

## Open Educational Practices among the B.Ed. Trainees in Colleges of Education

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### ABSTRACT

Open Educational Practices are advanced online teaching-learning resources in higher Education. Now-a-days, the B.Ed. Trainees are using technological oriented learning tools for their classroom learning. Moreover, the B.Ed. Trainees are creating a learning situations viz., self-learning, group-learning and other activities through digital technological tools. Open Educational Practices are providing more advanced educational applications software for their learning. For ex: Mobile learning, Zoom App, Google meet, SWAYAM, etc. Today's B.Ed. Trainees will be the future Teachers of Tamilnadu. They must be developed the Technological skills, self-learning skills, peer tutoring skills, and data communication through digital tools. The B.Ed. Trainees are receiving the innovative technological learning tools and free online application software by digital apps. Open Educational Practices will provide the learners' learning skills, pedagogical knowledge and skills and data sharing through digital technological tools. In future classroom, the learners will improve their technological group tutoring skills, learning techniques, software handling techniques. In that context, the study is more warranted. The investigator has adopted a normative survey method. A Sample of 198 B.Ed. Trainees were as selected by using a simple random sampling technique in this study. The study found that the level of Open Educational Practices among B.Ed. Trainees is found to be at average. No significant difference was found in the Open Educational Practices mean score with respect to Gender, Optional Subjects, and Type of management of institutions.

**Keywords:** Open Educational Practices, Digital Tools, Online Applications Software, and Mobile-learning.

### Introduction

Today, Open Educational Practices are the changing learning trends in Higher Education. During the COVID-19 post pandemic situation, many universities and teacher educational institutions have been using online application learning and teaching software for their students. Learners can easily connect their online classes in face to screen mode through digital technological instruments. Open Educational Practices are providing face to screen communication, teachers with students' interaction by digital online software technology. The B.Ed. Trainees can easily connect for their online classes everywhere at any time around the world. The B.Ed. Trainees can share their audio, video, voice record message in different online application around the world. The B.Ed. Trainees will improve their learning skills, learning techniques by modern digital technological tools. Online learning is alternative to e-learning comprises of learning supported and delivered by internet whereas e-learning is the learning facilitated and delivered by using internet and computer. The Open

Educational Practices can make crucial contribution to the pedagogical process for enriching the learning experience of the B.Ed. Trainees. Open Educational Practices is a few specific objectives and play role in improving learning and teaching practices. Open Educational Practices plays a huge role in research domain. Now-a-day when our education system almost very cost effective that time Open Educational Practices came with a hope that is delivering and providing the content freely to everyone.

### **Review of Related Studies**

The main aim of the study was to find out whether there was a significant difference in the learning and opinion towards using computer technology in teaching among B.Ed. Trainees in terms of select independent variable. Normative survey was the technique employed for the study, opinion towards computer usage and attitude towards computer technology inventory developed by Raveendran .S and Muthuchamy .I (2020) was used for data collection. A random sample of 60 B.Ed. Trainees from a self-financing B.Ed. College in Pudukkottai District was collected. The study found that there were significant differences in learning towards digital technology in learning, between age group below 25 years and above 26 years, under graduates and post graduates and rural and urban localities. Judith Harris et.al. (2009), critically existing approaches to technology integration in teaching and learning, arguing that many current methods are technology centric, often omitting sufficient consideration of the dynamic and complex relationships among content, technology, pedagogy, and context. This study recommends using the technology, pedagogy, and content knowledge framework as a way to think about effective technology integration, recognizing technology, pedagogy, content and context as independent aspects of B.Ed. Trainees' knowledge necessary to teach and learn content-based curricula effectively with Open Educational Practices.

### **Need and Significance of the Study**

Today's the B.Ed. Trainees are being learnt their subject within the curriculum, not to go beyond the curriculum and syllabus in the classroom. They do not develop their subject knowledge maximize their learning. They do not know, how do they operate digital learning tools? How do they handle online application software through digital technology in future classroom?

To identify the applications of Open Educational Practices predominantly used during the COVID-19 Post-Pandemic outbreak.

- To use the applications tools from internet.
- To download free online software from internet.
- To record audio and video data from internet.

