



ORIGINAL RESEARCH PAPER

Education

PROBLEMS PERCEIVED BY STUDENT TEACHERS OF D.El.Ed., AND B.Ed., COURSES IN USING M-LEARNING AND THEIR EXPECTATIONS FOR BETTERMENT OF M-LEARNING AND EXPERTS' SOLUTIONS

KEY WORDS: D.El.Ed., B.Ed., courses, M-Learning, Problems.

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ABSTRACT

This study was conducted to identify the Problems perceived by the Student Teachers of D.El.Ed., and B.Ed., courses with regard to M-Learning and their expectation for the betterment of the M-Learning-the online learning. The investigation was conducted in the area of Palakad, Ernakulam and Malapuram Districts of Kerala, India. Random sampling technique was used in the selection of the sample of 177 D.El.Ed., students from 3 Teacher Training institutions and 490 B.Ed., students from 9 B.Ed., colleges. The sample were distributed two open ended questions and their responses were consolidated.

INTRODUCTION

Working and studying from home has become the new normal as a result of the Covid-19 outbreak and the resulting lengthy lockdown. Though the concept of online learning existed prior to the outbreak, it has surely reached a new level of importance and intensity in these hard times. For students who want to be more flexible while attending college, online learning has various advantages. There can be more distractions than usual when studying from home or wherever students are, especially with family members.

The time and place flexibility of e-Learning is attracting an increasing number of students to online education. However, many of them face major obstacles that prohibit them from effectively completing their studies.

Objectives Of The Study

To find out Problems perceived by Student Teachers of D.El.Ed., and B.Ed., courses in using M-Learning and their expectations for betterment of M-Learning and experts' solutions.

METHOD OF STUDY

For the present study, Normative survey has been adopted with two open ended questions.

Location of this study

The present investigation was conducted in the area of Palakad, Ernakulam and Malapuram Districts of Kerala, India.

Sample Of This Study

Random sampling technique was used in the selection of the sample of 177 D.El.Ed., students from 3 Teacher Training institutions and 490 B.Ed., students from 90 B.Ed., colleges.

Questions used for the study

1. Problems faced in using Mobile phones for Learning and
2. Suggestions to improve effectiveness of Mobile Learning.

Problems perceived by Student Teachers of D.El.Ed., and B.Ed., courses, their expectations for betterment of M-Learning and the derived suggestions and solutions by experts and Teacher educators

Following are the consolidated list of problems perceived by the Student Teachers in M-Learning:

S. No.	Perceived Problems
1.	When conducting mobile-based online lessons, it can be challenging to persuade family members of the workload of the curriculum and the need for privacy to concentrate.
2.	During mobile-based online classes, family members involve pupils in household works.

3.	Financial difficulties in recharging networks and a scarcity of mobile phones for students to participate in teaching and learning.
4.	Students' disinterest is growing day by day.
5.	Differences in the successful use of Mobile applications are caused by a lack of basic technological understanding.
6.	Practice-based learning is hampered by a lack of practical sessions.
7.	The teacher-student relationship is not at the intended level.
8.	It leads to the development of a digital addiction.
9.	In online classes, students unable to focus for long periods of time.
10.	There is a proclivity to stray into other aspects of digital platforms.
11.	As this is a teacher professional training, there will be no direct experiences.
12.	It is a lack of physical activity that creates health issues.
13.	Fear that increased screen usage will have an adverse effect on the brain.
14.	I used to work on other projects during class time.
15.	Only a few students usually respond to the class.
16.	Online programmes do not allow you to practise all of your teaching skills.
17.	There is no emotional connection between the teacher and the pupil.
18.	Students are hesitant because of the monotonic lesson and the use of a single gadget.
19.	Only qualified teachers make use of the many teaching aids.
20.	Individual student assessment and evaluation are not guaranteed.
21.	Individual attention and differences are not taken into account.
22.	Follow-ups and feedback on assignments are not handled in the way that they should be.
23.	There was a sense of loneliness among the kids.
24.	Time management and motivation issues are common among students.
25.	There are health difficulties such as visual problems, headaches, and back pain.
26.	Depression, anxiety, numbness, rage, boredom, uncertainty, terror, and sleep disturbances are all common mental illnesses.
27.	There are social difficulties such as a lack of social engagement with peers and the actual world.
28.	Course content is difficult to follow, and collaborative work is unlikely.

The Student Teachers expressed the following expectations to incorporate to improve effectiveness of M-Learning

S. No.	Students Teachers Expectations for the betterment of M-Learning
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1.	Institutions must set aside adequate time and resources for mobile-based teaching and learning.
2.	During online classes, this may be sufficient interval time.
3.	Mobile learning should be supervised by parents or elders.
4.	It is necessary to incorporate frequent feedback and reviews.
5.	Parents should also receive training on how to use their mobile devices for educational purposes.
6.	When M-Learning sessions are scheduled for a longer period of time during institutional holiday periods, activities such as day celebrations, virtual assemblies, club activities, daily exercise yoga, and so on may be planned.
7.	The utilisation of a variety of interactive tools to the fullest extent possible may increase interest in learning.
8.	It is necessary to ensure that students and teachers have access to the internet.
9.	Students' physical presence should be ensured from time to time.
10.	Institutions may provide training for students and teachers to become comfortable with various platforms.
11.	Following mobile-based online classes, the maximum amount of offline work should be included.

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The Teacher Educators and experts expressed the following suggestions and solutions to incorporate to improve effectiveness of M-Learning

S. No.	Suggestions and Solutions for the existing problem with M-Learning
1.	Proper monitoring is impossible at adults; therefore, the constraints of M-Learning and online classes should be considered and carefully planned.
2.	Teachers must invest a significant amount of time in preparation.
3.	All content must be digitalized, which is both costly and time-consuming.
4.	It is necessary to ensure the availability of instruments as well as their correct and effective maintenance.
5.	A help desk should be established at the university to address M-Learning and online class issues.
6.	To assist student teachers, a mentoring structure might be formed.
7.	Following online classes, relevant technologies can be used to conduct frequent and fast assessments.
8.	It is possible to organise for team teaching and simulation classes.
9.	It may be necessary to enlist the help of the government and non-governmental organisations (NGOs) in order to obtain adequate equipment.
10.	Teachers should maintain regular contact with each student.
11.	Expert classes could be scheduled in between normal classes.
12.	M-Learning should be used to provide training in life skills and soft skills.
13.	Collaborative engagements, group exercises, games, and fun can all be incorporated into the classroom.
14.	To enable immediate and active engagement, questions can be postponed and responses can be gathered as messages through students' mobile devices.
15.	Assistants for technological support should be employed to assist instructors and students in staying current with technology and making effective use of it.

CONCLUSION

The problems and solutions listed are the issues perceived by Teacher education students of Primary and Secondary level. This shows light for the Teachers and Learners to successfully implement Teacher education courses via online.

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