

AU-6514
M.Ed. (First Semester) Examination, 2014
EDUCATIONAL TECHNOLOGY
Model Answer

Section - A

1.
 - i. Any two from these: Spelling out educational goals and objectives; Devpt. Of curriculum; Production and development of TLM; Teacher training; Development and selection of the teaching learning devices and strategies; Effective utilization of hardware and mass media and Providing essential feedback and control through evaluation.
 - ii. Audio-visual aids
 - iii. Definition of Dale: “Communication is the sharing of ideas and feelings in a mood of mutuality”.
 - iv. Audio, Visual and Audio-visual (any two)
 - v. Families of Models of Teaching according to Joyce and Welli are: 1. Information Processing Model, 2. Social Interaction Model, 3. Personal Development Model and 4. Behaviour Modification Model
 - vi. Richard Suchman
 - vii. To provide individualized instruction/ Self paced learning,/Immediate feedback / student testing.
 - viii. Fundamental Principles Basic Principles and The Mandatory Principles (Any two from these or any two sub-principles of the above three principles)
 - ix. 1985 & 1987
 - x. The two academic programme are : Diploma in Management and Diploma in Distance Education

Section - B

2. **Ans.** The answer should include:
 - Etymological derivation of the term Education and Technology.
 - At least two definition of educational technology and
Educational technology means the systematic application of scientific knowledge about teaching and learning for effectiveness or improvement of teaching learning and training. It is neither confined to the use of audio-visual aids, software materials and hardware equipment. It covers all the aspects that happen during planning, implementation and evaluation.

The second part of your answer should include the place of educational technology in teacher training programme. Why educational technology has occupied such an important place – justify your answer by discussing the significance of Educational Technology or any other point you find it appropriate.

3. Ans: Introduction:

Interaction analysis is an observational analysis designed to minimize difficulties, to permit a systematic record of spontaneous acts and to utilize the process of instruction by taking in account of each small bit of interaction. Flander's has developed a ten category system. It is an objective and systematic technique for evaluating the classroom performance of a teacher. It is used to obtain a fairly reliable record of spontaneous verbal statements and to determine quality. It is concerned primarily with verbal behaviour and assumes that verbal behaviour of the teacher is an adequate sample of his total behaviour.

Categories of FIAS:

- i. Indirect Behaviour: Under this you need to discuss the following points:
 - a. Acceptance of Feeling
 - b. Praise or Encouragement
 - c. Accepting and using Ideas
 - d. Asking Questions

- ii. **Direct Teacher Behaviour:** Under this you need to discuss the following points:
 - a. Lecturing
 - b. Giving Direction
 - c. Criticizing or Justifying Authority

- iii. **Pupil Talk:** Under this you need to discuss the following points:
 - a. Pupil Talk-Response
 - b. Pupil Talk-Initiation
 - c. Silence or Confusion

Conclusion:

4. Introduction:

Teaching models act as the basis for the indoctrination of teaching theories. It contribute to make the teaching effective and interesting and is the process of bringing behavioural changes according to the specific objectives. It create situation and modifies the behaviour in desired direction. It prepares specific and detailed outline.

Definition:

According to Hyman: "Teaching model is a way of thinking. It is a way to talk and think about instruction in which facts may be organized, classified and interpreted".

According to Joyce & Bruce: "A model of teaching is a plan or pattern that can be used to shape curriculum (long term courses of study), to design instructional materials and to guide instruction in the classroom and other settings".

Need and Importance of Models of Teaching: In this you need to discuss the following points:

- i. Helps to achieve learning objectives through specific teaching learning methods
- ii. Presentation of content in an organized manner
- iii. Creates conducive educational environment

- iv. Develops teacher-student interaction
- v. Helps to achieve instructional goal
- vi. Makes teaching learning effective
- vii. Creates interest among learners
- viii. Each models achieve their specific goals
- ix. It has nurturant effect on the learner
- x. Development of Meta-cognition
- xi. Scaffolding

Conclusion:

5. Introduction:

Instructional strategies are techniques used by teachers to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. Instructional strategies can motivate students and help them focus attention, organize information for understanding and remembering, monitor and assess learning.

Classroom as a group consist of many students who receive instruction from the teacher during transaction of curriculum. Students learn differently in a class then in individualized instruction. When a instructional strategy applied to a group it is called group instructional strategy. In teaching learning process teacher uses various group instructional strategies like lecture, team teaching, discussion, seminar tutorials etc.

