“Enhancing of Digital Reforms in Teacher Education: Preparation of Teacher Educators for New Educational Environment”

Author: Dr.Rinkal Sharma
Associate Professor
School of Education
Sharda University
Greater Noida-201306 UP
Email:rinkal.sharma@sharda.ac.in
Mobile No:+91 9899754418

Co-author: 1
Dr. Mohd Shakil
Assistant Professor
Department of Social Work
Institute-JIGJIGAUniversity
Ethiopia:1020
Email: shakilmswamu@gmail.com
Indian Contact No-917520974147
Ethiopian Contact No-251930420777

Co-Author: 2
ALKA
Research Scholar
System ID: 2020442730
School of Education
Sharda University,
Greater Noida-201306 UP
Email:2020442730.alka@dr.sharda.ac.in
Mobile. No:+91 8826758579

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Abstract

The main theme of TeacherEducation is to elaborate on how the adoption of 21st-century skills in education has gradually broken the concepts of mindsets of traditional teaching-learning methods, multi-factor social, cultural, resource unavailability, etc in each area for preparing the pupil teachers.It is certain that the world of education is shifting towards digitalization, with school education serving as the foundation for all other subfields of education that are important. Whatever the cause, whether it's a recent global crisis to determine how or instructors' knowledge of their profession in a cutthroat environment, easily available all the tools on hand to cope with, and rising social media use, each scenario must be addressed. This assumption is based on the perception that a modern teacher prepares for himself and moves along with it rather than relying solely on the instructions written on the chalkboard. Trial-and-error is used to meet the current demands, which is the initial stage in learning and spreading. This essay examines how teacher educators in Higher education can increase their knowledge of, enthusiasm for, and application of digital education in their field. This is one of the 4Cs—critical thinking, collaboration, communication, and creativity—as well as self-direction, connection to other facets of society, and familiarity with the digital world—that make up 21st-century skills to provide and prepare for future teachers and the deployment of digital learning has affected their perceptions of their own capacity to teach and evaluate 21st-century skills in their pupil teachers as well.

Introduction

In today's world, integrating electronic devices into education is essential for improving learning. Extending the digital world in education has the wonderful ability to continue teaching and learning despite unforeseen setbacks. Digital utilization and the massive exchange of data spread to every industry globally. A qualified educator is willing to acquire new skills necessary for their line of work[3]. Digital technologies are widely used in every aspect of education for a variety of reasons, [1]. The requirements for instructors with regard to technological teaching and learning are evolving in a number of ways. The use of digital tools by educators to promote novel methods of instruction and learning is first and foremost required (Drent&Meelissen, 2008).In addition to trying to adequately prepare their students for employment, involvement with the subject matter, and raising the standard of instruction and educational opportunities in twenty-first-century society, teachers are also expected to help learners become more technologically literate (International Society for Technology in Education [ISTE], 2008; United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2011; Voogt& Pareja Roblin, 2010). Many efforts have demonstrated the importance of employing electronic mediums in teaching and convincing students of the need of developing a thorough grasp of a subject. This relevance extends beyond its practical use in instructional practices as well as its justification and logic.Furthermore, to function as educators, act as models for their pupils by promoting technical literacy among them and using technology in the classroom. Effective educators must thus be able to use ICT for educational purposes as well as to encourage learners' and educators' proficiency in technology. They instruct future instructors. According to Lunenberg et al. (2007) and Wright & Wilson (2007), teachers should demonstrate pedagogic behavior consistent with the pedagogical behavior they aim to encourage in their learners as said before. Using of digital skills, academic abilities, notions regarding education and instruction, and abilities in instructional design are all required

for career success. Teacher trainers are crucial in helping new educators incorporate innovation into their teaching settings.

