

TEACHER IN DIGITAL ERA – CHANGING ROLE AND COMPETENCIES

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ABSTRACT

Teaching is a complex activity. Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction. The use of ICT must be carefully planned and put into a pedagogical framework. It requires the teacher to possess good pedagogical and didactic knowledge.

Introduction

As a professional practitioner, the teacher is likely to become a role model or standard for his or her students. It is expected that creativity should be given space at work in an active search for new knowledge and new methods. The use of ICT must be carefully planned and put into a pedagogical framework. It requires the teacher to possess good pedagogical and didactic knowledge and be able to apply this in such a way as to promote learning processes. The ICT Competencies are a set of technology standards that define proficiency in using computer technology in the classroom.

Importance of ICT Competency for Teachers

Teaching is a complex activity. Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction. The acquisition of technology knowledge and skills must be connected with the development of a broader array of competencies. The NETS-T Project (National Educational Technology Standards for Teachers) describes what competent teachers should know and should be able to do with technology in the context of broader teacher competencies. The NETS-T standards are categorized as follows:

- ✧ Technology operations and concepts
- ✧ Teaching, learning, and the curriculum
- ✧ Assessment and evaluation
- ✧ Productivity and professional practice
- ✧ Social, ethical, legal, and human issues
- ✧ Planning and designing learning environments and experiences

Basic Technology Competencies

The technology competencies are organized into five aspects: productivity, research, communication, media and presentation.

Produce and manage learning documents.

This includes composing standard educational publications such as parent newsletters and handouts for students and class lists; teaching students how to prepare their own documents on a computer.

Analyze quantitative data

This includes administrative work such as putting student test scores into a spreadsheet and analyzing them, as well as preparing curriculum materials with digital tables and graphs of curriculum content.

Organize information graphically.

He or she can use specialized graphic organizer programs, as well as general tools such as word processors or presentation programs, to create digital representations of educational information.

Use effective online search strategies.

The teacher chooses the most appropriate research tools and databases, and applies the most effective search techniques, to produce useful and safe online resources in the classroom.

Evaluate and compare online information and sources.

Once located, the teacher knows the difference between authoritative and untrustworthy sources, how to ascertain authorship, and how to find sources with different points of view and then can teach these skills to students.

Save and cite online information and sources. The teacher knows a variety of methods for bookmarking and saving valuable online resources so that may easily be found later and employed in learning materials.

Communicate using digital tools.

These include email, instant messaging, mobile colleagues, and knowing how to organize and manage these tools in the classroom.

Collaborate online for learning.

Takes advantage of the tools listed above plus blogs, wikis, chats, audio and videoconferencing to bring outside resources into the classroom and to encourage academic collaboration among students.

Publish learning resources online.

From a simple teacher's web site to a complex curriculum wiki to the online posting of student projects, to podcasting, the teacher has mastered an array of tools and techniques for publishing learning materials online.

Differentiate instruction with digital media.

This includes an awareness of assistive technologies for disabled students as well as the ability to use a computer to prepare and present academic ideas in a variety of forms for better learning by all students.

Capture and edit images, audio, and video.

The teacher can use digital still and video cameras, edit their output on a computer, and produce learning materials that range from simple slide shows to the archiving of student presentations and performances.

Produce digital multimedia educational experiences.

The teacher can combine media from a wide array of sources into a useful presentation of academic content, and can teach this skill to students.

Create effective digital presentations.

Using common tools for preparing slide shows, videos, and podcasts, the teacher can create presentations that follow the principles of communication, and can apply these principles to the evaluation of students' digital work

Deliver digital multimedia presentations.

Using common devices such as computers, projectors, and screens, the teacher can set up classroom presentations and arrange for students to do the same.

Employ new media devices for learning.

From large Smart Boards to tiny iPods, the teacher can incorporate a variety of digital devices into the instruction in the classroom.

Evaluating Teacher Use of Technologies

The issue for education policy makers concerns the extent to which a teacher uses technologies effectively, which is an important criterion in evaluating a teacher's performance

CONCLUSION

In this digital era, teachers' role has shifted from mere preacher to the manager of students social and emotions behaviours; mentor for their learning and over-all development as a balanced citizen; motivator for slow learner and a fast learner in digital environment. He has to keep watch on the time spent by learners for their proper time management which make certain that the learner utilize optimum e-recourse. He has to address social and emotional issues that affect learners' learning, and be ready to make changes when their learning skills.