E-LEARNING PACKAGE FOR SOCIAL STUDIES TEACHING METHOD

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Abstract

Education is one of most important aspect which converts human resource into a productive resource. Qualitative education is a barometer for social, cultural, economical and overall development. Recent development of ICT and its global acceptance has created new door for Education. E-learning is still very emerging field which may be beneficial for its human resource, if use properly. Development of Internet technology has opened up new methods for delivery of education. E-learning is another way of teaching and learning. It comprises of Instructions delivered through electronic media including the Internet, Intranet, Extranet, Satellite broadcasts, audio/video tapes, interactive television and CD-ROM.

In this paper researcher disseminate the findings of his experiences, regarding his work related with "effectiveness of an e-learning package on Social studies teaching method". In present age when each and every field of society is related with ICT, it is important to use this technology for teacher trainer. It has came to see that students those who are studying in ODL mode, are not getting effective study materials by their accrediting institutions. Although material given to them is created very carefully but there is still need to improve it. There is lack of interaction between the learners and their mentors. To fulfilling the needs of ODL mode learner's e-learning package is created in teaching methods, their need analysis is conducted. The intention behind this study is that a lot of work is conducted on various aspects related with e-learning but most of them are related with technological or science backgrounds, humanities related subjects are still in negligence. Teacher training is area where everyone have to need improve their skill lifelong to become an effective teacher, but unfortunately the learners of ODL mode is not getting right path for this sake, so e-learning package is created and researcher tries to find out its effectiveness, and if it found effective then it can be used in further class as a resource.

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The objective of this study is to test effectiveness of constructed e-learning package, in terms of their theoretical knowledge (achievement) and their reaction towards e-learning package. To fulfilling objectives of study hypothesis is created that "Achievement of user of e-learning package is better than the achievement of non user trainees" this is further expanded in context of all six teaching method which is taken in the study.

The Major findings based on study are – e-learning package is found highly effective in lecture, Demonstration, Programmed instruction, Field trip and CAI method of teaching.

Keyword: *E-learning, ODL, CAI, Information Communication Technology (ICT)*

Introduction

The new advancement of Information and Communication technology has made an impact on every aspect of today society. E-learning has deserved careful attention due to rapid growth of Information and Communication technologies. Term like global village, information society, knowledge society symbolize the new realities and change in modern society. E-learning has become a widely accepted learning module in recent years (e.g. Cloete, 2001; Hodgson 2002; Mc Pherson 2005). E-learning refers to "the use of new multimedia technologies and internet to improve the quality of learning by facilitating access to resource and services as well as remote exchanges and collaboration" (Holmes & Gardner, 2006). E-learning is emerging as the paradigm of modern education (Sun et. al. 2008). The great advantage of e-learning includes liberating interactions between learner and instructors, or learners and learners, from limitations of time and space through the asynchronous and synchronous learning network model (Katz, 2000; Trentin, 1997). The purpose of the paper is to investigate the effectiveness of e-learning in context to social studies teaching method. Pedagogical foundations are prerequisite for successful e-learning implementation. (Khare & Yadav 2012).

Objective of the Study

To test effectiveness of e-learning package in term of achievement of user group.

This objective seen in context of following six teaching method i.e. Lecture Method, Project Method, Demonstration Method, Programmed Instruction Method, Field Trip Method, and Computer Assisted Instruction Method.

Hypothesis

Research Hypothesis

H1. Achievement of users of e-learning package on Lecture method module is better than the achievement of non user trainees.

H2. Achievement of users of e-learning package on Project method module is better than the achievement of non user trainees.

H3. Achievement of users of e-learning package on Demonstration method module is better than the achievement of non user trainees.

H4. Achievement of users of e-learning package on Programmed Instruction method module is better than the achievement of non user trainees.

H5. Achievement of users of e-learning package on Field Trip method module is better than the achievement of non user trainees.

H6. Achievement of users of e-learning package on Computer Assisted Instruction method module is better than the achievement of non user trainees.

Procedure

Experimental method has been adopted. Pre test post test Non equivalent group design is used in study. A sample of 40 students has been taken from a study center of IGNOU. Self made achievement test and reaction scale have been used for data collection. 't' ratio analysis conducted for data analysis. E-learning package is available on website https://sites.google.com/ site/phdworkedu.

Findings

Table 1 gives a comparison of Achievement mean gain score of Control and experimental group for Teaching Methods i.e. Lecture Method, Project Method, Demonstration Method, Programmed Instruction Method, Field Trip Method, and Computer Assisted Instruction Method.

By observation of Table 1 It is clearly depicted that the calculated value of 't' ratio is greater than the critical value of 't' at degree of freedom 38 and .05 level of significance, in Lecture Method,

Demonstration Method, Programmed Instruction Method, Field trip Method and Computer assisted instruction method. Therefore null hypothesis is rejected at .05 level. Mean gain score of experimental group is greater than the mean gain score of control group there3fore it can be concluded that in Lecture Method, Demonstration Method, Programmed Instruction Method, Field trip Method and Computer assisted instruction method overall achievement of B.Ed. trainees group exposed to e-learning package is better than that of group exposed to face to face workshop mode in Open and Distance Learning system.

In only Project Method calculated value of 't' ratio is less than the critical value of 't' ratio at degree of freedom 38, and .05 level of significance therefore null hypothesis is not rejected at .05 level. It means that in project method overall achievement5 of B.Ed. trainees exposed to e-learning package not differ significantly than that of group exposed to face to face workshop mode in open and distance learning.

Table: 1
Comparison of Achievement Mean gain score of Control and Experimental group

Teaching Method	Sample	n	$\overline{X}$	σ	σ$_D$	't' ratio
Lecture Method	Control Group	20	3.15	1.75	0.66	4.6*
	Experimental Group	20	6.25	2.42		
Project Method	Control Group	20	5.6	2.0	0.68	1.5**
	Experimental Group	20	6.6	2.2		
Demonstration Method	Control Group	20	5.20	1.47	0.60	5.1*
	Experimental Group	20	8.30	2.25		
Programmed Instruction Method	Control Group	20	3.9	1.6	0.51	5.5*
	Experimental Group	20	6.7	1.65		
Field Trip Method	Control Group	20	3.7	1.0	0.63	8.2*
	Experimental Group	20	8.9	2.6		
Computer Assisted Instruction Method	Control Group	20	3.2	1.5	0.58	4.8*
	Experimental Group	20	6.0	2.0		

*Note: *Significant at .05 level of significance, ** Not significant*

Conclusion

On the basis of above findings it can be said that e-learning package is effective in Lecture method, Demonstration Method, Programmed Instruction Method, Field trip and Computer assisted Instruction Method. It means Hypothesis 1, 3, 4, 5, and 6 is confirmed by the results of findings while Hypothesis 2 is not confirmed by the finding of results. It can be said that e-learning package is effective for students of Open and Distance Learning Mode.

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