Governments are advised by a number of studies to make digital technology more available to educators and learners in order to enhance the educational experience. According to the European Commission (2007), Koltay (2011), and Van Deursen& van Dijk (2012), digital literacy is the capacity to successfully collect, pick out, and assessment of knowledge as well as the capacity to use media outlets in a deliberate and strategic manner and to critically assess various facets of media outlets and their material [2]. The notion that providing educational institutions with these modern technologies fails to enhance educational outcomes if educators absence the expertise to successfully utilize them was carefully selected for this research due to the demands for in-depth knowledge of the various factors that impact educator views and practices on incorporating information and communication technology throughout classroom instruction and learning. Yet, educators at the center have to have sufficient skills to utilize these gadgets, such as electronic media. Nevertheless, when evaluating their practices, educators should consider the variables mentioned in this framework. The awareness of their shifting beliefs and real behaviors surrounding the increasingly settling digital inclusion. Educational institutions throughout the world are coming under increasing burdens to teach the fundamental skills needed in these eras using cutting-edge technologies. The system encourages user participation by providing them with the required assets, which increases their drive and desire to finish the program effectively. [1]A Pedagogic Transition is Required Programmes for training educators are essential for the effective incorporation of technology in classrooms. Educators should have a comprehensive awareness of the different types of media, their opportunities, and their limitations thanks to technology-related teacher education. Only when educators actively engage in learning and instruction with ICT throughout professions can these insights develop. It is fundamentally incorrect to offer an additional program on computing abilities. Instead of focusing on "using computer literacy" instruction, preparation for educators should focus on preparing instructors to use technology to create, depict, and exchange expertise in realistic, real-world situations. Teachers should learn how to utilize technology for creating, organizing, and conveying information rather than learning to use it themselves (Barron & Goldman, 1994).According to a long-running tradition of digital technology usage in education, people tend to utilize contemporary technology in exactly the same conventional ways they used to (Cuban, 1986; Means, 1994). To use the benefits of new media, outdated curricula, and educational techniques must be revised, and if required, substituted. According to Jonassen, Peck, and Wilson (1999), technology has the potential to facilitate the constructionof education and to be applied to engaging, genuine, and collaborative endeavors. The primary goal is shifted from "understanding conveyance to knowledge building," according to Harasim (1996), who asserted that electronic communication education aids this transition. As an educator or learner connects with one another, work together, explore their concepts, develop debates, and create meaning, information is built. Digital technology, when utilized properly, creates a more decentralized atmosphere where learners have greater authority over their instruction and actively develop their own information while engaged in real-world projects. The use of digital technology as well as computer networks changes the position of the educator from that of a conduit for expertise to that of a facilitator. Computers are not information distributors; rather, they are instruments that teachers and students use to create expertise and communicate significance. Contrary to popular belief is fundamentally

based on the use of technology and cultural means for communication, information sharing, and skill construction. The goal of instructional and educational techniques is to provide students with the skills they need to make sense of what they have learned, not to convey information from other people to their brains. Consequently, educators should have to receive training on how to utilize technologies in methods that will help their pupils build knowledge. A centred around competencies or expertise-based system of compensation could be a better method for acknowledging and honouring teacher expertise.[6] Training has encountered a number of socioeconomic, cultural, and technological barriers since the start of this age. According to Lever-Duffy, McDonald, and Mizell (2003), USDE (2000), and ISTE (1999), information and communication technology include the usage of more than a single machine, etc the web along with connections, hardware, software, and a variety of tools that transform input (text, pictures, sounds, and motion) into generic digital forms. The use of ICTs in instruction, school administration, libraries, and other classrooms must follow a specified procedure. The use of ICT improves educational standards by assisting instructors in their duties and by facilitating more efficient learning for learners.The vital task educators have in the 21st century, encompasses their changing function as frontiersmen for deploying in these situations, educators' evolving position in the twenty-first century includes a crucial task: being at the forefront of integrating technological advancements into the process of education and instruction. Currently, the degree that prospective educators prepare and the skills that are needed are crucial considerations in introducing technological advances in education. In order to prepare the next generation of educators to be adept at integrating ICTs into the classroom, institutions of education for teachers are essential [7]. The educational system serves as a basis for any additional significant areas of learning, and there is no doubt that the world of schooling is moving into digitalization. Despite the source of the problem, whether it be an upcoming worldwide depression to ascertain how teachers understand their duties in a competitive climate, access all the resources on hand to cope with, and expanding social media usage, each situation has to be handled. This presumption centres on the idea that a contemporary teacher plans ahead and follows the lesson rather than just adhering to the directions put on the whiteboard. Trial-and-error is used to meet the current demands, which is the initial stage in learning and spreading. Teacher educators in Higher education can increase their knowledge of, enthusiasm for, and application of digital education in their field. This is one of the 4Cs—critical thinking, collaboration, communication, and creativity—as well as self-direction, connection to other facets of society, and familiarity with the digital world—that make up 21st-century skills to provide and prepare future teachers with the following objectives:

