TEACHER EDUCATION FROM E-LEARNER TO E-TEACHER

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Abstract: Educational Technology has changed the World Scenario of Education. Now on-line Learning becomes the way of lively education and it has rapidly given the new scenario of the world. It brings the whole of the world on a small screen. With the help of on line education in a classroom where one can learn or read and communicate with the other learned people face to face. E-learning and E-teaching systems are involved in teachers professional activities and development in several ways: (a) If e-learning/e-teaching is the technology which supports the process of teachers learning of university courses, the teacher is in the position of e-learner; (b) If e-learning/e-teaching is the content of the teachers" university curriculum in order to be applied in the teaching process, the teacher switches from the position of learner to the one of e-teacher in blended or total e-learning systems. Systematic formal teacher education concerning e-learning/e-teaching implementation, and the structure of teachers.ICT competencies and e-competencies, as well as the reasons for their occurrence, are considered in the paper.

Key words: E-teacher, E-learning, E-teaching.

Introduction: Information Communication and Technolo-gies (ICTs) provide a window of opportunity for educational institutions and other organizations to harness and use technology to complement and support the teaching and learning process. E-learning is an example of the use of these ICT-supported teaching and learning methods whose use in educational institutions is gaining momentum with the passage of time (Omwenga, June 2004). It is difficult and maybe even impossible to imagine future learning environments that are not supported, in one way or another, by Information and Communication Technolo-gies (ICT).When looking at the current widespread diffusion and use of ICT in modern societies, especially by the young the so-called digital generation – then it should be clear that ICT will affect the complete learning process today and in the future. On line education as generally understood is the learning through internet Information and communication Technology (ICT) has paved the way to change not only the way society accesses knowledge but also transform and restructure traditional models of higher education. There is, in other words, a widespread belief that ICT have an important role to play in changing and modernising educational systems and ways of learning.

Means Of ICT: ICT is an acronym that stands for "Information Communication Technologies". Information and communica-tion technologies are an umbrella term that includes all technologies for the manipulation and communication of information. ICT considers all the uses of digital technology that already exists to help individuals, business and organization. It is difficult to define ICT because it is difficult to keep up the changes they happen so fast.

Significance Of The Study: This study has sought to identify and explore factors that affect schools integration of online learning. By understanding the problems surrounding the integration of online learning there is potential for schools to adopt strategies that might address these issues. As a result of this study, systemic stakeholders may be further influenced towards assisting schools to overcome factors that hinder the integration of online learning.

1.New Concept Of Education: In the modern era the concept of education is totally changed. Teaching and learning are associated with the word "**E**". The "**E**" stands for electronic and it relates to the use of the Internet to undertake the wide range of activities. As we become more familiar with the language of the Internet we find just how much it pervades our daily lives in the dot.com age. New roles of the teaching process have been derived from the concept of "knowledge society" at all educational levels. On the other side, the strategy of lifelong learning as "a continual process where each human being could expand and adjust their knowledge and skills, capacities of judgement and action" (Knežević-Florić, 2008: 2011) , should enable people to develop their professional roles. The current levels of educational technology provided new opportunites and update their knowledge. Nowadays, rapid changes in communication technologies enable teachers to move from traditional face-to-face classroom activities to online classrooms, or online activities in the traditional classrooms. With the help of on line education in a classroom where one can learn or read and communicate with the other learned people face to face. Now it is compulsory to develop the positive attitude towards the **e-learning and e-teaching.**

2.Relation Between E-Learning And E-Teaching: **E**-learning focuses on the learner and the learning process. The term "teaching" is used in two ways:

teaching as the teacher activities and teaching as the system of instructional activities (teachers activities are incorporated in the teaching activities as the system of instructional activities). Then, there are two meanings of the "e-teaching" concept.

