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# Attitude towards digital learning among B.ED. Students

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**Abstract**
Technologies utilized in all sectors including in the field of education. No innovation or change can implemented without teacher's awareness, involvement and commitment. The Education Commission (1964-66) stated that a sound program of professional education of teachers is essential for the qualitative improvement of education. World Wide Web, online learning, Mobile learning, Digital Tools like teacher tube and school tube created multiple digital learning styles. The idea of schools as a fixed time activity replaced by the concept of continuous learning built around a variety of digital tools and techniques. Digital media influence not only education but also the learning style, attitude and interest of the students. The investigator prepared attitude towards digital learning scale to measure the attitude towards digital learning tools. This study reveals that the B.Ed. students need some more training to develop their attitude towards digital learning by introducing digital tools in the B.Ed. classrooms.

**Keywords:** digital learning, e-learning, online learning, teacher tube and school tube

## Introduction
In recent years, biased ferrite material for microstrip antenna structures has attracted noticeable attention. Ferrite is one of the important magnetic materials which are used as in both types single and polycrystalline. Education plays a vital role and contributes lot in shaping the destinies of society. The development in the application and dissemination of knowledge and information through technology has changing the demands of education. Technologies utilized in all sectors including in the field of education also. No innovation or change can implemented without teacher's awareness, involvement and commitment. The Education Commission (1964-66) stated that a sound program of professional education of teachers is essential for the qualitative improvement of education. The Government has initiated the process of formulating a New Education Policy to meet the 21st century requirement about quality education, innovation and research, aiming to make India as a knowledge superpower by equipping the students with the necessary skills and knowledge. Now we recognize that Education is a profession for which intensive preparation is necessary as it is in any other profession. The explosion of wireless technology created a new dimension in learning processes. World Wide Web, online learning, Mobile learning, Digital Tools like teacher tube and school tube created multiple digital learning styles. The integrating digital tools into learning can help to bring quality education for all. In order to improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. In the hands of the right teacher, Digital tools can used to engage students in creative ways encourage collaboration and inspire discussion among even soft-spoken students. This study measures the attitude of future teachers towards digital learning in relation to gender and subject.

## Digital learning
Digital learning is any type of learning which accompanied by technology or by instructional practice, which makes effective use of technology. It encompasses the application of a wide spectrum of practices including blended and virtual learning. Digital Learning Makes Students Smarter. Learning tools and technology enable develop student's effective self-directed learning skills. Digital learning tools also promote important skills like cooperation and teamwork.

## Digital resources
A digital learning resource refers to any learning resource, which is in digitized form and it can read & scanned by electronic media. Digital resources do not require separate space in a library as these can be stored in a computer locally or remotely. The term 'digital learning resource' refers to the materials consist of a wide variety of digitally formatted which included in the context of a course that support the learner's achievement of the described learning goals. This digital learning resource includes

- Graphics images or photos
- Audio and video
- Simulations
- Animations

## Mobile learning
Mobile learning or m-learning is acquisition of any knowledge or training via the Internet or networking conducted on and delivered through portable devices like smart-phones and tablets to obtain learning materials through mobile apps and online educational hubs since they have more processing power and more interesting applications. It is flexible, allowing student's access to education anywhere, anytime. Mobile learning motivates the students with multimedia facilities. It provides lessons, video clips, audio libraries and voice call with high definitions. Compare to desktops or laptops mobile is cheaper.

## Web based learning
Web based learning is often called online learning or e - learning because it includes online course content.

Discussion forums via email, videoconferencing, and live lectures (video streaming) are all possible through the web. Web based courses may also provide static pages such as printed course materials.

**E-Learning**

E-learning is nothing but a form of learning through electronic media for the content delivery, interaction or other kind of facilitations. It covers a wide set of application and processes including from computer based learning to digital collaborative learning. The present student teachers have to cope up with the recent advancement in the field of ICT.

In order to promote e-learning it is important to develop teacher competencies in use of web-technologies. E-learning requires learners to carry out task or solve problems and reflect upon their actions. It is working on the principle of learning by doing. E-learning makes learning more interesting and clarity in understanding. Attributes of e-learning are the flexible access, Multimedia and hypermedia based resources. Pace, time and place for learning are convenient to the individual access of up-to date information. Resources are hyper linked, animated, graphic rich and stimulated the learning.

Teacher tube: (http:// www.teachertube.com)

It is an educational social video-sharing site for teachers. We can find instructional videos like "The Pythagorean Theorem in 3 minutes". The videos are free and users can subscribe and update.

