



(RE)ENVISIONING TEACHER EDUCATION: FUTURE CHALLENGES AND OPPORTUNITIES

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Abstract

New world in the new normal situation, learners are having different expectations from the educational reforms. With the advent use of technology, possibilities of imparting knowledge through more didactic ways are possible. This pandemic has created several challenges and opportunities for the risk takers and future leaders to meet the need of the time. Redundant modes can't sustain this, hence futuristic approach, attitude, knowledge, skills are needed which can do justice. Education should be for the betterment of the mankind. It should meet the need of global citizen and should develop a better community of learners. Innovation is the keys of success but it should not take away the essence of learning. Balanced integration of knowledge with the technology as the mediating tools, can create the nurturing ecosystem for learning. All four pillars of learning has to be in the harmony to co-construct the learning. NEP2020 has advocated the "Samarg Siksha" for all, where meta-cognitive skills are being promoted upon the rote memorization. It should be holistic in nature. Technology opens several opportunities in the world of work. Educational policy has to come up with new aims of education based upon the current situation to meet the demand. It can't be primitive in nature. Students should be well equipped with the life skills requirements like tech -savvy, better adaptability etc for better employ-ability.

Keywords: MOOCS, Ed.Tech, Curriculum, Pedagogy, Technological Boom.

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Introduction

Teacher are the knowledge provider and their role can't be ignored ,even in child centered physiological world. This pandemic has given birth to several dimensions in the field of education, some as the essential to aesthetic. Teacher fraternity was equally unprepared like others in the unprecedented time. Their never to fall spirit, which is the ornament of teachers as well, they bounced back with whatever help was available in the form of whether infrastructure, training and knowledge. There were challenges lying everywhere from the adaptation with new technology to class engagement, motivation, teaching-learning, evaluation. Situation was like learn, unlearn to relearn new things but the noble aim to give your best to your students. Several challenges knocked the door but teacher was the firm to sail the boat in against windy water-current. Suddenly work hour became 24*7, without announcing, Bonus in the form of salary cut, many of them lost their jobs and best part was their efforts were completely unnoticed. Still without any complain ,teachers continued their work and improved day by day. This was opportunity in the form tough period. dynamic and in-depth training programme to get well versed with technology, empowered the teachers to use technology as assistive tool in the classroom to execute



their work efficiently to meet the demand of quality as per global standards. Usually education sector adapt changes with turtle speed for the old aged syllabus (Savery, J. R., & Duffy, T. M. ,1995)is the examples of it where we are still following some redundant curriculum. Some conservation about the role of teacher, modes of execution of the content we are practicing are still there and we are not willing to leave it so easily, due to this harsh and sarcastic criticism often comes for this field. But this pandemic has shown the complete opposite poles of it. All other sectors were halted, paused for reflect whereas teaching warriors were into the war-zone with limited resources but with high spirit. Brave smile on their face, hiding deep about less knowledge in their heart , positive attitude, kind gesture, flexible, adaptable approach ,long working hour without too much complaining kept the ball rolling. It was much planning required to think to deliver the knowledge on virtual mode. All aspects of learning from giving instruction, communication in two ways, feedback, keeping engage the students in the situation where they were actually present or not in front of their devices were also not known. Everything has to re-imagine and keep the hope high about their achievements. Empathy for the learner, their socio-economic background, financial condition kept on rolling. Uncertainty for future, time period, long hour in front of digital device, family issues were putting too much pressure on the young ones. Suddenly classroom definition has changed, control of teacher were more diminished. Parents and home environment swiftly became part of classroom. Teacher has to perform extremely well (Larkin, J.H. ,1989) in front of the parents like each session was demo lecture with lots of scrutiny and observations. Heavy investment by the management to meet the demand of institutional revolution in the new cardinal route where hybrid mode is going to stay. Human interaction has taken technology as the part and parcel of their life. Need of future and for it, has to be there in the aims of education and this is the new normal which has influenced the education system to the great extent. UGC has also recognized its need and ready to give the responsibilities to the autonomous and Deemed-to-be University to start online courses so that imparting knowledge responsibilities can be decentralized and optimum outcome can be gained.