According to the constructivist principles, e-teaching "means to guide the students to construct their own knowledge and to be aware of the situational context this construction takes places" (Schertler, 2006), thereby using modern ICT. The concept of cooperative teaching is the fundamental construct to develop e-teaching scenarios.

According to Nakajima (2006) E-teaching is "the system designed to improve teachers'' performance, and their self-regulation and motivation .Its service designs are aimed at supporting teachers to teach effectively in an e-learning environment"

3.Teachers' Competence In The Knowledge Society: Teachers professional competence is the system of knowledge, skills, abilities, and motivational disposition that Provides the effective realization of the professional teaching activities. The structure of teachers profess-ional Competence becomes more complex. Teachers competence includes the three fundamental professional Competencies (Bjekić and Zlatić, 2006):-

- **Educational competencies** – system of knowledge, skills, abilities and motivation dispositions to realize Educational profess-ional.
- **Programme competencies or course content competencies** – system of knowl-edge and skills from the courses content and developed abilities to teach the students about the knowledge and skills.
- **Communication competencies** – Sytem of the knowledge, skills, abilities and motivations dispositions to realize the goals of communications and teaching social interaction.

Teacher's ICT Competencies: Pre-requisites of the teacher professional activities are defined by the professional standards. The standards are determined by the description of the competencies. E-education and e-teaching are based on some Technological standards of teachers professional dealing standards. Some standards (Awouters et al; Technology standards for All Illinois Teacher; UNESCO, 2008) are described as the general teachers competence in the application of ICT (tab. 1), and some standards are described as specific e-competencies for special e-education system modelling (e-learning, e-teaching etc).

There are three dimensions of the teachers ICT-competencies (Awouters et al. 2008):-

- The teacher knows what learning activities ICT can be used in teaching (ICT awareness),
- The teacher has the necessary skills for using hardware and software (ICT readiness), and
- The teacher knows the pedagogical-didactical elements of ICT (ICT drill and practice).

5.Teacher's E-Teaching Com -Petencies: Teachers can be in a position of the creator of e-teaching process (Devedžić, 2006: 77) or the user of the e-teaching/e-learning attainment. Teachers need to re-think their underlying assumptions about teaching, about learning process, and, most fundamentally, about their role as educators (Wiesenberger and Stacey, 2006). Teacher activities in e-teaching scenarios can be broken into two major tasks: providing the content for the students and supporting communication between students and tutors (Schertler and Bodendorf, 2003). Both tasks pose problems to teachers who are used to follow more traditional teaching methods so far. Therefore, modern teachers and e-teachers must be able to organize different types of e-learning and e-teaching scenarios. According to new demands in the teachers professional activities (new professional roles in current face-to-face instruction, according to Ivić et al, 2001), and e-teaching context, the teachers e-teaching competencies are the complex system of special roles and competencies.

6.Professional Development From E-Learner To E-Teacher: New strategies of teachers education for new professional roles and competencies in the knowledge society have been developed. During past decade, "a large number of initiatives, coming from both the research community and educational policy authorities, have been directed towards the preparation of teachers in order to enable them to integrate ICT in their everyday educational practice" (Jimoyiannis and Komis, 2007: 150) and to develop teachers skills in the pedagogical application of ICT in teaching and learning processes. The investigations of e-teaching and teacher in e-teaching system represent a new field of research.

7.Integration: Computer integration in the classroom is the application of technology to assist, enhance, and extend student knowledge. Using ICT in education means more than simply teaching learners how to use computers. Technology is a means for improving education and not an end in itself. Thus, ICT should also be used to promote information literacy – the ability to access, use and evaluate information from different sources in order to enhance learning, solve problems and generate new knowledge.

According to Reform Forum (April 2003) - Journal for Educational Reform in Namibia: Information Technology literacy is very different from being able to integrate technology into teaching to enhance

learning. In other words, being "digitally fluent" means not only knowing how to use the technological tools, but also knowing how to construct things of significance with those tools. Teachers do not need to learn about technology; they need to learn how to use technology to enhance their learners‟ understanding and critical thinking skills. Enhancing basic information and commun-ication skills like reading, writing, and speaking should be the focus of using ICT in education, not simply ICT literacy.

