



E-training: the Future World of Education

KEYWORDS

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Are teachers born or made? While the debate on this question has raged for decades, most people agree that effective teaching can result from natural artistry as well as focused training. For a good training program, we need proper planning time, instructions, skills and feedback, instructions, skills and feedback. So the training gives a clear structure, and gives students a framework of understanding what they are expected to learn. Effective training introduces the topic and outlines the lesson's direction to the teachers and most cycles of instruction begin by connecting prior learning to current objectives. Motivating students remain engaged. An effective training offer meaningful example, gives accurate directions, displays enthusiasm, and presents a brief closure to the lesson.

Training

Training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relates to specific useful skills. It forms the core of apprenticeship and provides the backbone of content at technical colleges and polytechnics. In addition to the basic training required for a trade, occupation or profession, it is recognized today that there is a need to continue training beyond initial qualifications to maintain, upgrade and update skills throughout working life. In the context of many profession and occupations this may be referred to as professional development.

A similar phrase used for workplace learning to improve performance is training and development. Such training can generally categorize as on-the-job or off –the-job.

On-the-job describes training that is given in a normal working situation, using the actual tools, equipment, documents or materials that they will use when fully trained. On-the-job training is usually most effective for vocational work. Off-the-job training takes place away from normal work situation which means that the employee is not regarded as a productive worker when training is taking place. The advantages of training are improving the physical ability, purifying mind and making good improvement.

E-training

New learning environment has brought new challenges for teachers. At first glance e-training differs from tutoring only in terms of involvement to technology. But teaching in online environments (and online learning) differs from classroom-based face-to-face teaching in many ways. The main objectives of e-tutors reflect these requirements and they include topics, which help

- Provide e-tutors with pedagogical and didactic information necessary for establishing deeper understanding of the nature and effects of e-learning.
- Describe different possibilities of approaches to e-learning, to create awareness of the various pedagogical paradigms underpinning certain online course design approaches.
- Practice various techniques that can help to gain peda-

gogical competences for e-tutoring (strategies for teaching online, designing and supporting online activities, evaluating them, etc)

- Teachers learn to teach online by doing hands-on activities.
- In this training there are three levels; e-trainers, e-tutors and e-learners.

Need for E-training

E-training acquired good reputation among users for providing much needed information, document delivery, electronic resources, and instruction in the use of electronic resources. As users are increasingly utilizing these electronic resources through website, the Instruction Team has recognized a growing need for web-based instruction as well.

E-training instruction program also includes personal or group tutorials that are offered to the users in their lab or office, or in the library. E-training offers on and off-site training for large or small groups. Seminars include instruction in search educational databases such as web resources, using bibliographic management software such as end note, reference manager and special interest classes such as PDA and ICT Resources. A number of factors led us to the decision to offer web-based instruction in addition to seminars tutorials and group presentations.

Objectives of E-training

- Providing general information about education
- Building a knowledge and resource centre for specialist users.
- Creating a learning environment facilitates lifelong learning process on IT
- Providing wider and easier access to educational information and advisory services, and
- Creating a multilingual and internationally accessible knowledge-base on the history and development of education.

Conditions for e-training

All future organizers of e-training programs should realize that here are several important conditions necessary to introduce it. These are given as follows:

Institutional policy

The support of new ideas and innovations in education goes hand in hand with the financial support of new on-line courses. Taking into account the situation of foreign universities-limited financial resources create one of the most important barriers to progress in the direction of an extended use of ICT and e-learning providing development of lifelong learning for everybody, and access to education by means of on line education.

Technical support

Necessary institutional changes include technical support-infrastructure, which is an inevitable condition for the introduction of on-line education. It is necessary along with technical experts to establish technical facilities like a system providing

virtual learning environment, a learning management system, software support to e-mail, bulletin boards and conferencing web-hosting facilities, etc.

Support of teachers

The third condition is the support of teachers. They need to have necessary skills and competences to be able to start with the development of innovative methods. Most of the teachers at our universities still treat the computer as a sophisticated typewriter and as a means of facilitating communication.

E-tutors should have IT skills; it means that they should feel confident of using modern technologies; they should have technical support at their disposal, information about advantages and disadvantages of on-line courses. Self-directed learning requires particular skills and style from e-tutor and an ability to deploy from e-tutor and an ability to deploy technologies effectively and imaginatively a pedagogical skill rather than a technical skill. The core skills of good tutor are unlikely to change with a different delivery method.

Support of students

The fourth very important area is the support of students. Institutions should develop a system of technical and methodical support of students in on-line course. They should be given immediate feedback and necessary information during the whole course.

Barriers of E-training

Some of the barriers to e-training are given in the following table:

- **Technical Barriers**
 - Infrastructure
 - Technical equipment
 - Access to Internet
- **Socioeconomical Factors**
 - Lack of experienced teachers
 - Lack of motivation of teacher
 - Financing
- **Cultural Factors**
 - Expectation of lower quality of on-line courses
 - Tradition of authoritative teaching
 - Language problems

Guidelines of E-Training

E-Training guidelines follow a model that consists of :

- Determining if Training is Needed
- Identifying Training Needs
- Identifying Goals and Objectives
- Developing Learning Activities
- Conducting the Training
- Evaluating program Effectiveness
- Improving the Program
- Training must align with job tasks.