Team Teaching: It is an instructional situation where two or more teachers possessing complimentary teaching skills cooperatively plan and implement the instruction for a single group of students using flexible scheduling and grouping technique to meet the particular instruction. It is a form of organization in which individual teachers decide to resources, interests and expertise in order to devise and implement a scheme of work suitable to the needs of their students and facilitates the instruction.

Steps of Team Teaching: In this section you need to discuss the following points:

- i. Planning of Team Teaching:
- ii. Execution of Planning:
- iii. Large group or General Assembly Session:
- iv. Small group or Small Assembly Session:
- v. Individual Study Session:
- vi. Evaluation of Team Teaching:

Conclusion:

Under this you need to discuss the meaning of team teaching and should write two definition of team teaching.

6. **CIET:**

Your answer should include –

Year of establishment, former name of CIET and its aim (To promote Educational Technology especially mass media singly or in combinations (multimedia packages) and, to extend educational opportunities and improve quality of educational processes at the school level.

Functions of CIET: You need to discuss the following points in detail:-

1. **Design, develop and disseminate alternative learning systems:** One of the important functions of CIET is to design and produce media software materials viz., television/ radio (for both broadcast as well as non-broadcast use) film, graphics and other programmes for strengthening the transaction of curricular and co-curricular activities at the school level.
2. **Promote Educational Technology:** In order to promote educational technology in school education, CIET develops plans for the use of Information and Communication Technologies in education. For this it undertake research, evaluation and monitoring of the systems, programmes and materials with a view to improving the materials and increasing their effectiveness. It also document and disseminate information, materials and media programmes for better utilization and to function as a clearing house / agency in the field of Educational Technology.

It also imparts training on Use of ICTs in teaching-learning process and Research Methodology for ICTs in Education etc. for teachers and teacher-educators i.e. schools, DIETs, CTEs, IASEs, SCERTs, faculty from Education Departments of Indian Universities for the promotion of ICT.

3. **Train Personnel in Educational Technology:** Training programme for capacity building in various aspects of ET for teachers and teacher educators of the country. The training/ orientation with special focus on designing of media scripts, production of TV, Radio and Multimedia programme, editing, communication and media research, designing and use of computer Graphics, puppets,, Low Cost Teaching Learning Materials etc. Training on Web 2.0 tools, Wiki Educator and various web applications.

It also provide training on technical operations including setting up of studios, installation and operation of studio equipments, repair and maintenance of equipments, Organising training programme through face-to-face and distance mode (using EDUSAT network) for its all state holders.

4. **Advise & Co-ordinate activities of SIETs:** CIET does the function of giving advise and coordinate the various activities of SIETs. It provides advice and coordinate the academic and technical programmes and activities of the State Institutes of Educational Technology (SIETs) set up by the MHRD in six states of India.

5. **Provide Consultancy and media support to other constituents of NCERT:**

Planning of Programme and preparation of agenda items of CIET for Institutional Advisory Board (IAB) and Programme Advisory Committee (PAC) meetings of NCERT.

Implementation and monitoring of all the academic programmes. Establishing linkage and collaboration with MHRD, (SIETs) located in six States & ET cells of SCERTs/ SIEs, RIE's and also providing consultation to above mentioned agencies for media production, setting up of studios etc.

Conclusion:

7. **Introduction:** It should include briefly about development of Micro teaching.

Micro teaching is a skill teaching used to provide feedback to teacher trainee for the modification of teacher behaviour. It is a training concept that can be applied at various pre-service and in-service stages in the professional development of teachers.

Basically, micro-teaching is a 'scaled down teaching encounter' in which a teacher, a small unit to a group of 5 to 10 students for a small period of 5 to 10 minutes and one teaching skill is practiced during the teaching.

According to Allen: "Micro-teaching is a scaled down teaching encounter in class size and class time".

According to Allen & Eve: "It is a system of controlled practice that makes it possible to concentrate on specific teaching skills and to practice teaching under controlled conditions".

Phases of Micro-teaching: Under this you need to discuss in detail about the following phases of Micro-teaching:

- i. **Knowledge Acquisition Phase:**
- ii. **Skill Acquisition Phase:**
- iii. **Skill Transfer Phase:**

Conclusion: