A STUDY ON THE EFFECTIVENESS OF STUDENT TEACHERS

CRITICISM CLASSES THROUGH ONLINE

1.0 Introduction

Dunkin (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching. The term “teacher effectiveness” is used broadly, to mean the collection of characteristics, competencies, and behaviours of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens.

2.0 Statement of the Problem

In the pandemic period, school and colleges are closed for the last six months and nobody can predict when the schools and colleges reopen and start working as usual. I am working as teacher in a college of teacher education. As part of the teachers training, our student teachers have to undergo an internship period of one semester in any one the nearby schools. Before that they have to observe expert teacher’s classes and also practice microteaching skills and then their integration of skills into macro teaching skills practice. This is the criticism class. That means each student teacher has to teach two or three classes in a normal classroom set up and his/her peers observe the class and provide descriptive feedback about the class. Then only they can undergo practice teaching session for a period of one semester. This is not possible during the pandemic period. So I was decided to take classes on using video recording and uploaded the classes on You tube. Then using the Google meet, teacher educator and all the student teachers observe the video class of the students one by one and then provide constructive feedback and corrective measures for improving her skill in teaching. In this mode, I have noticed that classroom interaction which is the vital part of constructivist approach are absent. So I have decided to choose this topic to find out how far online mode criticism classes are effective while considering the real classroom set up. The felt problem is thus stated as “A study on the Effectiveness of Student Teachers Criticism classes through online”.

2.1 Definition of key terms

The key terms used in the statement of the problem are defined in the following part.

• Effectiveness in teaching: An operative definition focusing on observations of teaching in the classroom: The effectiveness of observable behaviours seen during classroom teaching.

• Student Teachers: Students who are undergoing teachers training programme at Bachelor’s Degree level.

• Criticism classes: Classes taken by the student teachers before internship period in order to understand their merits and demerits of their teaching.

3.0 Research Question

• How far the criticism classes are effective by practising through online class.

4.0 Objective of the study

• To find out the effectiveness of student teachers criticism classes by using observation technique through Google meet.

5.0 Sample

• The sample selected for the study are ten B.Ed. students from Mathematics option studying at Keyi Sahib Training College, Karimbam, Taliparamba, Kannur., Kerala, India This study is limited to only one college.

6.0 Tools used for the study are the following

1. Teacher Evaluation Rubrics

2. Indirect Observation

7.0 Qualitative Analysis

For conducting this study, the investigator used Google Meet as learning management system and for convenience, student teacher’s criticism classes were recorded by using you tube channel. Important features of Google Meet are the following

Google Hangouts is a communications platform that combines video calling, voice calling and text-based messaging into a single service. It is the successor to several other Google services, including Google+ Hangouts (video chat), Google+ Messenger (messaging) and Google Talk (VoIP). It is similar to Microsoft Skype and Facebook Messenger. Google Hangouts focuses on "face-to-face-to-face" group interaction as opposed to one-on-one video chats, and it utilizes sophisticated technology to seamlessly switch the focus to the person currently chatting. The standard version of Hangouts allows up to 10 individuals to participate in conversations at the same time, and the Work and Education versions allow up to 25 participants. Many Google Meet and Hangouts both fall into the category of Web & Video Conferencing tools and are one of the most useful products by Google. Google meet is provided to the users under GSuite whereas Hangouts is available to anyone having an email account on Gmail. The features are more customized towards which customers they are built for. Google meet is more advanced with more features. As of right now, at the moment of writing this article, Google has announced to make all the advanced features of Google Meet free for all the members of G Suite and G Suite for Education customers globally till September 30, 2020. Earlier it was only available to enterprise users.

Method adopted

During in the pandemic period schools and colleges are closed in our country for the last six months. Hence in the teacher education colleges, this is the period of their pre internship period and internship period. Pre internship means before going the practice teaching session student teachers have to undergo demonstration classes and criticism classes. Demonstration classes help student teachers to understand the way of teaching the classes and criticism classes help them to overcome their drawbacks through descriptive feedback and followed by correctives.

For conducting criticism class, student teachers were prepared lesson plans and executed the class in a simulated mode and recorded the class using video and without editing the class, uploaded it in the You tube channel. Time table for the observation of the classes were decided and 10 students and investigator observed the criticism classes recorded by using Google Meet following the screen sharing feature. Rubrics based the criteria of effective teaching was prepared and shared to the students using google form and filled it and send it back to me using Google classroom.

0 Analysis and findings of the study

On the spot feedback given to the student teacher by peers and the investigator were recorded using the Google meet and data collected in the form of rubrics were analysed. Rubrics was prepared on the basis criteria of effective teacher. Online teaching was effective in the sense that it was conducted in a safe practice ground, that is in simulation mode. But some of the drawbacks the investigator found out are the following.

1. Student interactions not possible in the online class.

2. Not possible to develop questioning skills and response management.

3. Class management not possible.

4. Not able to follow metacognitive strategies.

5. Formative assessment, peer assessment and self-assessment not possible.

6. Not possible to adapt instruction according to the needs of the students.

7. Teachers cannot clarify misconceptions in their existing and present knowledge.

8. Most important point noted was that difficulty in identifying how far learning criteria or outcomes of learning realised by the students.

9. Individual and group activities are not possible.

10. Teacher cannot able to pace the speed of delivery of teaching by considering individual differences.

CONCLUSION

Teaching to be effective, if teacher follows student cantered and lucid learning objectives, appropriate teaching strategies and resources to promote class interactions and help student to construct knowledge. Teaching should stimulate thinking, develop student’s potential and foster their learning abilities, appropriate attitudes and values also fostered in the process. Teacher should cater for the needs of different learners offer suitable feedback and at the same time enhance their confidence and interest in learning. These process are not effectively adopting in an online mode class. So cannot assess the performance of student teachers by considering criteria of assessment set by some educationists. Online classes are one way lecturing plus demonstration.