School tube: (http://www.schooltube.com)

It offers a unique way to key into the high level of interest students have in sites like you tube, retain a safe area with an educational focus. It also offers contents, quick tips and tutorial videos.

**Online Communication**

It is many to many communications and it facilitates group-learning quality. Any member can communicate with all other members in the given group network or conference. Each member in turn can reply not only to sender but also to everyone else in the network.

**Need and Importance**

Education plays a vital role and contributes lot in shaping the destinies of society. Whatever society will be in the next generation will depend upon what a teacher do to his students today in the classrooms. Today's student in the classroom will be the member of tomorrow's society. The students of Teacher education colleges (teacher-trainees) need an effective training to be able to assimilate the educational expectations of the society. During recent years the demand has grown to produce effective teachers those who teaching more imaginative, creative and interestingly. Technology has always been a powerful tool for human development and a major driving force of national growth. In the present scenario, the teacher undoubtedly given up much of their responsibilities like lecturing, giving notes etc. The role of the present teachers may be knowledge counselor, chief information officer, facilitator etc. The idea of schools as a fixed time activity replaced by the concept of continuous learning built around a variety of tools and techniques. Teachers are required to use Digital tools, to fulfill the cherished goal learning to know, learning to be, learning to live together and Learning to do. Digital tools for learning prepare dynamic and forward-looking teachers with high levels of competencies, commitment and willingness to confront the challenges of the 21st century. Digital media come in a big way and are apt to influence not only education but also the learning style, attitude and interest of the students. Hence, an attempt made to study the attitude of B.Ed. students towards digital tools for learning.

**Objectives of the Study**

1. To measure the attitude towards digital learning among B.Ed. students
2. To find the significant difference on the attitude towards digital learning among B.Ed. students of male and female.
3. To find the significant difference on the attitude towards digital learning among Arts and Science students

**Hypotheses of the Study**

1. There is a positive attitude towards digital learning among B.Ed. students.
2. There is a significant difference on the attitude towards digital learning among B.Ed. students of male and female.
3. There is a significant difference on the attitude towards digital learning among Arts and Science subject students.

**Methodology**

Present study adopts descriptive survey method. Descriptive research used to describe characteristics of a population is studied. It is a study designed to depict the participants in an accurate way. There are three main sections, data collection, measurement and analysis. Data collected through the questionnaire from 100 B.Ed. students in Dindigul District.

**Sample for the study**

Sample of 100 B.Ed. students of randomly selected from the colleges of education in Dindigul District.

**Tool Used for the study**

Development of Tool: The investigator developed a 3-point scale to measure the attitude towards digital learning among B.Ed. students by referring different books, research studies and articles about digital learning. The inventory consisted of 50 statements. Each item has three levels such as always, sometimes and never options regarding the attitude towards digital learning. The respondents can mark any one level according to their opinion. To verify the validity of the tool the developed inventory shown to the senior teacher educators and their valuable suggestions incorporated. To find the Reliability of the tool test-retest method adopted and the reliability coefficient is 0.75.

**Statistical data Analysis**

The Mean and Standard Deviation were calculated and t-value calculated to test the hypothesis at the level of significance 0.05.

**Table 1:** Mean and Standard deviation of B.Ed. students

| | All | Male | Female | Arts | Science |
|---|---|---|---|---|---|
| No. of students | 100 | 40 | 60 | 25 | 75 |
| Mean | 67.25 | 67.43 | 67.13 | 67.32 | 67.22 |

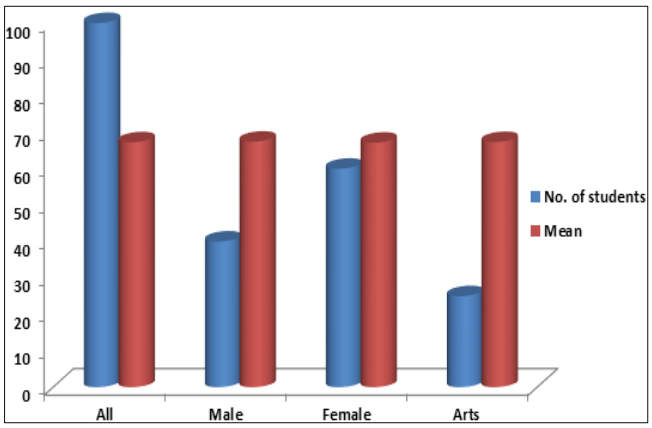


**Fig 1:** Mean and Standard deviation of B.Ed. students

Table -1 show that the B.Ed. students have positive attitude towards Digital learning tools with low level. They got the mean value nearly 67 only. Therefore, B.Ed. students have to improve learning through and about digital tools. Compare with B.Ed. female, male students have more positive attitude towards digital tools. Similarly, arts subject students have more positive attitude than science students do.

