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E-Learning prospects and teacher's skills

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Abstract

E-Learning prospects and teacher's skills are the core topics of this paper which aims at ICT implementation to the process of education and teachers' competence development. We investigate whether, and if so, how is changed the scope and content of teachers' competencies related to the ICT implementation into the education process. Particular pedagogical and didactic context within the use of ICT in education process are often examined. This paper aims especially at the general epistemological, ethical and broader social context of eLearning. Primarily hermeneutic approach is used and the initial sources of interpretation are provided by the means of frequency analysis of the motives of the students' reflections. The interview is used as a complementary method. Our results are based on frequency analysis of the motives of the students' reflections at the Faculty of Teacher Training during the period of 2004/2005; 2009/2010, 2014/2015 academic years and their comparison. The data are complemented by suggestions from interviews with teachers in 2010 and 2015. The personal, social, professional and methodical competencies are highlighted. In the long term perspective of the investigated problem it became apparent that the scope and content of teacher competencies have sustained core and shifts towards the need for a greater range of competencies relate in particular to the use of ICT in the education process in a world of difference.

Keywords: competences, ICT, education process, eLearning, a world of difference

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1. Education in eLearning

The process of education in the 21st century is significantly influenced by the means of information and communication technologies. In this context, it is certainly important to clarify the role of e-learning in education of pupils, students and adult users of ICT. Generally speaking, it is subject of eLearning prospects not only as an educational strategy, but also as a cultural phenomenon (Semradova, 2012). Both teachers and students in faculties of education deal with this issue. The questions of a major or supporting role of eLearning in education and of the increasing importance of e-Learning were debated and answered by the respondents in the years 2005, 2010, 2015 as follows.

Table 1.

Education and eLearning	2005/100 respondents	2010/100 respondents	2015	
			100 students	18 teachers
eLearning plays main role	7	28	39	3
eLearning plays supporting role	35	45	45	14
eLearning has no role	58	27	16	1
The importance of eLearning use has been increasing	5	29	61	

The data were obtained from students' consideration; in the observed years 100 papers were subjected to frequency analysis in which above stated opinions prevailed. It turns out that the tendency to reinforce the notion of the importance of eLearning is clear. In 2015 18 teachers provided their observations. Very interesting are also students' authentic partial statements on the issue of e-Learning prospects, which are quoted from their considerations in April 2015.

1.1. Authentic students' statements

-significant, but there is no consensus in its scopes; it could replace the lectures 100% but I am not sure about its role at the seminars where permanent interaction is needed, which is better within traditional learning environment

-It can't probably be used in testing and evaluation?

-It is optimal for practicing and revision

-The prerequisite for its use is personal motivation and responsibility, the student's will and self-discipline

-Instruction is impersonal "through the machine", yet teachers' approach is important, as they prepare the course

-Talented teacher is able to create interesting full time as well as eLearning course

-We assume that the increasing application of technology will increase the popularity of eLearning

-Even the teacher who prefers traditional education, must work with electronic resources and ICT in general

- A great future – e.g. a large potential of WIKIPEDIA; systematically there could be created a kind of ark of knowledge for everyone
- E-Learning should perform supporting functions - practicing, illustrations, discussion, reduction of info exclusivity
- The most significant are prospective of eLearning at tertiary education – financial savings, affordable study
- Technical support, that the systems would not collapse
- The opportunity to verify the information and procedures immediately,
- Higher personal responsibility of students
- I am inclined to traditional education, because there is nothing like personal contact, all the uncertainties may be resolved on the spot
- A teacher who does not want to meet students personally and is annoyed by their disciplinary problems, is not teaching authority, he will be happy to hide in e-learning, it's more convenient!
- Accessibility of information does not mean their proper usage
- Primary education should not be moved to the Internet, pupils should meet personally with each other and teachers; they should not only live in a virtual environment; we should rather return to the nature, out of school
- It may cause problems in socializing and consequently mutual alienation; there is no danger of bullying, but on the other hand there can be cyberbullying, not mentioning lack of real friendship
- Reducing the possibility of educational influence by means of personal example
- Teacher is personality and even the best LMS will not replace it!
- Me, as a student must have confidence in teachers and I will not gain it in the eLearning course, interpersonal relationships are the most important

