

**INFORMATION AND COMMUNICATION TECHNOLOGIES IN CREATING A NEW
TEACHING TECHNIQUE**

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Abstract

It is focused on understanding academicians intentions to meet the changed teaching styles, preferences and usage of Information and Communication Technologies for effective teaching, little is known about how teachers would there's involved for academy besides their usage for gaming and communication especially in the teacher perception. Technologies have great supported to teachers in academics related to improving in teaching activities to invitation to admirer student's involvement in particular subjects. It will increased use technologies in creating new teaching methods it helping to teachers in efficient and better ways in teaching toward students.

Keywords: Academic, Learning style, Social media, Social networking site.

Introduction

Information and communication technologies (ICTs) is new way teaching is known as E-Teaching is usually associated with the former structured teaching modules delivered through teaching way and E-Teaching platform. These platform are great in the sense that they are geared towards structured teaching and are well equipped to measure whether the knowledge has been delivered effectively through test and other tools. In a similar scenario with a social networking platform, one would typically log in and collaborate with others on a project using the ICTs as the common working space. If they have question or seek some information, they simply log into the network, pick the information, they need from Google classroom, Zoom application meetings, Google Docs, archived articles, reference documents, FAQ pages, or others content much the better way .

Then there are the more interactive options of messaging questions to students on the technology, starting a discussion group, posting a question to forum, chatting with students, and interacting with students to find answers. This format is based on a mentoring system, where just about anyone within the technology can assume the role of a teacher and share knowledge. This sharing-based learning is extended, being able to post informative documents, study materials, blog posts, videos and links to others in the group. This in itself makes sure the best content and teaching resources available through online get shared on the information and communication technology, and the technology itself becomes a rich resources of knowledge that is there for E-Teaching.

Possibilities of Information and communication technologies for teaching technique

New trends in education indicate a significantly changed role of teachers and students in relation to the existing one in their education institutions. The teachers should play the role of coordinator of activities and not just the speaker, while students should be active participant in the classroom and not just observers. This means that students need to acquire certain skills themselves, under expert supervision and guidance of teachers. Thus, developing creativity, ability to solve problems independently and respect. The use of Information and Communication Technologies for E-Teaching and E-Learning improvement the individuality of teachers and students. The group as well as individual work should be forced, which is very conducive to the application of information technology. Human- Computer interaction is not just a mechanical relationship. In this relationship hypothetical interface meditates, " Interface between computer technology and cognitive psychology ", which is a complex interaction between human cognition and computing environment. The student develops skills that can be applied in solving the real problem situations pedagogical basic for the application of the tools of information and communication technologies until now we're already established pedagogical theories, most of them famous constructivist theory of learning, because many others theories were based on them taking the good examples of learning on the Net, which combines the powers of the Internet to provide a wealth of information from various sources, to be the medium for the publication of opinions and information of every person and the ability to is the information and communication channels to create a collaborative teaching and learning groups. Many educators, however, find that these pedagogical theories were emerged before the advent of the "Digital Age" and that they don't correspond to the changed profile of the teacher and student in terms of teaching and learning information and communication technology. They consider the question of socialization and individualization of learning conservatively, without substantial understanding of how the process of socialization changed through the use of the Internet as much means of communication. These system of interactive teaching and learning can be achieved through the usage of Information and Communication Technology

REVIEW OF LITERATURE

Sobaih *et al* (2015)¹ highlighted and bridged a gap in knowledge in relation to the value and use of social media as an effective teaching and learning tool in higher education in developing countries. **Mora *et al* (2015)²** has explored that the Social Networking Sites can create new teaching opportunities by taking advantage of information technologies for improving learning process. **Imlawi *et al* (2015)³** investigated the impact of instructors self disclosure and use of Humor via course based social networks as well as their credibility and the moderating impact of time spent in these course based social networks and the students engagement in course based social networks. **Manca and Ranieri (2016)⁴** made a research found that the usage of social media is still rather limited and restricted and that academics are not much inclined to integrate these

devices into their practice due to cultural resistance and institutional constraints. **Fbrahimpour (2016)⁵** role on the process of education among students and found that the universities integrate the social networks in the education programs and recognize it as the awareness factor, therefore benefit it in the educational affairs. **Scott *et al* (2016)⁶** highlighted the students practice self regulated learning in (enterprise social network) informal learning spaces, rising new possibilities for further development of online learning ecologies **Akgunduz and Akinoglu (2017)⁷** observed that blended learning and social media supported learning increased academic success and motivation for learning science meaningfully compared to face to face learning. **Bond *et al* (2017)⁸** indicate that achieving at higher levels positively predicts how centrally located a student is in their network but being more centrally located does not predict concurrent achievement. It was found that the behavior of individuals affects the formation of network structure and not the reverse. **Mukhaini *et al* (2014)⁹** highlighted the impact of using social networking tools by students found that the traditional learning and teaching styles need to be changed in the era of web 2.0 technologies this will enable students to learn more by using the readily available online tools in an effective and comfortable way. **Ivanovica (2014)¹⁰** has identified the necessity and importance of transformation of traditional education and development of media literacy in education. The researchers concluded that electronic media needs to be implemented in the educational system with the goal of development of desirable virtues in students, necessary for life in the modern environment.