**Table 2:** Mean Standard deviation and t-value of B.Ed. students in relation to Gender

| Gender | N | Mean | SD | t-value | Interpretation |
|---|---|---|---|---|---|
| Male | 40 | 67.42 | 13.9 | 0.9193 | Not significant |
| Female | 60 | 67.13 | 14.17 | | |

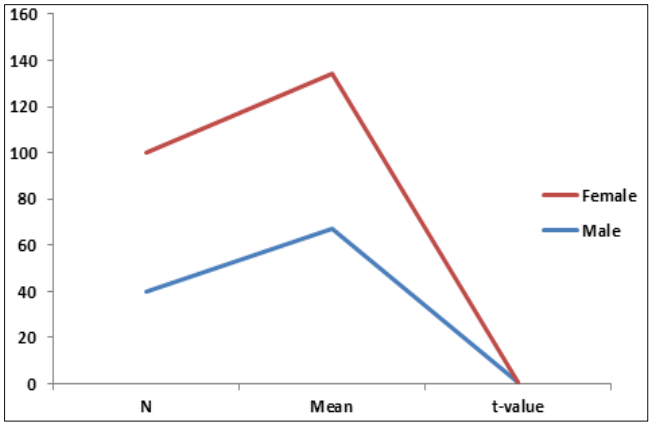


**Fig 2:** Mean Standard deviation and t-value of B.Ed. students in relation to Gender

Table -2 shows that the calculated t-value of male and female students is 0.919, which is not significant. So the null hypothesis is accepted. It means that there is no significant difference in the attitude towards digital learning tools of male and female B.Ed. students. Hence, the Gender does not affect the attitude towards digital learning.

**Table 3:** Mean Standard deviation and t-value of B.Ed. students in relation to the subject Arts and Science

| Gender | N | Mean | SD | t-value | Interpretation |
|---|---|---|---|---|---|
| Arts | 25 | 67.32 | 13.84 | 0.48 | Not significant |
| Science | 75 | 67.23 | 14.14 | | |

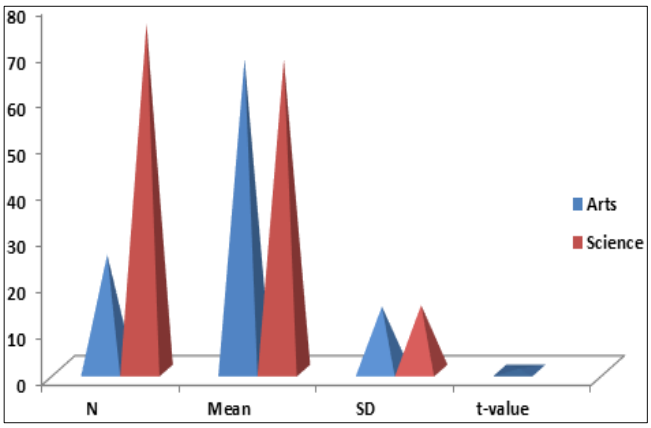


**Fig 3:** Mean Standard deviation and t-value of B.Ed. students in relation to the subject Arts and Science

Table 3 shows that the calculated t-value of male and female students is 0.48 which is not significant. So the null hypothesis is accepted. It means that there is no significant difference in the attitude towards digital learning tools of Arts and Science B.Ed. students. Hence, the Gender does not affect the attitude towards digital learning.

## Major findings

- B.Ed. students have positive attitude towards digital learning tools.
- There is no gender difference in attitude towards digital learning of B.Ed. students.
- There is no difference in attitude towards digital learning of Arts and Science students of B.Ed. course.

## Educational Implications

- The study reveals that the B.Ed. students have the positive attitude towards digital learning in minimum level.
- Need to improve the attitude by introducing digital learning tools and methods in the B.Ed. curriculum.
- Motivate to use digital tools for learning and teaching process in B.Ed. students
- Need to organize awareness programs to enlighten various digital learning and digital tools.

## Suggestions for the further study

- This research can do for present higher secondary school teachers.
- This research can do specifically in Mobile learning will more appropriate.
- This research can do broadly in Blended learning also.

## Conclusion

The important conclusion of this study is B.Ed. students have low level of positive attitude towards digital learning. Teacher education colleges should take the responsibility to introduce and develop the awareness to use more digital tools in their teaching learning process by organizing various seminars and workshops.

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