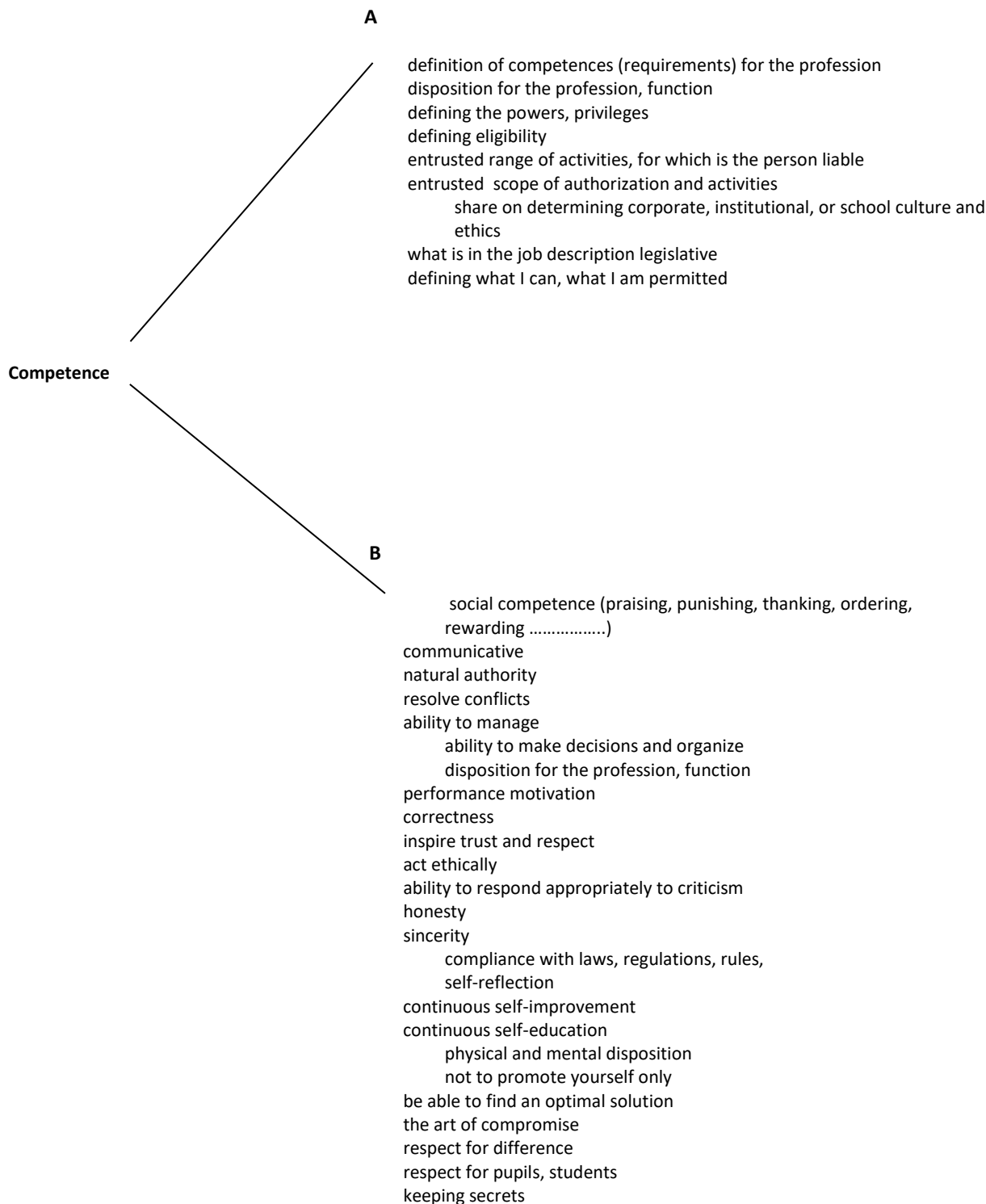
2. Teachers' competence

The term competence is mostly understood by ordinary population as the power of individuals to make decisions and consequent responsibility for its outcome. In this sense, consider this term our students who were thinking about the issues of competence in the years 2005, 2010, 2015. However, this definition is not complete and leads to another dimension of the competence concept, which includes a set of knowledge, experience, methods, procedures and attitudes of individuals, which are then used to successfully address the challenges and fulfil life's professional aspirations. For the essential characteristics of competence is considered (Veteska, 2009):

- Contextualization, i.e. competence can only exist in a particular context, a situation which is evaluated based on knowledge and needs of the participants of situation,
- Multidimensionality, i.e. competence is formed from a number of interconnected sources, which are dealt efficiently with, and which result in a certain behavior,
- Actions and developments which result from the fact that competence is formed and developed in the learning process.

Ideas from the students' findings that were formulated considering two levels of teacher's competence as significant, provide the following overview.

Two levels of teacher's competence (here are given only the most detailed reasoned motives from r. 2005, 2010, 2015)