8.E-Learning for smart classrooms: The Smart Classrooms strategy is a learning initiative that assists educators to make ICT integral to learning as part of the Department of Education, Training and the Arts collective vision to create a clever, skilled and creative work. Smart Classrooms represents a focus on re-orienting our school structures and business processes around individual students and their learning needs. It is a transformative strategy to transition from traditional ways of working to a digital way of working that is meaningful, engaging and connected. The challenge lies in shifting from teaching and learning about ICT to teaching and learning with and through ICT. This means rather than using technology to do old things in new ways, we want to do new things in new ways and use technology to enable and transform teaching, learning and the curriculum.

Benefits of E-Learning: E-learning is not yet a full substitute for traditional methods of learning: they'll continue to work. We won't throw them away. The traditional learning solution that still leaps to the mind of most companies is to gather everyone in a classroom and present the material. It might be a simple presentation-style lecture class or a full-blown class with lectures, hands-on exercises, and group projects.

These traditional solutions have drawbacks:

1. The time it takes to reach all (not just some) of the students who need the training

2.The cost of reaching all (not just some) of the students.

3. Lack of personal senses.

4. Not proper feedback.

Activities to implement e-learning and e-teaching roles : Implementing e-learning provides teachers with technology to support constructivist pedagogy, in Particular, an interactive learning environment. For this paper we will presume that educators support Constructivist pedagogy, and are keen to implement an effective e-learning course, and not are being coerced into implementing e-learning. If directed by management to implement e-learning, it is likely that teachers will transfer unchallenged, traditional educational theory and practice to e-learning, and the opportunity to create interactive, learning centred environments lost. The e-learning environment may be new to many learners, and approaches to learning and expectations of the participants require clarification. Management should support teachers to develop a range of strategies to respond to the often conflicting expectations of stakeholders (students, management, industry, etc), that expect a teacher centred, content driven process; and contemporary educational theory that argues for learning centred, active, even self directed educational processes.

Examining e-learning and teaching roles: The online environment creates an opportunity for new modes of teaching and provides access to different cohorts of students with different needs and expectations from on-campus students. Garrison and Anderson (2003) suggest that "e-learning is a disruptive technology in traditional institutions of higher education because it threatens the sustaining technology – the lecture" (p. 106). Despite other approaches, such as tutorials, group work, problem and self-paced learning, the lecture remains the dominant teaching strategy in many higher educational contexts. E-learning can fundamentally change the traditional transmissive approach to educat-ion, so its adoption creates a complex set of challenges for practitioners as they embrace new pedagogies, develop new technical skills and adjust to changes in their teaching role. Many of the skills teachers develop for on-campus teaching no longer apply in e-teaching, and so they must "unlearn" certain teaching methods as much as they need to learn new teaching approaches.

Conclusion: E-teaching requires a wide spectrum of e-roles. It is necessary for teachers in e-education environment to acquire sufficient knowledge about e-teaching and e-learning.

According to Kleiman, "e-learning can contribute to addressing each challenge by enhancing the preparation of new teachers, providing high quality and readily accessible professional development opportunities for active teachers, and making the teaching profession more attractive (e.g., by providing online resources for teachers and new connections to colleagues and mentors) to help address the teacher recruitment and retention problem."(Kleiman , 2004).

Different e-learning master programmes are implemented in the teacher pre-service and in-service education. Assessing the use of ICTs in teaching and learning is a way to identify variables that are the most important to the online learning environment and to skills necessary to facilitate e-Learning. While ICTs of various types are used to facilitate e-learning another important part of e-Learning is to make sure the e-Lecturer delivering the materials via the online

learning environment has the requisite effective skills to deliver what is required to the students they teach.

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