Every human being is having unique habit, abilities, service. They are working effective by digital technology and digital resources. It is interesting to find act those factors digital tools handling, digital technological operating skills, and digital learning skills among B.Ed. Trainees. The present investigation is being carried out to see the learning skills, tools operating skills, Hence, the investigator personally operate that those digital technological tools academic in his life. Open Educational Practices has given modern digital software for learning. Today, the B.Ed. Trainees are developing their learning skills through WhatsApp, Face book, Twitter, Google class, OBS studio, Telegram, Stop motion Studio, Stream yard, Site in VR, etc. This application tools are providing innovative ideas, modern learning styles, and data sharing techniques by online free application software around the world. So, the learners can save their expenses and time through digital technological instruments. Moreover, Open Educational Practices are providing online assessment software tools for learners. They can attain assess their learning skills by digital tools everywhere, anytime through online. At the advert of Open Educational Practices and online learning systems B.Ed. Trainees' role in classroom has undergone a sea change. They need not panic rather they should consider this as a great opportunity to face the changing needs and trends in education. Each one must enrich themselves with the knowledge of latest developments in the field of digital technology.

## **Operational Definition of the Key Terms**

### **Open Educational Practices**

Open Educational Practices are the series of activities and support around the development use, reuse and repurposing of Open Educational Resources, According to Conole (2010). Open Educational Practices is a freely available learning materials or content in the form of educational resources.

### **B.Ed. Trainees**

The B.Ed. Trainees refers to the Student-Teachers pursuing B.Ed. Programme after graduation in the Colleges of Education, affiliated to Tamilnadu Teachers Education University, Chennai.

### **Objectives of the Study**

The objectives of the study are stated as follows,

1. To assess the level of Open Educational Practices among B.Ed. Trainees with reference to Pudukkottai District.
2. To find out whether there exists any significant difference in the Open Educational Practices mean score between male and female B.Ed. Trainees.
3. To find out whether there exists any significant difference in the Open Educational Practices mean score between Language and Science Optional B.Ed. Trainees.
4. To find out whether there exists any significant difference in the Open Educational Practices mean score between Government and Self-Financing College B.Ed. Trainees.

### **Hypotheses of the Study**

Based on the objectives the following hypotheses are formulated for testing

1. The level of Open Educational Practices among B.Ed. Trainees is not high.
2. There exists no significant difference in Open Educational Practices mean score between male and female B.Ed. Trainees.
3. There exists no significant difference in the Open Educational Practices mean score between Language and Science optional B.Ed. Trainees.
4. There exists no significant difference in the Open Educational Practices mean score between Government and Self-financing College B.Ed. Trainees.

### **Methodology in Brief**

The present study is a descriptive method with normative survey technique. The sample consists of 198 second year B.Ed. Trainees from various Colleges of Education in Pudukkottai District were collected by using simple random sampling technique and analyzed by using appropriate statistical techniques. Viz Mean, Standard Deviation and t-test for the purpose of measuring the variables for the study. The investigator has developed and used a Scale on Open Educational Practices among the B.Ed. Trainees.

