires the combination of digital technology and creativity. There are several paths we can take to pursue a career in this field. Whether we choose to pursue professional study in an area such as technical skill or complete a bachelor's degree in an area such as multimedia design or communications, opportunities in this expanding technology will only continue to grow. With the phenomenal growth of the internet over the last decades has come an equally revolutionary growth in the number of jobs available for educationist, writers, creators and innovators within the digital media area. Digital media technology is important for future teachers as well as for learners. Children become adept in the use of educational technology, ICT, digital media, social media and therefore teachers must keep up with new technologies that children will embrace fast. This must be considered in future teacher training. To produce highly qualified, future-oriented and Media-savvy teachers, designers need to shift to a transdisciplinary curriculum. Teacher education needs to embrace innovation which includes an emphasis on global collaboration via the Internet. Hence, there is a need to study the teachers' perception on digital media technology.

Research Questions

The primary purpose of this study was to examine the teachers’ perception on digital media technology. More specifically, this study’s research question was the level of prospective teachers’ perception on digital media technology in teaching and learning?

Method

Qualitative methodology was used to collect and analyze the data obtained from all the respondents.

Population and Sample

The population of the study was prospective teachers of Thoothukudi in Tamil Nadu. India. A random sample of 30 prospective teachers participated in the study.

Tool and Statistical Techniques

To achieve the aim of the study, the researcher developed a 20-item questionnaire that measure the prospective teachers’ perception on digital media technology in teaching and learning. The questionnaire was specifically designed to answer research objectives related to prospective teachers’ perception on digital media technology in teaching and learning. The items of the questionnaire were prepared after a comprehensive review of the literature related to digital media technology, the role of digital media technology in teaching and learning and aims of increase the perception on digital media technology. In analysing the data, the researcher used qualitative analysis.

3. Research Findings And Discussion

Survey items Teachers’ Perception on Digital Media Technology	Strongly Agree	Agree	Disagree	Strongly Disagree
It is very important to me to have a digital media technology based teaching.	86	14	0	0
I will use digital media technology because I am very interested.	85	15	0	0
I feel comfortable using digital media technology in my teaching and learning.	75	25	0	0
The digital media technology is a valuable tool for teachers.	82	18	0	0
The use of digital media technology in teaching and learning excites me.	85	15	0	0
The use of digital media technology in teaching and learning will change the way students learn in my classes.	100	0	0	0
A digital media technology tool is not conducive for learning because it is not easy to use.	63	37	0	0
Digital media technology will help students understand the concepts in more effective ways.	75	25	0	0
The use of digital media technology in teaching and learning will make the students become more active.	75	25	0	0
The use of digital media technology in teaching and learning will stress me out.	63	37	0	0
The digital media technology to support my teaching methods.	74	26	0	0
I am familiar with the way of integrating digital media technology into curriculum.	25	75	0	0
I am able to manage to my time in a digital media technology enriched classroom.	70	30	0	0
I am fairly organized and tend to plan ahead in my digital media technology based teaching.	37	63	0	0
I can manage and control students learning in a digital media technology enriched classroom.	100	0	0	0
I am able to download files from the Internet and upload files to the digital media platforms.	90	10	0	0

I am competent in using digital media technology software.	92	8	0	0
I am competent in using digital based materials.	88	12	0	0
The digital media technology is for digital natives.	100	0	0	0
I can use digital media technology to communicate with my students.	97	3	0	0

The findings indicate that prospective teachers have the positive perception to integrate digital media technology in their teaching and learning. They desire to integrate in their classroom. This is in line with the results of the study of the Ayu Istiana Sari, Nunuk Suryani, Dewi Roachsantiningsih and Suharno (2017) Teachers’ Perceptions towards digital based teaching material. From the table that most of the respondents strongly agree to use digital media technology in teaching and learning. It is a valuable tool for teachers because (1) It will change the way students learn in their classes. (2) It will control and manage the classroom. (3) It will make the students become more active, (3) It will help students understand concepts in more effective ways, and (4) It is conducive for learning because easy to use. The results underline the need for more efforts to be undertaken by the Ministry of education to improve teachers’ perception on digital media technology. Education stakeholders need to be convinced that teachers’ perception is essential to successful implementation of the digital media technology. Teachers need to have the skills and confidence in using digital media technology. This is in line with the study from Cachia and Ferrari’s (2018) research: importance technologies for learning such as google classroom (93%) and educational software (98%) were ranked as the top technologies. Interactive teaching and learning atmosphere will promote active communication between teachers and students or students with students. The use of digital media technology in the teaching and learning process aims to improve the quality of teaching and learning.

This table also explores the prospective teachers’ perception is strongly agreeing, which implies that the teachers tend to accept the implementation of digital media technology in the classroom. It can be seen from the result that most of the participants can use digital media technology to support teaching learning process. The respondents were competent in using internet, digital media technology, digital based materials, educational software but they seemed to learn more to use digital media technology to communicate with their students. The result showed that 85% of prospective teachers using digital media technology in their teaching and learning and 37% of prospective teachers’ perception it is not easy to use in their teaching and learning. In addition, factors such as those reported in this point should receive more attention. The successful implementation of digital media technology relies heavily on teachers’ perception to adopt it. They need intensive training in the use of the digital book to fully support the teaching and learning process. Teachers must have the technical and pedagogical skills to use technology and the willingness to integrate digital media technology in their teaching (Gura and Percy, 2005). Teachers’ Professional development programs should be designed to equip teachers with technical skills and pedagogical knowledge to implement the digital curriculum (Al-Awidi and Aldhafeeri, 2017).

4. Recommendation and Implication

The findings of the study revealed that the prospective teachers’ perception in digital media technology is strongly agree, which implies that the prospective teachers’ perception tend to accept the implementation of digital media technology in their teaching and learning. Based on the description above, it is important to develop digital media technology in teaching and learning. Through digital media technology is expected to reduce the burden of educators in presenting information. It is in line with Singh and Chan (2014) the teaching methods of all subject areas require a fresh orientation towards a more experiential and student-centred approach supported by interactive tools networking learning. The digital media technology provided become more concrete and does not depend on information provided educators. Learners can learn according to their needs, abilities, talents and interests.

5. Conclusion

Digital Technology promotes Constructivist Learning. Today, in classrooms, the role of the teachers needs to change from the traditional role of prescriptive to that of orchestrator of learning, which necessitates the designing of Digital Technology integrated classrooms, promoting higher order of cognitive skills. The focus is more on the process of information acquisition, the critical and analytical thinking involved in acquiring information from multiple sources, analyzing this information and then designing the learning outcomes in aesthetic presentations. Such a model of learning focuses more on the process over the product, acquiring information from multiple sources, analytical and critical thinking and finally a comprehensive evaluation assessing different areas of student’s academic growth.

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