Futuristic learning aim, conducive ecosystem and learners are tremendously going too benefited with the new adaptation as it is giving them huge platform with multiple resource point of information inflow. The innovative pedagogy in the field of online learning are getting embedded in institutional policies and practices. The educational landscape in India is expanding and involving all its stakeholders like parents, students, teachers, educators, policy makers and the community are putting optimal efforts for Gen Z. In order to empower teachers to embrace and adapt to the exosystemic changes in education, teacher education needs to be re-envisioned and re-framed. Equity and access for all children, MDG2032 vision, enabling them to live quality adult life through innovative inclusion practices need to be explored. The knowledge, research and learning about future learning has to give impetus. Understanding the profile of learner when they are not always physically present in front of the teacher or accessing from the remote needs to study deeply. For the mission of achievement in inclusiveness setup, implication of online/digital learning has to accessed. Layout has to be concrete after insights from multiple studies and rigorous analysis for optimum benefit. Remodeling of the curriculum is essential so that emphasis on the development of life skills which is also known as soft skills or 21st century skills is must in present situation to develop. Brotherhood, tolerance has gone down ,one reason can be the lack of social involvements due to need



of an hour. Children were isolated, away from their physical activities, co-curricular cum learning opportunities and in front of the digital devices which is good in engaging. Confidence level of students has gone down and one reason for this can be the portions, which were reduced by the councils during this time which has also created void. To fill those gaps are important with humanistic approach based curriculum through which restoration of better mental health and well-being of the learners that were disrupted due to the pandemic can be achieved. Ethics were kept aside in the online assessment by the students and copying-cheating were quite visible hence their actual learning level and assessment are hard to believe. Pragmatic approaches is needed to cater the need for inclusive schooling which was badly impacted. Dropout rates, child labour, illiteracy level has gone high. Curriculum has to be contemplate on the moral grounds to attain its humanistic objective through peace, democracy and intercultural understanding to create sustainability in education. Knowledge provider, philosopher, mentor guide, technology helper, learning partner are the new facet added in teacher's role-book and co-creation of learning is possible through collaborative practices.

Barriers of new adoptive learning crisis has to deal with utmost care by making modifications in the curriculum execution. Accelerated programme like bridge courses, remedial lectures or reduction and synthesis of the syllabus can be adopted after deep analysis. Blended pedagogy (Matthew J. Koehler and Punya Mishra, 2005) mechanism will gain momentum in the coming time and no one can deny it. With coherence with the new reality, not only delivery of content mode has to reestablish but assessment, evaluation, testing has to adopt change where standardized testing will make way to more personalized adaptive testing. New curriculum has to prepare students to be digitally responsible and digital hygiene citizen (Fisseha Mikre, 2011) who can think critically. Educational technology should help the student to be more independent and practical, who can lead their life in a better way.

Learning should make their population more sensitive, followers of social norms, creative thinkers, having positive attitude, mindful, helpful and problem solvers, who are willing to collaborate with others. Teaching in the digital age should take into consideration all these learner characteristics while designing the learning environments. Flip learning, Phenomenon learning are the types of futuristic classrooms approach. It can be accessed anywhere end number of time to make learning at student's pace. Technology has helped in creation of learning environment which is helpful and simple in nature. Team work, project based learning, collaboration, and communication and cooperative learning are the elements need to be promoted. Intrinsic motivation is encouraged so that students can take ownership of their learning. Personalized need based learning through learner agency like goal setting, self-monitoring, self-evaluating and assessing for better academic and social cohesion is essential. Concept, cognitive and content measuring out the sociolect-emotional-economical learning skills and pairing it with specific intervention strategies which is deeply rooted in culture should become part of student progression. Community service, civic awareness and socially responsible citizenship produces a better social learner. Constructive feedback helps the student to remain focused and it reduces the time gap for it.