### **Data Analysis**

#### **Hypothesis-1:**

The level of Open Educational Practices among B.Ed. trainees is not high

**Table1**

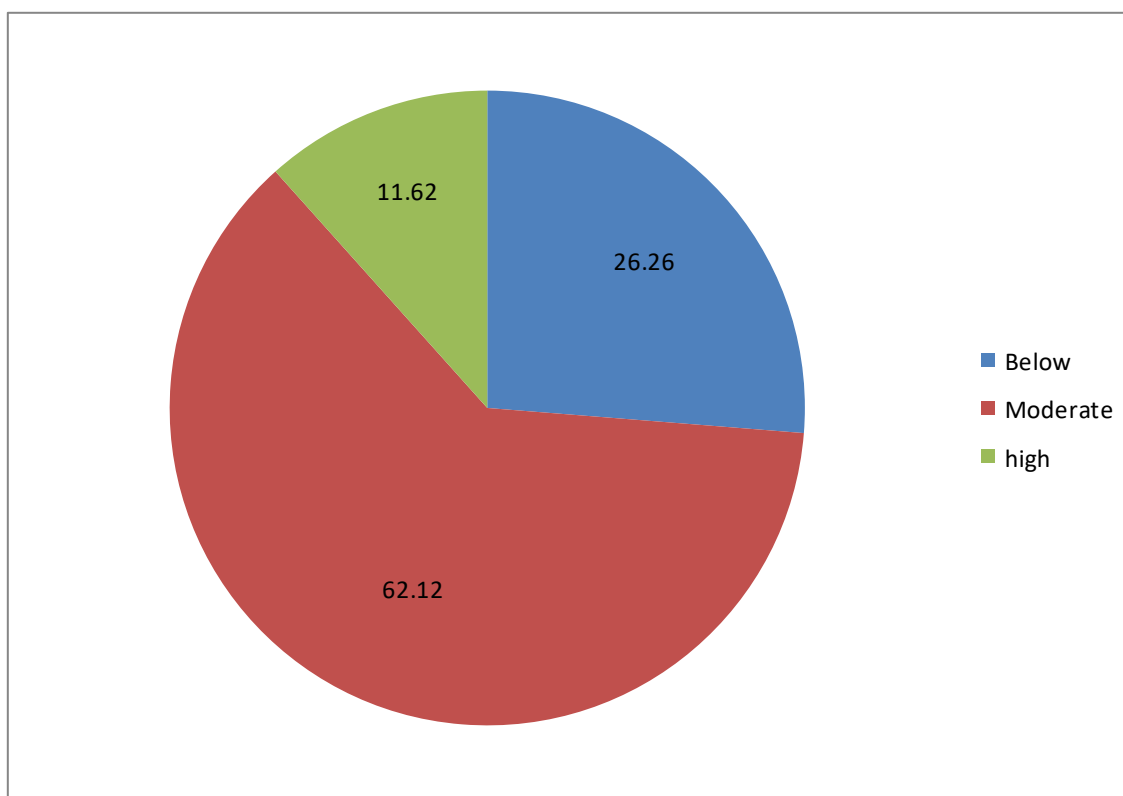
**Level of Open Educational Practices among B.Ed. Trainees of Colleges of Education**

Variable	N	Low		Average		High	
		N	%	N	%	N	%
Open Educational Practices	198	52	26.26	123	62.12	23	11.62

It is found that 62.12 percentage of B.Ed. Trainees are having at average level of Open Educational Practices. 11.62 percentage of B.Ed. Trainees are having a high level of Open Educational Practices and 26.26 percentage of B.Ed. Trainees are having at a low level of Open Educational Practices.

**Fig.1**

**Level of Open Educational Practices among B.Ed. Trainees of Colleges of Education**



**Hypothesis-2:**

To find out whether there exists any significant difference in the Open Educational Practices mean score between male and female B.Ed. Trainees.

This hypothesis was tested by using t-test. The t-value was compared to find out the significance of difference in the mean score of Open Educational Practices between male and female B.Ed. Trainees.

**Table-2**

**Mean, Standard deviation and t-value for Open Educational Practices between male and female B.Ed. Trainees**

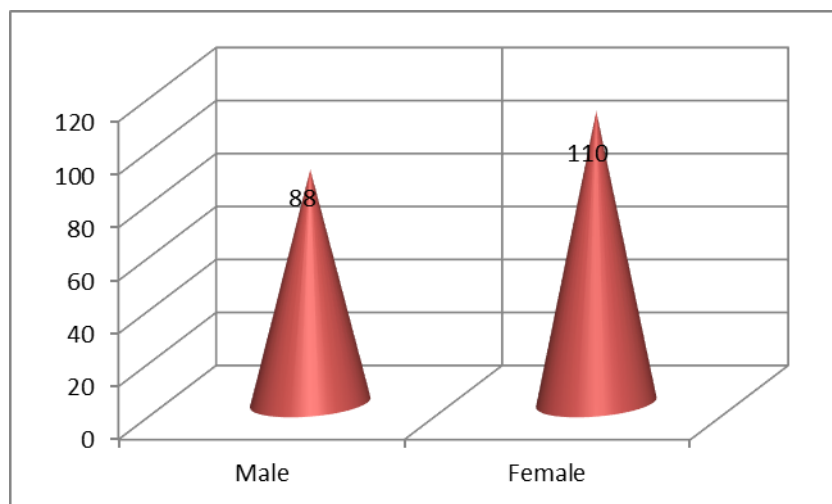
Gender	N	Mean	SD	'df'	'Calculated Value'	Significant at 0.05 Level
Male	88	89.08	22.46	198	0.99	NS
Female	110	109.29	21.48			

