

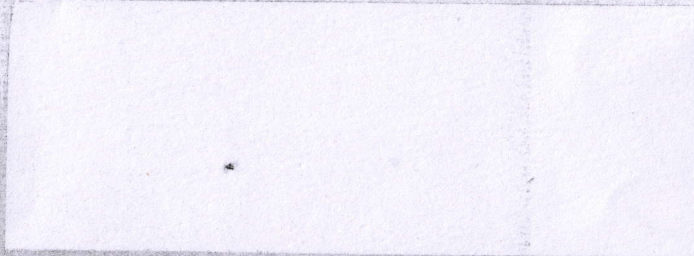


2018

# EDUCATION 5.0

# PERSPECTIVES

# AND



Principal  
St. Xavier's College of Education  
(Autonomous)  
Palayamkottai - 627 002

**DR D. THOMAS ALEXANDER**

**DR S. AMALADOSS XAVIER**

**EDUCATION 5.0  
PERSPECTIVES**

**&**

**PREVIEWS**

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**ISBN : 97-8938-419-2129**

**Published by:**

**FR. BONHOURE CENTRE FOR RESEARCH**

**ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)**

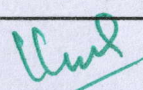
[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA: 3.67]

Palayamkottai, Tamilnadu.


Website: [www.stxaviersbedcollege.org](http://www.stxaviersbedcollege.org)

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Printed at: muthulechumi press, tirunelveli

  
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22.	<b>Privatization of Education In India</b>	<i>Fr. Martin George S.J.</i>	81
<b>CLASSROOM ECOLOGY</b>			
23.	<b>Essentials of Classroom Ecology In Making A Personality</b>	<i>Dr. D. Thomas Alexander</i>	85
24.	<b>Flipped Classroom - Teacher's Role From Sage On The Stage To Guide On The Side</b>	<i>Dr. A. Punitha Mary</i>	90
25.	<b>Importance of Flipped Learning Mathematics Classroom In The Present Scenario of Students And Teachers</b>	<i>N. Rajkumar</i>	95
26.	<b>Successful Technology Integration Inside The Classroom</b>	<i>A. Nicholas Jegan</i>	98
<b>ASSESSMENT IN EDUCATION</b>			
27.	<b>Assessment of Learning: Test Construction Principles</b>	<i>Dr. A. Michael J Leo</i>	101
28.	<b>Assessment And Best Practices In Teaching And Learning</b>	<i>Dr. R. Sasi Priya</i>	107
29.	<b>Assessment And Development of Soft Skills: Scope And Feasibility In School Education</b>	<i>V. Eugin Dellas Leen</i>	110
<b>RESEARCH IN EDUCATION</b>			
30.	<b>Methods of Qualitative Research</b>	<i>Dr. M. Antony Raj</i>	113
31.	<b>Self Regulated Learning in Rural Schools</b>	<i>Dr. Praveen Dhar T.</i>	118
32.	<b>A Study On Social Maturity And Role Confusion Among Higher Secondary School Students of Kottayam District</b>	<i>Dr. Shaiju Francis</i>	121
33.	<b>Brain Dominance And Emotional Intelligence of College Students in Tirunelveli, Madurai and Virudhunagar Districts.</b>	<i>*M. Avoodaammal @Abirami,</i>	125
34.	<b>Online Tools For Data Collection - A Study</b>	<i>Dr. T. Raja, Librarian</i>	129
<b>TEACHER EDUCATION</b>			
35.	<b>Competency Based Teacher Education</b>	<i>Dr. Sajith Lal Raj S.T.</i>	133
36.	<b>The Current Challenges of Teacher Education and Possible Solutions</b>	<i>Dr. Praveen.O.K,</i>	137
<b>GOVERNANCE IN EDUCATION</b>			
37.	<b>E-Governance: The Need of Era</b>	<i>Dr. R.J.Beena Florence Donark</i>	139
38.	<b>Sports Governance In India: A Perspective</b>	<i>Dr. R. Sathesh Franklin</i>	143

  
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and learning management systems like Google classroom, Wiki Space, Moodle etc. Video interaction is possible through blogs, Google apps for education, and discussion forum asynchronously and Interactive Whiteboards can be used for synchronous interaction. Geo Gebra can be made useful in the mathematics classroom which is an interactive geometry, algebra, statistics and calculus application, intended for learning and teaching mathematics and science from primary school to university level. Geo Gebra is available multiple platforms with its desktop applications for windows, Mac OS and Linux, with its tablet apps for Android, iPad and windows, and with its web application based on HTML 5 technology.