Determining if Training is Needed

You first have to determine if a situation can be solved using training. Training is an effective solution to problems such as employees' lack of understanding, unfamiliarity with equipment, incorrect execution of a task, lack of attention, or lack of motivation.

Identifying Training Needs

An analysis should be conducted with every teacher so that it is understood what is needed to do the job safely and energetically. A trainer may observe the worker in his/her environment to adequately assess the training need.

Identifying Goals and objectives

It is important for the trainer to identify necessary training material. It is equally important that the trainer identifies

training material that is not needed to avoid unnecessary training and frustration of their trainees.

Developing Learning Activities

Training should be hands on and simulate the job as closely as possible Trainers can use instructional aides such as charts, manuals, PowerPoint presentations, and films. Trainer can also include role-playing, live demonstrations, and round-table group discussions to stimulate employee participation. Games like "what's wrong with 'this picture' is usually good to use pictures situation found at their specify location)" or "safety" can be useful ways to make the training fun yet educational.

Preparing participants

Following are the points to keep in mind for preparation of participants:

- To prepare potential participant for training, send out the course description to potential participants, describing the learning objectives.
- Make sure materials will get participant about a week advance so that they have chance to read and prepare themselves.
- What problems have you encountered when participant are not prepared for training?
- How should participants prepared so that training maximally useful?

Scheduling training

Multiple courses can be combined as in the schedule or training can be offered separately, or in weekend blocks. Other option is sending materials for some portion of distance learning. For each e-training, participants should be grouped into small classes of 15 or less. Each class should have one or two facilitators, depending on the size.

- Integrated training schedule preparation
- Timetable for preparation
- Material preparation for training venue
- Equipment and supplies
- Participant manuals
- Facilitator guides
- Review forms
- Acute care recording forms
- Flipcharts

Conducting the Training

Trainers should be provided with overview of the material to be learned and relate the training to the employees' experiences. Teacher's employees' experiences. Teachers also reinforce what they have learned by summarizing the program's objectives and key points of training objectives and key points of training. At the beginning of the training program, the trainer should show the attention and apply what they've learned if they know the benefits of the training.

Evaluating E-Training

Learner's opinion: Questionnaires or informal discussions with employees can help employers determine the relevance and appropriateness of the training program.

Supervisor's Observations: Supervisors are in good positions to observe an employee's performance both before and after the training and note improvements or changes.

Workplace Improvements: The ultimate success of a training program may be changes throughout the workplace that result in increased teaching-learning progress.

Formal assessments: Practical and written exams also assist in evaluating understanding of training material. For example, for a lift-truck operator, a written and a practical exam would identify areas of training that may need to be revisited. Furthermore administering a pre-test and post test will establish a knowledge baseline or reference point to measure

training effectiveness.

A Good face-to-face tutor will not be a good online tutor, even if the necessary technical abilities are added. The tutor needs to make these core skills work equally well in an online environment. An excellent online tutor can be distinguished from a good one by his/her ability to deploy technologies effectively and imaginatively- a pedagogic skill rather than a technical skill.

Evaluating methods for delivering e-training:-

- Accessible from any computer and easy navigation.
- Just-on-time delivery of training and affordable cost
- Fun and interactive experience
- Ability to give feedback and ask questions
- Relatively short learning curve for developers
- Compatible software across computer platforms
- Company infrastructure for ongoing support
- Web-based software and easy to update content, and
- Ability to be maintained on library's server

G. Improving the Program

For the improvement of the program ,the trainer should ask following questions from participants:

- If a job analysis was conducted, was it accurate?
- Was any critical feature of the job overlooked?
- Were the important gaps in knowledge and skill included?
- Was material already known by the employees intentionally omitted?
- Were the instructional objectives presented clearly and concretely?

- Did the objectives state the level of acceptable performance that was expected of employees?
- Did the learning activity simulate the actual job?
- Was the learning activity appropriate for the kinds of knowledge and skills required on the job?
- When the training was presented, was the organization of the material and its meaning made clear?
- Were the employees motivated to learn?
- Were the employees allowed to participate actively in the training process?
- Was the employer's evaluation of the program thorough?
- The letter approach should include a training program by doing the substantial amount of planning which is laid out in the program

Conclusion

E-training is very much easier, faster, reduces the distance and is sophisticated. so, the experts can present their e-resources, e-lecture through online and the learners or listeners can learn it by visualizing from their place as well as interact through video conferencing and share the resources through e-mail immediately. There is no doubt, ICT and its components will replace the future teacher education and in-service programs with e-training. it will replace the seminar paper presentations, conferences, workshops and even in-service traini

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