

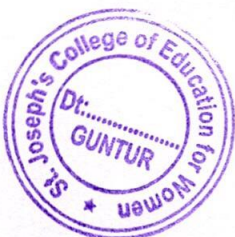
# St. Joseph's College of Education for Women

Opp. Sambasivapet 2<sup>nd</sup> Line, Naaz Center, Guntur, A.P., India.  
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2.3.3.

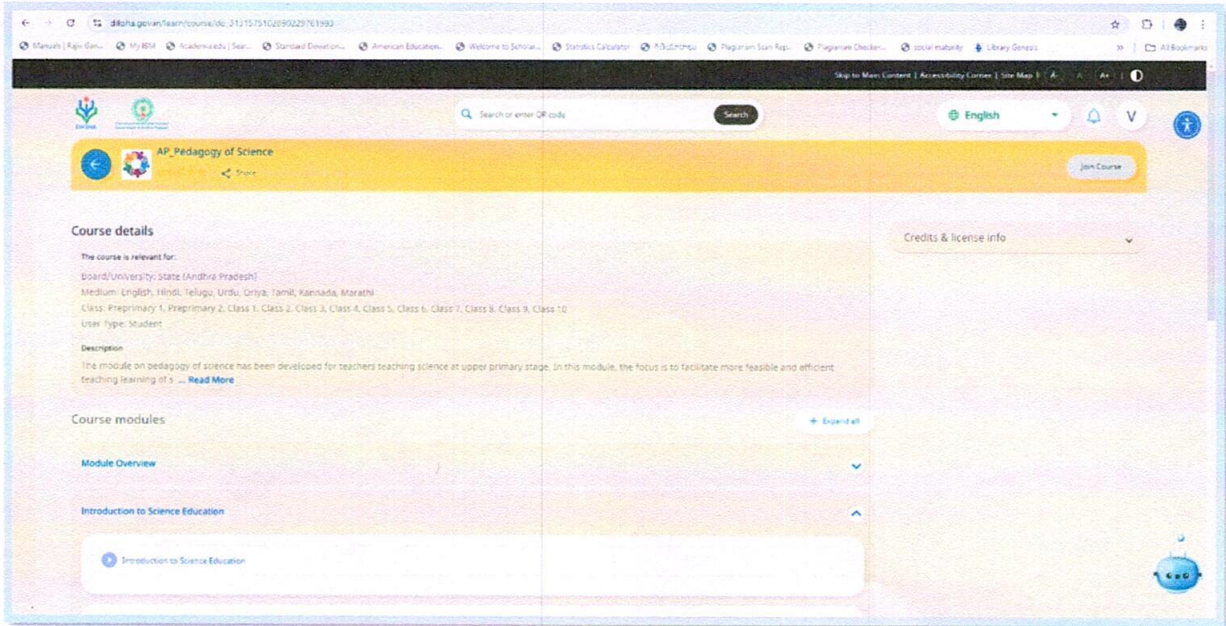
**Documentary evidence for use of ICT support (mobile based learning, online material, podcast, virtual laboratories, learning apps) by students**



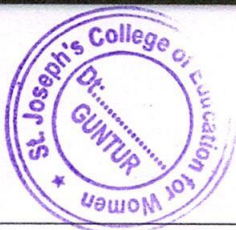
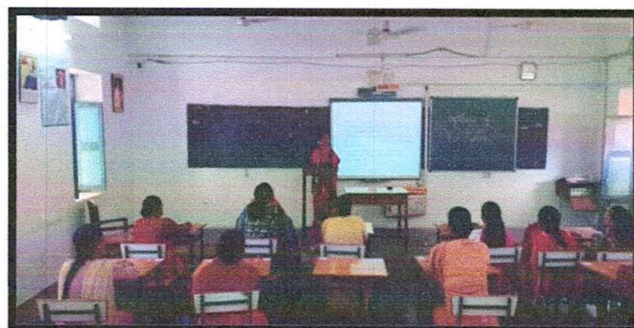
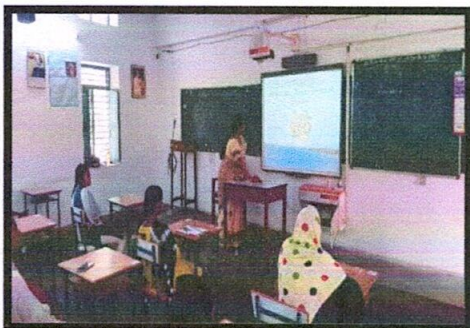
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## ICT for Learning

