Teachers' Professional Training for the Implementation of Learning Technologies

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Abstract

Regarding to the rapid development of technique and technology in all areas of life, also in the education field such developments have a great impact. The frequent use of technologies and their advancement influence on students for the main purpose to achieve faster the knowledge. For this reason teachers should be in trend with new technological developments and they should be familiar with the technology usage in schools. In order that teaching process to be attractive and at the same time to achieve the highest quality of education there is a need that teachers should know the usage and application of technology during the process of teaching. The effect and the progress of teaching labor are gained with usage improvement of teaching technology. The purpose of this research is related to the professional training of primary school teachers in Gjakova municipality for the use of learning technologies as computers, projectors, laptop, etc, and their application in teaching practices in order to improve the quality of teaching and learning facilitation.

Keywords: professional training, teaching, learning technologies (computer, laptop, projector)

Introduction

What do we understand with learning technology from didactic part and teaching technology in schools' practices? If it can be seen from the didactic perspective we are dealing with tools, ways and educational activities to achieve learning outcomes (Murat, 2002). Closely to this we have the definition of Riza Brades where with the notion of teaching technology it means the learning management and here can be included such as: planning, organizing, and adherence to the principles, the use of methods, teaching methods, examination and assessment of students' knowledge (Brada, 2008).

Whereas if it can be analyzed from different perspective the usage of technology that is being applied at school practices it means we are dealing with the most modern tools used in the teaching process as computers, projectors, laptops, television, radio, the internet.

With the implementation of technologies in the learning process we achieve high results, the students' success checking is more systematic, activity of students is increased in the learning process, and also it facilitates the information transfer and teaching duties. (Ismaili, 2012)

Students and teachers at the rapid developments of this century through modern technologies are able to profit from the usage of technology, in order to fulfill their needs and abilities.

The usage of modern technology helps teachers in organizing tasks and activities of students, also it assists in the presentation and research of various resources and at the same time provides interactive and learning experiences. (Musaj 2014)

Since teaching as many other professions is a occupation, which needs to be developed, improved and perfected, if so then the training of teachers refers to knowledge and skills that can be used to find all the ways to enhance and improve their profession (Garo, 2013).

Among the priorities of education in Kosovo is the preparation of professional training of teachers, organization and development of training programs for teachers.

The concentration of these professional training programs was focused on new teaching philosophies, such as inclusion, interaction and greater concentration of skills. By seeing the importance and necessity of the use of technology in the

teaching process, according to a strategy for the development of university education in Kosovo 2007-2017, all teachers by 2010 should be taught to use basic computer and information technology applications. (MEST, 2007).

MEST considered as remarkable issue in order to achieve higher results and a better quality of education, in compliance with Administrative Instruction 04/2010 accredited bidders and professional training programs for teachers. Among these bidders were also accredited Trade Union of Education, Science and Culture (SBASHK) which organized ECDL (European Computer Driving License) courses.

The ECDL is an internationally recognized qualification, which enables individuals to prove their knowledge in computer skills and knowledge (ECDL, 2005).

Teachers through this program must understand the work with the computer, to achieve the necessary results in the acquisition of computer literacy, to be trained for passing exams by the ECDL program, to use the most contemporary methods in the development of learning for the purpose to facilitate the acquisition of learning by pupils. (MEST, 2011)

ECDL program consists of seven modules, in which the first module includes the basics of computing, then other modules include Windows XP, Word, Excel, Access, Power Point and Outlook Last module and Internet Explorer. At the end of the program participants should be examined and reach 75% of the points for each module and then receive ECDL certificates.

Research methodology

The research concerns the impact of learning technology in school practices, their implementation and professional training of teachers for its use and implementation.

The method which is used in this research is qualitative method, and as a research instrument were used interviews.

Sample

As participants of this research were taken 10 primary teachers of primary school "Kelmend Rizvanolli" in Gjakovë.

Age of teachers: 40-50 ages

Gender: female

Work experience: 15-25 years of working

Interview questions:

Do you think the usage of learning technology increases the quality of learning and teaching?

Have you attended any program for professional training ECDLA (European Computer Driving License) or another course for computer usage?

Do you use computers, laptops, projectors in school practices?

If yes, when do you mostly use them, and in which subjects?

If not, why do not use them?

Conclusions on teachers' response:

According to teachers' response, the usage of teaching technology impacts the quality of learning and teaching process, they think that teaching process is more attractive and effective if it is followed by the usage of technology.

All of the interviewed participants have finished the ECDL course computers, and in most of the cases they use technology in order to compile the students 'tests, and they use it less during the process of teaching. In teaching classes they use

sometimes in other subjects, in subject such as nature cognition they use about once a week, but they cannot use it more often because of the small number of computers and projectors in school.

The reason why they do not use it more often is that they are not sure in its usage (the responses of 4 teachers, of the 48-50 age) even though they have completed their courses, but if they use once a week they still need a help from younger primary teachers, because primary teachers who are younger they are well informed for the usage of technology.

Recommendations:

A few recommendations conducted from the research:

MEST, Departments of Education, school principals, should organize additional courses for those teachers, who are not yet sure about the usage of modern teaching technologies,

Each class should be equipped with computers, or laptops, and also each class should have a projector

School principals should enable the exchange of experiences with other schools and teachers within the school.

Teachers who are in older age, and also who seldom use computers should be given assistance from other teachers in order to facilitate them the technology's usage and to gain confidence in using modern teaching technologies.

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