(Ayubu Ismail Ngao 1, 2022)The majority of established teacher educators possess digital literacy because they disagree with the benefits of integrating ICT into the classroom, to comprehend how teacher educators see ICT integration and how it should be done. Regarding attitudes, Adolescent and untrained educators demonstrate a willingness to use information and communication technology but the primary obstacles were poor facilities, a lack of period time, and a heavy teaching burden. Different types of applications are used by educators as learning and teaching platforms. Additionally, teacher educators support students in surf culture, looking for goods, and assessing them for trustworthy and accurate knowledge that forms the basis of their academic development. They occasionally access

social media and read a variety of scholarly articles.(Lavonen, 2017)a competent educator should have an array of skills and abilities for socializing, acquiring the atmosphere in the classroom, as well as continuous growth, as per Finnish teacher education, which supports student teachers in finding out how to interact as well as which to arrange and evaluate teaching alongside students' learning consequences. Finland's learning environment fosters collaborations, social networking, and cooperation. (FOULGER, 2017)the TETCs' ultimate objective is to have a good effect on the educators who instruct in those programs and to start discussions among institutions about more significant reform concerns involving the initiative. All educators must work together to ensure that teacher aspirants have the ability to utilize and properly combine technology for classroom instruction before they enter their future teaching positions.The TETCs are simply an initial step towards a bigger reform of technology integration inside teacher-educator preparation programs and shouldn't be seen as an integrative approach to integrating technology for teacher training. The TETCs and associated criteria that came out of this study provide insight into the wide range of understanding, skills, and personality characteristics that all educators require in order to handle technology in their instruction and in the training programs during their practice. (Moursund & Bielefeldt, 1999)A comparison of the benefits of independent courses in IT and greater technology utilization across all subjects could show that instructors trained in the latter context are more equipped to utilize IT in their profession. Separate classes could be required in some circumstances, such as when students need to brush up on fundamentals. They could be suitable for adult learners joining a program for preparation for teaching who did not grow to recognize technology being an everyday feature of both learning and the workplace.(Bhatia, 2021)The result would guarantee that our instructors, educators, and administrators—both digital natives and immigrants—are prepared for the future. Additionally, it is necessary to create study programs that incorporate internet-based instruction as a fundamental element in order to maintain educational consistency in integrating internship and practice teaching. In order to establish a captivating distance learning setting where shortened bits of information may be supplied that, in turn, would allow more conceptual distance, academics, and aspiring teacher educators must upgrade their job-related skills. In order to limit the usage of screens, a proper mix of online and offline tasks must be provided. A substantial expenditure is needed in the education sector to support online learning and prepare instructors, managers, aspiring teacher-educators, and educators to meet the demands of an ever-evolving digital culture. Additionally, it is crucial to keep up the technological infrastructure because it is a key factor in ensuring the achievement of any project including online learning. Additionally, there is a pressing need to evaluate how to use gadgets to customize already-existing programs, close access, and skill gaps in the world of technology, build the innerabilities of educators and students without incorporating them throughout their lives, provide a richer learning environment, and develop a pupils and educator base with more influence. (Uerz, et al., 2018)As opposed to only referring to competencies in using certain existing or new technologies, the concentration ought to concentrate on these cognitive skills and convictions. Future study will produce more accurate results if it takes into account metacognitive abilities, beliefs, and skills in the creation and professional learning. Additionally, it will give teacher education institutions the precise knowledge they require on the skills and knowledge teacher educators must acquire in order to assist them in instructing and learning using