### DIKSHA – AP Pedagogy of Science

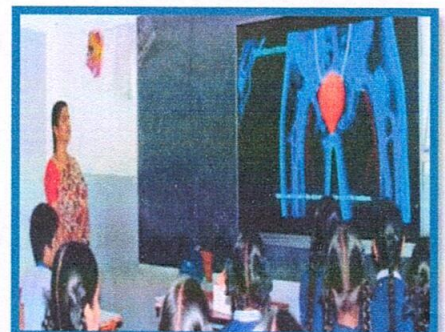
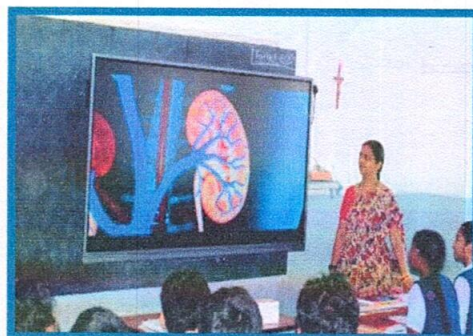
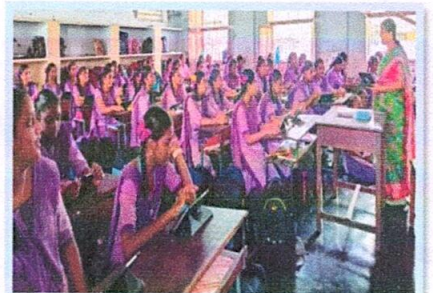


## Exploring DIKSHA and other OERS



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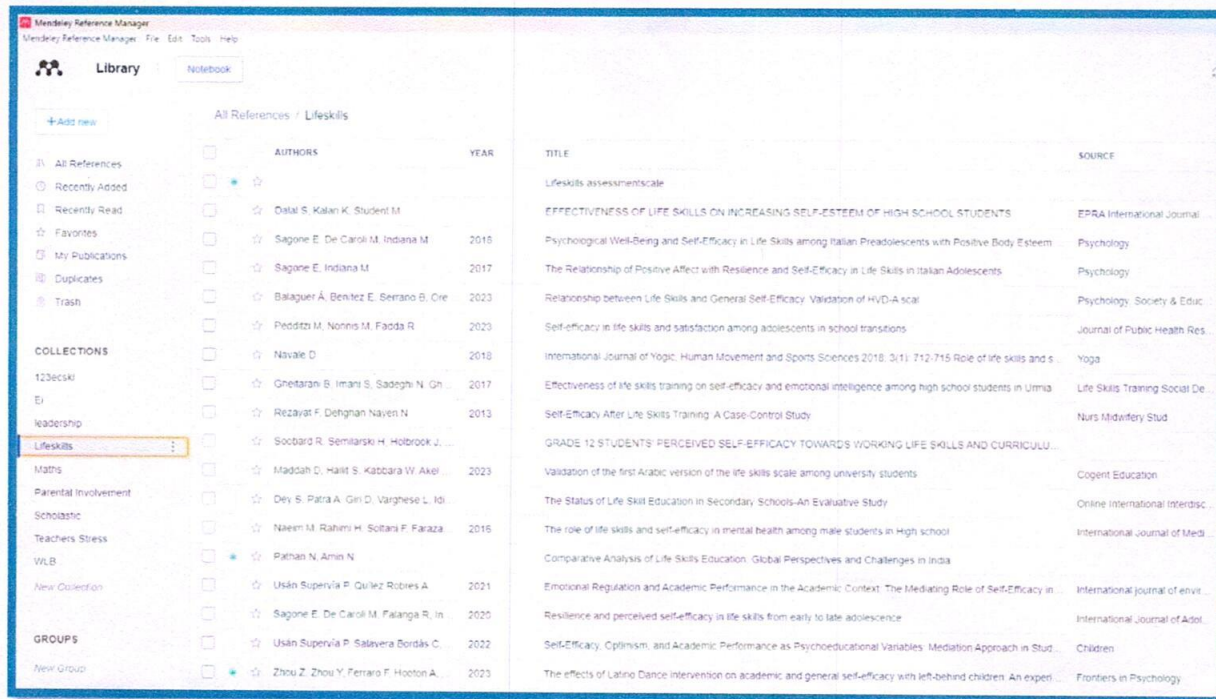
Smartboard and Tab teaching during Teaching Practice