#### Conclusion:

In this fast growing technological era, it is the duty of teachers, especially the Mathematics teacher to know their students, their needs and design the class in such a way that it will reduce the stress and anxiety in the Mathematics class by integrating Information and Communication Technology in the teaching learning process. By integrating gaming and brain based learning in the flipped classroom, the Mathematics Classroom can be made interesting there by fostering teacher-student and student-student interaction.

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1. Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Washington, DC: International Society for Technology in Education.
2. Educause (2012). *Things you should know about Flipped Classrooms*. Retrieved on 11/02/2016 from <https://net.educause.edu/ir/library/pdf/ELI17081.pdf>

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## SUCCESSFUL TECHNOLOGY INTEGRATION INSIDE THE CLASSROOM

*A. Nicholas Jegan, Research Scholar, St. Xavier's College of Education (Autonomous), Palayamkottai.*

#### Introduction:

Technology integration is the use of technology resources computers, mobile devices like smart phones and tablets, digital cameras, social media platforms and networks, software applications, the Internet, etc. in daily classroom practices, and in the management of a school. Successful technology integration is achieved when the use of technology is:

- Routine and transparent.
- Accessible and readily available for the task at hand.
- Supporting the curricular goals, and helping the students to effectively reach their goals.

When technology integration is at its best, a child or a teacher doesn't stop to think that he or she is using a technology tool -- it is second nature. And students are often more actively engaged in projects when technology tools are a seamless part of the learning process.

#### Defining Technology Integration:

Before we can discuss how to shift our pedagogy or the role of the teacher in a classroom that is integrating technology, it is important to first define what "technology integration" actually means. Seamless integration is when students are not only using technology daily, but have access to a variety of tools that match the task at hand and provide

Page 98

them the opportunity to build a deeper understanding of content. But how we define technology integration can also depend on the kinds of technology available, how much access one has to technology, and who is using the technology. For instance, in a classroom with only an interactive whiteboard and one computer, learning is likely to remain teacher-centric, and integration will revolve around teacher needs, not necessarily student needs. Still, there are ways to implement even an interactive whiteboard to make it a tool for your students.

Willingness to embrace change is also a major requirement for successful technology integration. Technology is continuously, and rapidly, evolving. It is an ongoing process and demands continual learning.

When effectively integrated into the curriculum, technology tools can extend learning in powerful ways. These tools can provide students and teachers with:

- Access to up-to-date, primary source material.
- Methods of collecting/recording data.
- Ways to collaborate with students, teachers, and experts around the world.
- Opportunities for expressing understanding via multimedia.
- Learning that is relevant and assessment that is authentic.
- Training for publishing and presenting their new knowledge.

#### **Types of Technology Integration:**

It is sometimes difficult to describe how technology can impact learning because the term "technology integration" is such a broad umbrella that covers so many varied tools and practices; there are many ways technology can become an integral part of the learning process. Just a few of these ways are listed below -- but new technology tools and ideas emerge daily.

#### **Online Learning and Blended Classrooms:**

While K-12 online learning gains traction around the world (visit our Schools That Work package about online learning), many teachers are also exploring blended learning -- a combination of both online and face-to-face education. Read a blog by Heather Wolpert-Gawron about blended learning. Blogger Bob Lenz also gives us a snapshot of what blended learning looks like in the classroom.

#### **Project-Based Activities Incorporating Technology:**

Many of the most rigorous projects are infused with technology from start to finish. Visit our Schools That Work package about project-based learning in Maine to read about a middle school and high school that are getting excellent results from mixing PBL with a one-to-one laptop program. Or read a recent blog by Brian Greenberg about combining PBL with blended learning.

#### **Game-Based Learning and Assessment:**

There has been a lot of buzz about the benefits of incorporating simulations and game-based learning activities into classroom instruction. Visit our Video Games for Learning Resource Roundup page to learn more. Guest blogger Terrell Heick wrote about the gamification of education, or go straight for the practical resource and read Andrew Miller's "Game-Based Learning Units for the Everyday Teacher".

#### **Learning with Mobile and Handheld Devices:**

Once widely dismissed as distractions, devices like cell phones, MP3 players, and tablet computers are now being used as learning tools in forward-thinking schools. Check out our downloadable guide, *Mobile Devices in the Classroom*. Read a blog by Ben Johnson on using iPads in the classroom or an article about using cell phones for educational purposes. Check out the case study by former Edutopia executive director Milton Chen

on using iPods to teach English language learners, or there's a blog by Audrey Watter about texting in the classroom. We also have a blog series that maps k-5 iPad apps to Bloom's Taxonomy by Diane Darrow.