digital. The precise skills teacher educators need to utilize technology to facilitate classroom instruction and education as second-order instructors, as well as the degree to which they possess these skills, both need more study. To characterize the current situation, analyze the links among the many competency areas, and improve successful professional growth, quantitative analysis is required. The capacity to be an inventive, interactive, and investigating professional is considered vital for teachers who want to provide both instruction and learning using technology. Teachers must be conscious of their views, as well as willing and able to communicate, speak of, and modify their opinions. Collaboration and sharing with peers, the capacity to evaluate and alter one's own professional conduct, and a focus on the investigation are all examples of skills in entrepreneurship and professional development. both the simultaneous emergence of novel uses of technology and shifts in attitudes about education have had an effect on one another. More study is required to pinpoint the precise connection between attitudes toward education and the application of technology in the classroom. The majority of the findings concern teacher educators' reliance on technology for instruction and appear to concentrate on their function as first-order teachers. Further qualitative investigation is required to define the abilities that teacher educators possess and to identify both direct and indirect connections connecting the competency areas and the incorporation of technological devices in the classroom.

Why do we need Digital Reforms in education?

Researchers want to know how and why such attempts succeed or fail as professionals try to implement a comprehensive plan for digital administration beyond the basic digital era of the existing traditional techniques. The term "digital reform" is most frequently used popularly to shift the nature and focus ofmany physical environments, scenarios, and civilizations, learners may study in a variety of situations, especially beyond the school and in the outdoors, as well as in the classroom.An extensive educational setting that enhances students' learning capacity what makes teaching so exciting is the fact that there are many possible learning settings. The creation of a comprehensive learning environment for students in a certain course or program is unquestionably among the most imaginative component of teaching. Although it is common to focus on either the technology used to create web personnel learning contexts, the physical learning contexts, classrooms, lecture halls, labs, etc.

“Owing to technology, teachers may also get timely information and support to help each of their students succeed while saving time and improving performance. Many regular instructors find it difficult or difficult to personalize education when dealing with full classrooms of children who have a range of demands. This work is made simpler by digital learning. By leveraging distant learning or extending the reach of more successful students to additional students, ineffective instructors can be replaced in the current era of digital education by those who are more productive,” pp.18&19.“The more learners who obtain basic information and training through the aforementioned "smart computer," the more time teachers will have to help them overcome learning obstacles and impart more advanced skills. Schools can ensure the accuracy and dependability of the core skill and knowledge instruction delivered online, as well as give learners real-time learner information and lesson plan advice. The best teachers of today are very good at figuring out what each student needs and coming up with a lesson plan. Electronic technology keeps open the option of teachers having a similar viewpoint by

analyzing outcomes and offering alternatives to the student's wishes. It enables instructors to interact with one another and serve as mentors or peer support. The wisdom of exceptional instructors may benefit educators".**pp.25**

"Excellent educators and digital improvements are mutually necessary. Although the substance of digital learning gets better, trustworthy individuals are going to continue to be essential to student success. In the future, internet-based materials will perform a significant percentage of the educational level diagnostic and instructor comparison, especially for the critical knowledge and skills that today distinguish excellent educators from peers. fostering pupil emotional and social intelligence and resiliency; guidance and role-modeling practical skills; dealing with family and private problems that might hinder instruction; motivating students to take on novel difficulties and stay focused in the face of setbacks; supporting students with managing time and tasks and other success-critical behaviors; assisting learners to delve more deeply into the subject while promoting higher-level cognitive abilities analytical, conceptual in nature, and creative and acknowledging learners as they are, regardless of their learning stylesadjusting instruction when the progress of a pupil plateaus to guarantee learning results and enable exceptional teachers to reach more kids. Outstanding educators are going to be able to interact with more learners in person, come to students distantly via science and technology, and document and distribute their skills as well as techniques extensively via video and innovative software that individualizes acquiring as digital education takes over some classroom instruction in an individualized manner and offers time-saving information about students. More should be done to draw and preserve these outstanding instructors. Since they serve more kids, excellent teachers will be able to earn more money from the standard per-pupil payment. The combined effect of improved pay and career opportunities made possible by digital learning will boost teaching".

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