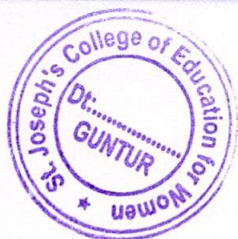
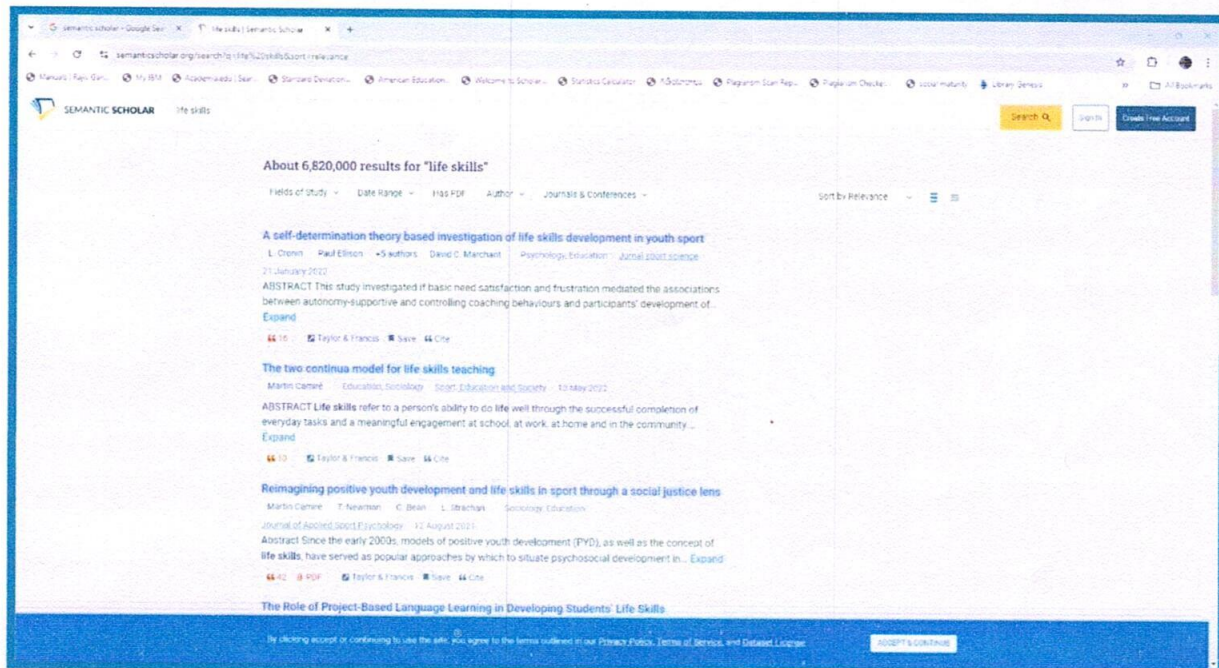
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## M.Ed. Students used different online resource in their dissertation work

### Mendeley for Literature Review work



### Semantic Scholar for Literature Review work



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## DATAtab for Online Statistics Calculation

DATAtab Online Statistics Calculator 100% data security

Clear Table Export Report Transform data Settings

Cases	Gender	Salary	Age	Weight	Academic degree
1	Female	1500	33	80	Bachelor
2	Female	1200	33	82.5	No
3	Male	2200	34	100.8	Bachelor
4	Male	2100	42	90	Master
5	Female	1500	29	67	Master
6	Female	1700	19	60	Master
7	Male	3000	50	77	No
8	Male	3000	55	77	Bachelor
9	Female	2000	31	87	Bachelor
10	Male	2900	46	70	Master
11	Female	2780	36	57	No
12	Male	2550	48	64	Master
13					
14					
**					

Descriptive Charts Hypothesis tests Correlation Regression ANCOVA Mediation/Moderation PCA Reliability Cluster

Metric Variables:  Salary  Age  Weight

Ordinal Variables:  Academic degree

Nominal Variables:  Gender

## Social Science Statistics Calculator for Data analysis

Social Science Statistics Calculator

FREE SPSS TUTORIALS

T-Test Calculator for 2 Independent Means

Summary

Explanation of results

The output of this calculator is pretty straightforward. The value of  $t$  and  $p$  appear at the bottom of the page. If the text is blue, your result is significant. If it's red, it's not. The only thing that might catch you out is the way that we've rounded the data. The data you see in front of you, apart from the  $t$  and  $p$  values at the page bottom, has been rounded to 2 significant figures. However, we did not round when actually calculating the values of  $t$  and  $p$ . This means if you try to calculate these values on the basis of the summary data provided here, you're likely going to end up with a different, less accurate, result. This is especially the case if you're dealing with numbers that are fractions of 1.