The calculated t-value is 0.993 which is less than the table value 1.97 corresponding at 0.05 level of significance. This implies that the difference in Open Educational Practices mean score between male and female B.Ed. Trainees under consideration is not significant. Hence the null hypothesis is accepted.

Therefore, it can be concluded that the male and female B.Ed. Trainees do not differ significantly in respect of their Open Educational Practices Both male and female B.Ed. Trainees have a similar in their level of Open Educational Practices at Colleges of Education.

**Fig-2**

**Significance of difference in Open Educational Practices mean score between male and female B.Ed. Trainees**



**Hypothesis-3:**

To find out whether there exists any significance difference in the Open Educational Practices mean score between language and optional science B.Ed. Trainees.

This hypothesis was tested by using t-test. The t-value was computed to find out the significance of difference in the mean score of Open Educational Practices between language and science optional B.Ed. Trainees.

**Table-3**

**Mean, Standard deviation and t-value for Open Educational Practices between language and science optional B.Ed. Trainees.**

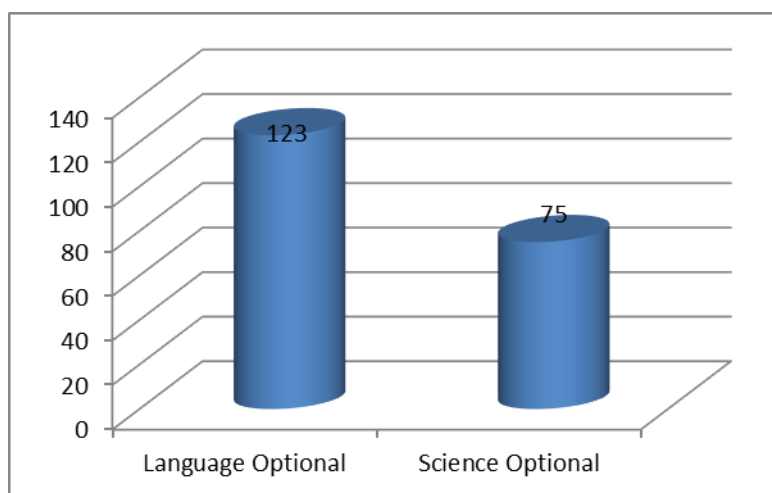
Optional Subject	N	Mean	SD	'df'	'Calculated Value'	Significant at 0.05 Level
Language Optional	123	100.56	22.711	197	0.62	NS
Science Optional	75	098.18	20.938			

The calculated t-value is 0.627 which is less than the table value 1.97 corresponding at 0.05 level of significance. This implies that the differences in Open Educational Practices mean score between language and science optional B.Ed. Trainees under consideration is not significant. Hence the null hypothesis is accepted.

Therefore it can be concluded that the language and science optional B.Ed. Trainees do not differ significantly in respect of their Open Educational Practices Both language and science optional B.Ed. Trainees have a similar in their level of Open Educational Practices at their Colleges of Education.

**Fig-3**

**Mean, Standard deviation and t-value for Open Educational Practices between Language and Science optional B.Ed. Trainees.**



**Hypothesis-4:**

To find out whether there exists any significance difference in the Open Educational Practices mean score between Government and Self-financing Colleges B.Ed. Trainees.

This hypothesis was tested by using t-test. The t-value was computed to find out the significance of difference in the mean score of Open Educational Practices between the B.Ed. Trainees of Government and Self-finance Colleges.