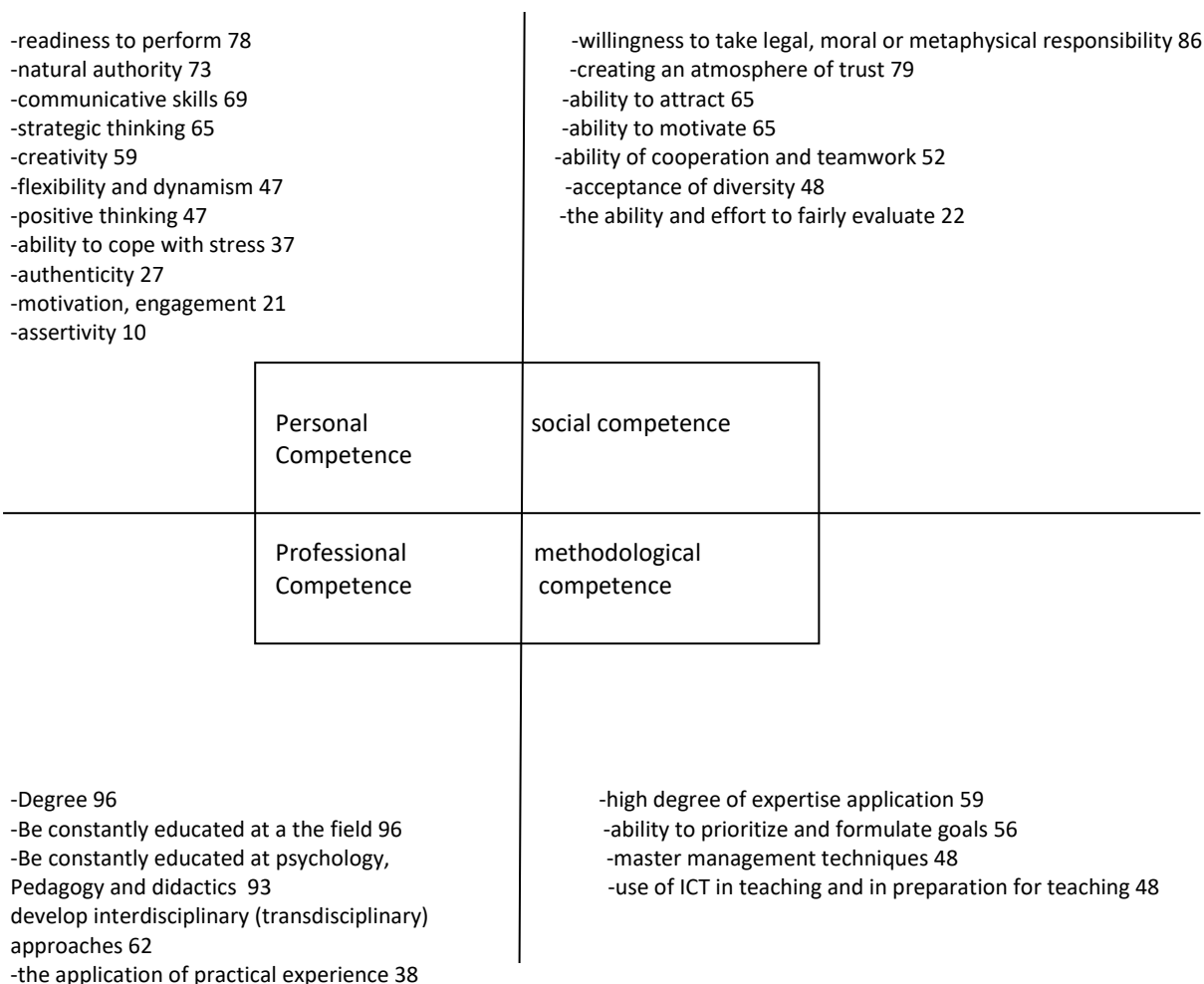


1.2. Competence structure. Differentiation of competence levels in r. 2005, 2010, 2015 brings the following reports

2.1.1 Frequency Analysis of motives 1 (2005)

<ul style="list-style-type: none"> -natural authority 75 -positive thinking 75 -authenticity and integrity 72 -motivation, engagement 71 -readiness for the performance and acceptance of responsibility for the performance 69 -creativity and inovation ability 54 -ability to restore energy 40 -ability to cope with stress 38 -standard performance even in critical situations 38 -flexibility, dynamism 35 -self-control 27 -willingness to take risk 27 -self-reflection, self-evaluation 15 -communication skills 52 	<p>personal competence</p>	<ul style="list-style-type: none"> -acceptance of diversity 83 -willingness to take legal, moral or metaphysical responsibility 79 -creating an atmosphere of trust 71 -ability of cooperation and teamwork 64 -ability to motivate 64 -ability to persuade 61 -ability to attract 54 -ability to solve the conflict 41 -ability and efforts to evaluate justly 35 -the ability to accept suggestions and criticism 35 -ability to adequately and justly criticize 17 	<p>social competence</p>
<ul style="list-style-type: none"> -degree 95 -within continuing education 	<p>professional competence</p>	<p>methodological competence</p>	
<ul style="list-style-type: none"> raise new professional knowledge and skills in subject taught 92 -develop knowledge and skills mainly in the field of management psychology, pedagogy and didactics 81 -develop knowledge and understanding of the connections in the broad sense 78 -care of development of interdisciplinary (transdisciplinary) approach to problem-solving tasks 54 -obtaining and use of practical experience and skills 36 		<ul style="list-style-type: none"> -control of management techniques 54 -high degree of application expertise 52 -mastering techniques and instruments for conflict 30 -adequate use of ICT in education and preparation for Instruction 18 	

2.1.3 Frequency Analysis of motives 3 (2015)



2. Conclusion

Students in their considerations (2005, 2010, 2015 - in each year 100 considerations were analysed) as well as interviewed teachers (18 in 2015) in their supplementary submissions concluded that the use of eLearning is not only promising but its importance has also been increasing. In relation to this, the personal, social, professional and methodical competencies were examined, which indicates that the importance of the implementation of ICT in teaching and in preparation for teaching grows. These sub-researches illustrate the wealth of ideas that we can relevantly use when assigning eLearning into educational processes.

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