Treatment	1 (n)	Df (n-1)	M	Sq (n-1) S <sup>2</sup>
10	10	9	100.00	4000.00
20	20	19	100.00	2000.00
30	30	29	100.00	2700.00
40	40	39	100.00	3600.00
50	50	49	100.00	4900.00
60	60	59	100.00	6000.00
70	70	69	100.00	7000.00
80	80	79	100.00	8000.00
90	90	89	100.00	9000.00
100	100	99	100.00	10000.00
110	110	109	100.00	11000.00
120	120	119	100.00	12000.00
130	130	129	100.00	13000.00
140	140	139	100.00	14000.00
150	150	149	100.00	15000.00
160	160	159	100.00	16000.00

$t = 1.73$   $SS = 28000$

One-tailed or two-tailed hypothesis?

One-tailed

Two-tailed

$N_1 = 15$   
 $df_1 = N_1 - 1 = 15 - 1 = 14$   
 $M_1 = 80$   
 $SS_1 = 28000$   
 $S_1^2 = SS_1 / (N_1 - 1) = 28000 / (15 - 1) = 2000$

Treatment 2

$N_2 = 15$   
 $df_2 = N_2 - 1 = 15 - 1 = 14$   
 $M_2 = 54.53$   
 $SS_2 = 17607.73$   
 $S_2^2 = SS_2 / (N_2 - 1) = 17607.73 / (15 - 1) = 1257.7$

T-value Calculation

$s^2_{M_1} = (SS_1 / df_1) + (S_1^2 / N_1) = (28000 / 14) + (2000 / 15) = 2000 + 133.33 = 2133.33$   
 $s^2_{M_2} = (SS_2 / df_2) + (S_2^2 / N_2) = (17607.73 / 14) + (1257.7 / 15) = 1257.7 + 83.85 = 1341.55$   
 $t = (M_1 - M_2) / \sqrt{s^2_{M_1} + s^2_{M_2}} = (80 - 54.53) / \sqrt{2133.33 + 1341.55} = 25.47 / 217.18 = 1.173$

The  $t$  value is 1.72808. The  $p$  value is .047495. The result is significant at  $p < .05$ .

Note: if you wish to calculate the effect size, this calculator will do the job.

Want to know how to report this  $t$ -test result in your work? (Opens in a new tab so you don't lose your calculations.)

[How to report a  \$t\$ -test result \(APA\)](#)



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Lecturers Demonstrate Teaching Methods through online classes (For B.Ed. Students)

The slide titled "TEACHING METHODS" is divided into four quadrants:

- 1. Teacher-Centered:**
  - Lecture
  - Demonstration
  - Biographical
  - Historical
  - Team-teaching
- 2. Pupil-Centered (Inside the class):**
  - Laboratory
  - Heuristic
  - Project
  - Assignment
  - Discussion
- 3. Pupil-Centered (Socialized) Classroom:**
  - Seminar
- 4. Use of Instructional Technology:**
  - Programmed instruction

The right side of the screenshot shows a grid of student video feeds with names like Ruth Pri..., Sri, Rajamo..., Swarup, Mary Su..., Prasanna, and Ro. 11 others.

Lecturers Demonstrate Learning Topic through online classes (For B.Ed. Students)

The slide titled "Learning Pyramid" shows average student retention rates for different methods:

Retention Rate	Method
10%	Lecture
20%	Reading
30%	Audiovisual
50%	Demonstration
75%	Discussion
90%	Practice doing
90%	Teach others

Source: National Training Laboratories, Bethel, Maine

The right side of the screenshot shows a grid of student video feeds with names like cleo, SUNA, sar, eco, sudha, Asha, and Return to top.