OBJECTIVES

- To identify the awareness of the college Professors on social networking sites and its application in creating a learning environment.
- To investigate the association between certain demographic variables and social networking sites.
- To explore the factors that are significant in determining the usage of social networking sites in academic environment.

RESEARCH METHODOLOGY

Sources of data	The study is based on primary data were collected structured questionnaire
Sampling technique	Convenience Sampling
Sample size	110
Data collected	College Professors
Tools for Data collection	Questionnaire – based on 5 point Likert Scale
	The first part of the questionnaire was designed to collect information about demographics profiles of the respondents such as gender, age and educational qualification.

Tool for Data analysis	The second part of the questionnaire consists of the role of Social Networking in the academic environment of college students.
	The final part of the questionnaire consists of social networking regarding creating new learning environment.
	Frequencies Analysis, Descriptive Test, Factor Analysis
	The data were analysed with the help of statistical package for the Social Science[SPSS] Vision 21.0

Results and Discussion

Table 1: Demographic Profile

Demographic variable	Category	Frequency N= 110	Percentage (%)
Gender	Male	55	50%
	Female	55	50%
Age	18-25	110	100%
Educational qualification	College Professors	110	100%

Source: Primary data

Table 1 depicts that out of 110 respondents, 50% are male and 50% are female. 100% of respondents is in the age group of 18-25 years. The education of the respondents reveals that 100% are college Professors.

Table.2: Belief that social networking sites could be implemented in Education

Particulars	Frequency	Percentage
Yes	103	93.6%
No	7	6.4%
Total	110	100.0%

Source: Primary data

Table.2 represents that believes that social networking sites could be implemented in education. Out of 110 respondents, 93.6% believe that social networking sites can be used for effective learning in education, while 6.4% disagree that it cannot be used in creating a learning environment. It can be inferred that majority of the undergraduate students believe that social networking sites could be used in education.

Table.3: Social networking sites used by respondents

Particulars	Frequency	Percentage
Google	92	83.7%
You Tube	9	8.2%
Blogs	5	4.5%
Facebook	4	3.6%
Total	110	100.0%

Source: Primary data

Table.3 reveals the usage of Social networking sites by respondents. Out of 110 respondents 83.7% of the respondents use Google, 8.2% of the respondents use you tube, 4.5% of the respondents use blogs and 3.6% of the respondents use facebook. In can be inferred that majority of the respondents use Google for assistance in academic environment

Table.4: Communities subscribed by students in YouTube

Particulars	Frequency	Percentage
Educational	52	47.5%
Information	42	38.2%
Entertainment	16	14.3%
Total	110	100.0%

Source: Primary data

Table.4 represents the Communities subscribed by Professors in YouTube. Out of 110 respondents 47.5% of the respondents have subscribed for educational communities in YouTube, 38.2% of the respondents have subscribed for informational communities in YouTube and 14.3% of the respondents have subscribed for entertainment communities in YouTube. So it can be inferred that the majority (47.5%) of the respondents have subscribed for educational communities in YouTube.

Descriptive statistics for social networking sites in creating academic environment

shows that academic benefitted by using online social network as a personal learning tool with the mean value of 4.23 and the highest standard deviation value of 1.339 of educational institution allows me to access social networking sites inside the campus for academic purpose variables are robust measures of them values of 1.141 and the highest mean value of 4.32 of quick transmission of information

Chi square test for association between gender and communities subscribed by social networking sites in academic environment.

Chi square test on the summarized cross tabulation reveals that there is no association between gender and communities subscribed by social networking sites in academic environment. P value is 0.689 which is greater than 0.05. Hence null Hypothesis is accepted.

The factors those are significant in using social networking sites in creating academic environment

Reveals that it is found that Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.614 and it implies that the sample size is adequate. The Bartlett's test of sphericity with approximate chi square value 321.604, degree of freedom = 136 and p value = 0.000 are statistically significant at 5% level. Total of 17 variables shrunk into 6 groups. Accessibility of information and peer support for create endeavor are grouped into Academic support factor with the variance of 11.146. Academic success, broader and free learning opportunities are grouped into consonance value factor with the variance of 10.447. Enhanced style of learning, motivation, escalating role in education, and accessibility of social networking sites inside the campus are grouped into practical worth factor with the variance of 10.057. Productive use of time, more apparent learning material, good medium to interconnect, interaction are grouped into reliability factor with the variance of 9.785. Communication and collaboration, benefits and major role in future education are grouped into comparative benefit factor with the variance of 8.408 and Improvement in interaction and innovative learning are grouped into illustrated factor with the variance of 8.405

Suggestions

The enhanced teacher participation is information and communication technologies will help them to achieve better academic performance. Usage of technology within education institution for academic purpose should be encouraged in India. The educational institution should organize seminars, and workshop to enhance the knowledge base on how to use technologies for teaching. Special blogs should be created by the educational institutions where the professors working from the several institutions on implied material related to specific topics that the students can reference for their academic.

Conclusion

The educational field has completely transformed ever since the internet and technology are included in the equation. Due to the growth in information and communication technologies, professor are looking for their potential use in education having the conscious that technologies may have the ability to endorse both collaboration and active teaching. It offers great opportunities for communication between students and academics. A important step should be taken to develop additional features geared towards the development of information and communication technologies for academics purpose.

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