### **Instructional Tools like Interactive Whiteboards and Student Response Systems:**

In many schools, the days of green chalkboards are over. Read an article about how to put an interactive whiteboard to best use, or one with tips from a teacher about her favorite ways to use her whiteboard. Read an article about using classroom response systems for interactive assessment and watch a video where a student-response system is used in a classroom.

### **Web-Based Projects, Explorations, and Research:**

One of the first, and most basic, ways that teachers encouraged kids to use technology was with online research, virtual field trips, and web quests. Watch videos about online collaborative projects Journey North and the JASON project. Read an article by Suzie Boss about using web-based resources to help your classroom go global, and here's an article with links to wonderful virtual field trips.

### **Student-Created Media like Podcasts, Videos, or Slideshows:**

One of the central ideas of digital or media literacy is that students should become creators and critics, not just consumers, of media. Read an article about student-produced podcasts, or find out more about quality digital storytelling in a blog by Suzie Boss. You can also watch a video about students learning how to become creators in Chicago at Digital Youth Network.

### **Collaborative Online Tools like Wikis or Google Docs:**

Connecting with others online can be a powerful experience, both for teachers and for students. Teacher Vicki Davis is an evangelist for such connections; watch a video about technology in her classroom or read an article she wrote for Edutopia on creating personal learning networks for students. Read an article about the basics of how wikis work, and blogger Audrey Watters makes the case for why wikis still matter.

### **Using Social Media to Engage Students:**

Though social media tools are still blocked in many schools, students around the world spend vast amounts of time on social networks outside of school. Read a blog that makes the case for social media in education, and article that goes over how to use social-networking technology for learning, or another blog about how to co-opt students' favorite social media tools for classroom use.

### **Frameworks for Technology Integration:**

Two commonly used models for technology integration are known as SAMR and TPACK.

- The **SAMR (Substitution, Augmentation, Modification, and Redefinition)** model, created by Dr. Ruben Puentudura, guides the process of reflecting on how we are integrating technology into our classrooms. The ultimate goal of technology integration is to completely redefine how we teach and learn, and to do things that we never could before the technology was in our hands.
- The **TPACK (Technological Pedagogical Content Knowledge)** framework lays out the knowledge that educators need in order to successfully integrate technology into their teaching. The **TPACK website** provides a large collection of free resources for teachers and other instructional leaders.

### **Levels of Technology Integration:**

Four levels of classroom technology integration she has observed in schools:

1. **Sparse:** Technology is rarely used or available. Students rarely use technology to complete assignments or projects.

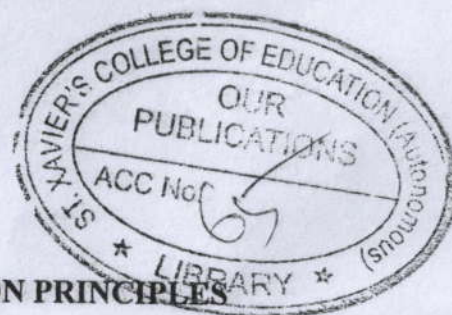
2. **Basic:** Technology is used or available occasionally/often in a lab rather than the classroom. Students are comfortable with one or two tools and sometimes use these tools to create projects that show understanding of content.
3. **Comfortable:** Technology is used in the classroom on a fairly regular basis. Students are comfortable with a variety of tools and often use these tools to create projects that show understanding of content.
4. **Seamless:** Students employ technology daily in the classroom using a variety of tools to complete assignments and create projects that show a deep understanding of content.

Despite the dramatic differences in resources and abilities from classroom to classroom, school to school, and district to district, it's possible to integrate technology tools in ways that can impact engagement and learning for all students.."

**References:**

[https://www.edutopia.org/technology-integration-guide-description.](https://www.edutopia.org/technology-integration-guide-description)

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**ASSESSMENT OF LEARNING: TEST CONSTRUCTION PRINCIPLES**

\* Dr. A. Michael J Leo, Assistant Professor, St. Xavier's College of Education (Autonomous), Palayamkottai,

**Abstract**

This paper attempts to clarify the steps involved in the constructing of an achievement test. As the article explains the procedures of constructing an achievement test, it deals with the concepts of assessment, need and scope; further it collects the details on the general principles of writing test items in an achievement test. As the heart part of this article, it brings all the types of test items and the procedure of writing test items with illustrations.

**Key Words:** Assessment, Achievement test, Construction of test item.

**Assessment:**

Assessment in educational setting may describe the progress students have made towards a given educational goal at a point in time. It is not concerned with the explanation of the underlying reasons and does not proffer recommendations for action. In the classroom, assessment refers to all the processes and products which are used to describe the nature and the extent of pupils' learning.

**Definition:**

Assessment is generally for measuring or determining personal attributes to describe the progress of the students towards a given educational goal during the programme or course.