Lecturers Demonstrate Research Methods through online classes (for M.Ed. Students)

The slide shows a flowchart of research methods with five main stages:

- 1. Introduction** (WHAT? Why? How?):
  - Research Question
  - Summary of Proposal
- 2. Literature Review** (Why? How?):
  - Literature on Topic
  - Literature on Method
  - Theoretical Approach
  - Find a Hole
  - Look for Debates
- 3. Methodology** (How?):
  - Research Design
  - Research Procedures
  - Kind of Data
  - Collection Procedures
  - Selection and Access
  - Human Subjects Review
  - Ethics Statement
  - Costs and Funding
- 4. Preliminary Data** (What?):
  - Evidence of Importance
  - Informs Methodology
  - Preliminary Findings
  - Important Categories & Relationships
- 5. Statement of Limitations**
  - What your research will do
  - Alternatives
  - Weaknesses

The right side of the screenshot shows a grid of student video feeds with names like cleo, rosmin, Mary Su..., CHOPP..., Prashna, and Ro. 10 others.



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2.3.3.

Use of ICT for learning



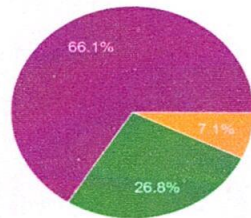
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GUNTUR-522 001., A.P.

## Feedback from students regarding training received for use of ICT

### Feedback from First Year B.Ed. students of Academic Year 2022-23

Effectiveness of Training Content: How effective was the content of the ICT training in enhancing your teaching skills?

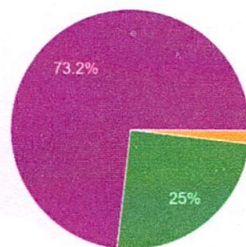
56 responses



- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Relevance to Teaching Practice: The ICT training provided was relevant and applicable to my future teaching practice

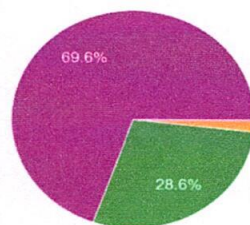
56 responses



- Strongly Disagree
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Quality of Instruction The instructors were knowledgeable and communicated the ICT training material clearly.

56 responses



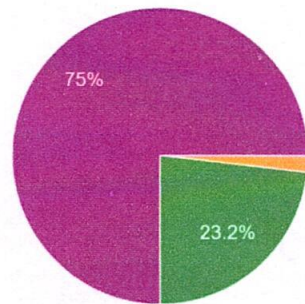
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Hands-on Practice Opportunities: I had sufficient hands-on practice opportunities during the ICT training sessions.

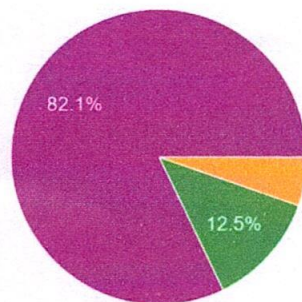
56 responses



- Strongly Disagree
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- Neutral
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Overall Satisfaction: Overall, I am satisfied with the ICT training I received

56 responses

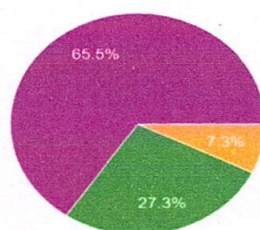


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### Feedback from First Year B.Ed. students of Academic Year 2021-22

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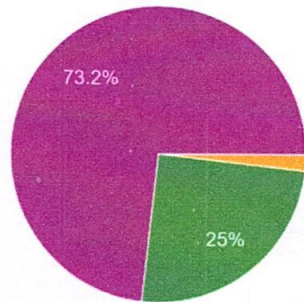
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Relevance to Teaching Practice: The ICT training provided was relevant and applicable to my future teaching practice

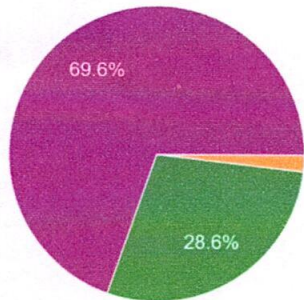
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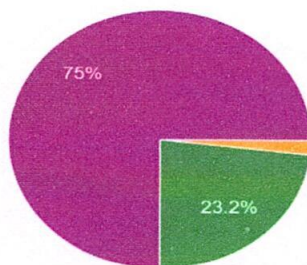
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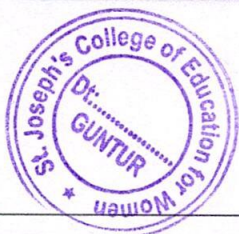
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