**Table-4**

**Mean, Standard deviation and t-value for Open Educational Practices between the B.Ed. Trainees of Government and Self-financing Colleges.**

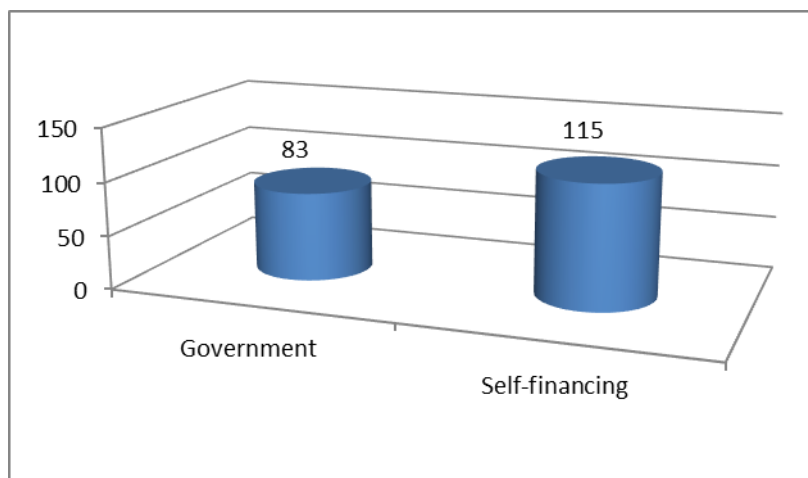
Type of Management	N	Mean	SD	'df'	'Calculated Value'	Significant at 0.05 Level
Government	83	097.48	21.069	198	1.14	NS
Self-financing	115	200.44	22.544			

The calculated t-value is 1.14 which is less than the table value 1.97 corresponding at 0.05 level of significant. This implies that the Open Educational Practices mean score between Government and Self-financing College B.Ed. Trainees under consideration is not significant. Hence the null hypothesis is accepted.

Therefore it can be concluded that the Government and Self-finance College B.Ed. Trainees do not differ significantly in respect of their Open Educational Practices Both Government and Self-financing College B.Ed. Trainees have a similar in their level of Open Educational Practices.

**Fig-4**

**Mean, Standard deviation and t-value for Open Educational Practices between Government and Self-financing College B.Ed. Trainees**



**Findings of the Study**

- The level of Open Educational Practices among B.Ed. Trainees of Colleges of Education is at moderate.
- No significant difference is found in the Open Educational Practices mean score between male and female B.Ed. Trainees. Both of them have a similar in their level of Open Educational Practices at Colleges of Education.
- No significant difference is found in the Open Educational Practices mean score between language optional and science optional B.Ed. Trainees. Both the language optional and science optional B.Ed. have a same level of Open Educational Practices at their Colleges of Education.
- No significant difference is found in the Open Educational Practices mean score between Government and Self-financing Colleges B.Ed. Trainees. The B.Ed. Trainees from both Government and Self-financing colleges have a similar in their level of Open Educational Practices.

### **Educational Implications of the Study**

Today, the virtual “meta” Universities Open Educational Practices which offer access to cross-linked educational equipment and adoption of the most appropriate resources and expertise from teacher educators and learners. Ease of navigation to sources and persons ascending to the interests and need of the B.Ed. Trainees. Open Educational Practices movement has taken its roots internationally and the organizations like UNESCO, European Unions, OECD, COL, Hewlett foundations, Creative commons and others are working for Open Educational promotion worldwide.

In India, the government has approved an open license policy to bring all the new digital learning resources as Open Educational Practices under by-SA license (Misra, 2016). The Confederation of India Industry (CII) has developed and collaborate e-learning system and portal under its initiate shiksha India, Which will help Indian B.Ed. Trainees to search difficult topics. Many Open Educational Practices/programmes are in a promising stage of development in India. All resources are not available under creative common’s license at present. The B.Ed. Trainees at Colleges of Education can create innovative lesson by using the digital open access applications.

### **Conclusion**

The Open Educational Practices supports B.Ed. Trainees regardless of their learning, activities, thereby promoting more equal opportunities in the learning. Open Educational Practices are going to democratize learning in our country and transform the classroom learning practices to center stage of our educational courses. This will help the B.Ed. Trainees in developing self-confidence and enhancement of new knowledge in becoming what we call is a good B.Ed. Trainees.

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