LMS (learning management system), MOOC, virtual conferences, Ed Tech platforms, Webinars, Seminars, Video-conferencing are new world learning provider. Classrooms are having high end technological tools like interactive projection screens, classroom tablets, online content delivery system has helped the students to learn



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according to their convenience as well as it reduces the teaching burden on instructors. Differentiated and personalized instruction for learning which is tailored made for each learner to increase their efficiency. Bringing augmented and virtual reality to the classroom can create more immersive learning experiences for the students. With the use of technology 4.0 and artificial intelligence streamlining assessment and grading processes is possible, allowing teachers to focus more on in-class activities and student interaction. The use of AI and machine learning in developing intelligent instructional designs in order to provide learning, testing and feedback on the right time to students can help achieve the goal of universal education through 24x7 access and by breaking silos between schools. Teachers' role also shifts more towards that of a facilitator to provide human interaction and hands-on experiences for students.

Marginalized group which comes from disadvantage section like economic weak, single-parent families, immigrant, refugee, ethnic minority (Resnick, 1987) third gender and those with special education needs are the most affected group during this period. They are vulnerable and needs more support for their mental and social well being. Combating the multiple barriers faced by these learners within and outside the educational system requires coordinated multi-sector approaches. Through the revision on this issues needs immediate restructuring and operative moves. Teacher training s are need to have extensive approach to tackle so that better quality of learning can be provided. Role of the teacher is going to be fundamentally transformed in upcoming time . Teacher education should trained the future teacher to be self sufficient, as their roles are getting modified day by day. They are not mere information provider but also data collectors, analysts, collaborators, curriculum experts, synthesizers, problem-solvers and researchers (Zhao, Y. ,2003). Training to revamped to include practical aspects of technology in education. Teacher education programs should provide more autonomy to the existing coursework and practicum to prepare future teachers to use technology effectively in virtual or blended learning environments. While the school children are facing a potential learning loss during this pandemic, a two-way partnership of schools and teacher training programs can leverage student teachers during their practicum to provide individualized support to students. are the the most are the most affectionate teachers to meet the challenges in the ever-changing global scenario

All round development which is based on the four pillars of education for the 21st century are having vocal about the non-compartmentalized approach of teaching. Redesigning the curriculum integrating these holistic themes and problems enabling one to learn to live in peace and harmony with our common humanity and our common planet is imminent. The NEP 2020 (National policy on ICT,2013) views the youth of India as our biggest assets for future and one of the stated aims of the policy is to instill among learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen. Human values like Truth, Peace, Non-violence, Love and Righteous conduct will empower future learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. The school curriculum will not only inculcate values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed



knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Thereby achieving the fundamental aim of education for, achieving full human potential, developing an equitable and just society, and promoting national integration and development, it is imperative that education across all levels implement universal human values as its essence is, humaneness, human consciousness and well-being of all. Conflict resolution, spread of brotherhood should be the core of any education policy. One human being should be open for other and education should be able to more socioeconomic balance. Technology driven education should be more culturally aware and tolerated.

Conclusion

New challenges always gives new opportunity for the brave hearts. It is not limit the speed but rather new discoveries to take place. Inclusiveness ([Jennifer Banas,2016](#))can be achieved through the right use of technology as it equips the teacher to give differentiated instruction based on the individual needs. Proper planning, right strategies, execution of content, evaluation system are needed to bring the change which is needed. Each student is different and their needs are hence, same method can't bring the good outcome. Credit goes to this pandemic where teachers has become tech-savvy and tech-smart citizen. Many courses they could complete which helped them in a better resourceful person.

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Cite This Article:

Upasna Roy,(2022). (Re)envisioning Teacher Education: Future Challenges and Opportunities, Educreator Research Journal, Volume-IX, Issue- III, May – June 2022, 121-125.