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International Conference on REACHING THE UNREACHED THROUGH EDUCATION Organized by Department of Post Graduate Studies and Research in Education Kuvempu University

21st Century Teachers: Effective Classroom

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ABSTRACT: Education in the 21st century highlights globalization and internationalization. Teachers in the 21st century are technology savvy. To effectively engage and teach to new generation students, teachers will help the educational system meet this requirement. The educational systems must be outfitted with a pre requisite of ICT resources both hardware and software, and curricula must be designed to promote a collaborative learner cantered environment to which students will relate and respond.

1. Introduction

"Today's digital kids think of ICT as some thing akin to oxygen; they expect it ,it's what they breathe and it's how they live." - John Seely Brown

Today's classroom is a very different place than it was fifteen or even five years ago. Teachers are faced with larger, more diverse classrooms during a time when teacher accountability is mandated as a result of the No Child Left Behind legislation. The ability to understand and respond appropriately to students cultural, racial, economic, social and learning differences will become increasingly important to effective teaching practices. Many educators find themselves frustrated and wonder how they can measurably increase student motivation and academic performance, while at the same time manage their classrooms effectively and cultivate the students desire to embrace a life time of learning.

The Framework for 21st Century Learning suggest that schools today should focus on more than the basics to integrate 21st century them essuchas Global Awareness, Financial, Economic, Business, Health, and Entrepreneurial Literacy.

Characteristics of a 21st-century teacher

- 1. Learner-Centered Classroom and Personalized Instructions
- 2. Students as Producers
- 3. Learn New Technologies
- 4. Teachers have to think globally
- 5. Be Smart and Use Smart Phones

6. Blog

I have written on the importance of both student and teacher blogging. Even my beginners of English could see the value of writing for real audience and establishing their digital presence.

7. Go Digital

8. Collaborate

Technology allows collaboration between teachers & students. Creating digital resources, presentations, and projects together with other educators and students will make classroom activities resemble the real world.

- 9. Use Twitter Chat
- 10. Connect
- 11. Project-Based Learning
- 12. Build Your Positive Digital Footprint

13. Code

While this one might sound complicated, coding is nothing but today's literacy. As a pencil or pen were "the tools" of the 21th-century, making it impossible to picture a teacher not capable to operate with it, today's teacher must be able to operate with today's pen and pencil, i.e., computers. Coding is very interesting to

REVIEW OF RESEARCH



ATTITUDE TOWARDS IN-SER TRAINING PROGRAMMES OF PRIMARY SCHOOL TEACHERS IN SHWAMOGGA DISTRICT



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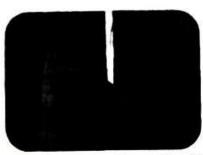
Editor - In - Chief - Ashok Yakkaldevi







M 2249 894X SMPACT PACTOR : 5 7631(UIF) USC APPROVED JOURNAL NO. 48514 VOLUME - A | 1980 - 6 | MAY - 2019



ATTITUDE TOWARDS IN-SERVICE TRAINING PROGRAMMES OF PRIMARY SCHOOL TEACHERS IN SHIVAMOGGA DISTRICT

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ABSTRACT:

The present study was almed to find out the attitude towards in service training programmes of primary school teachers. Survey method was conducted on a simple random sample of 60 primary school teachers in Shivamagga district. Self-made tool was used for data collection. The data was

analyzed using t-test. The result found that there is no significant difference in their attitude towards inservice training programmes of primary school teachers in respect of gender. The study also indicated that there is a significant difference in their attitude towards in-service training programmes of primary school teachers in terms of locality and teaching experience.

KEYWORDS: Attitude towards In-service Training Programmes, Primary School Teachers.

INTRODUCTION:

in-service training act as teacher's for effectiveness. It is a way of updating teachers' skills and knowledge - for - improving teaching and learning, which lead to better job performance. It is significant for leachers to confront new challenges and changes in the education world. The effectiveness of in-service training in school is also related to the stitude of teachers in school. Teachers should have a positive stillude towards inservice training organized by their school. Teacher's attitude

towards teaching philosophy, inservice training and educational reform can influence their conducted. Attitudes ате reflections of employee's beliefs and opinions that support or inhibit behaviour.

REVIEW OF RELATED STUDIES Fazilet Tapdemira (2014) analyzed the attitudes of teachers towards in-service trainings according to various variables. This study was a survey. The sample consisted of 83 teachers who were appointed to the Ankara province during the academic year 2011-12. The data was analyzed using t-test and ANOVA. The study found that the attitudes of teachers

toward in-service activities showed a significant difference between genders and response towards training that is their amount of experience. Pinding also indicated that there was no demonstrated difference according to the number of inservice training activities that were attended.

Hacer Hande Uysal (2012) studied the evaluation of an inservice training program for primary-school language teachers in Turkey. The data were gathered through course materials analysis, interviews with trainers and teachers, and through . questionnaire distributed to 72 teachers 18 months after the course ended. The result revealed that although the teachers' attitudes are