

STUDY OF TELECONFERENCING AS A TECHNIQUE OF LEARNING AT POST-GRADUATE LEVEL OF INDIRA GANDHI NATIONAL OPEN UNIVERSITY STUDENTS.

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ABSTRACT

The present study was designed to study teleconferencing as a technique of learning at postgraduate level of IGNOU students. In order to study this, a self made questionnaire was made and assignments were given to the students. The questionnaire contained 50 questions covering 7 aspects of teleconferencing session being held. These aspects were- perception of students, content and presentation, program design related issues, interaction aspect, effectiveness, flexibility and appropriateness. Secondly, the investigator evaluated the difference in learning on the basis of marks obtained in assignments by participants and non participants of postgraduate level. Sample of 200 students of post graduate level of IGNOU were taken. Study centers and regional centers with the provision of video teleconferencing were taken. Relevant means, S.D's, t values were calculated to draw the conclusions. On the basis of it can be concluded that teleconferencing is an effective technique for learning.

KEY WORDS: Teleconferencing

INTRODUCTION

With scientific and technological developments, it has become essential for developing nation like India to keep pace with modern age. Technology now dominates every field of life. Research shows that learning from new technologies is more effective than traditional methods. Satellites, computers, view data, cassettes, cable and video discs, teleconferences are some of the new technologies developed by Information and Communication Technology (ICT). Through teleconferencing two or more locations situated at a distance are connected so that they can hear or both see and hear to each other. It allows the distant sites to interact with each other and with the teaching end through phone, fax and e-mail. Teleconferencing means interactive electronic communication among people located at two or more different places. The communication in teleconferencing is both vertical and horizontal and the emphasis is on interaction at all levels. Meaningful interaction in real time is the strength of teleconferencing and this sets it apart from other technologies used in education.

Audio Conferencing: Verbal communication via the telephone with optional capacity for telewriting or telecopying.

Computer Conferencing: Printed communication through keyboard terminals.

Video Conferencing: Television like communication augmented with sound.

Video Conferencing Equipment: Basic equipment needed for a video or a video conference session include a camera, microphone, video conferencing unit software and a display.

UNIQUE ALTERNATIVE: Teleconferencing has vast potential for increasing the efficiency of human communication. For those of us in Extension, this means less time away from home, more money to devote to other activities and more time to spend on other projects. Yet, teleconferencing for all it's worth can never totally replace face to face meetings. Face to face interaction is an important part of human communication. Furthermore, teleconferencing can only facilitate the linking of people-it does not alter the complexity of group communication. Although it may be easier for us to communicate with teleconferencing, it may also be easier for us to miss communicate.

OBJECTIVES OF THE STUDY

1. To study the perception of post-graduate level of IGNOU students about teleconferencing.
2. To assess the effectiveness of Teleconferencing as a technique of learning for post-graduate level of IGNOU students.

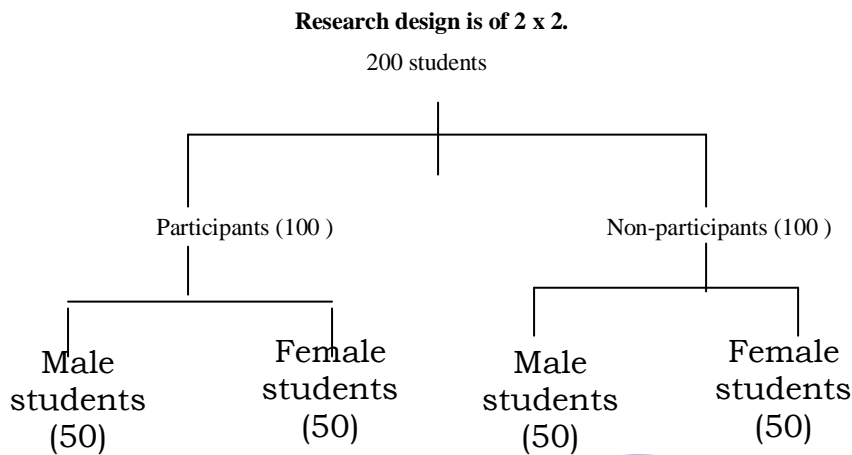
HYPOTHESES OF THE STUDY

1. There is insignificant difference between learning of post-graduate level of IGNOU students participating in Teleconferencing and non participants.
2. There is insignificant difference between learning of male and female students participating in teleconferencing.

METHODOLOGY

1. Sample

200 IGNOU students of post-graduate level were taken. Study centers and regional centers with the provision of video teleconferencing were taken.



2. Tools

Self-made questionnaire

Assignments given to the students

3. Statistical Techniques

Following statistical techniques are employed to treat the raw scores and arrive at the result:

* Mean $(M) = \sum X / N$

* SD or $\sigma = \sqrt{\sum X^2 / N}$ (Standard deviation of ungrouped data)

* Mean difference $D = M1 - M2$

* SED or $\sigma D = \sqrt{\sigma_1^2 / N1 + \sigma_2^2 / N2}$

* C.R or $t = D / \sigma D$

Where

C.R. = Critical Ratio

$\sum X$ = Sum of raw Scores

N = Total No. of respondents

σD = Standard error of difference between uncorrelated means

σ_1 = Standard deviation of first sample

σ_2 = Standard deviation of second sample

N1 = Total no. of respondents from first sample

N2 = Total no. of respondents from second sample

* Degree of freedom (df) = (N1-1) + (N2-1)

Where N1 and N2 are two Sample sizes.

Table1.1: Showing difference in the learning level based on scores of assignment by participant students and non participant students

Group	Sample (N)	Mean (M)	Standard Deviation (σ)	Mean Difference (D)	Standard error of difference of means (σD)	t-value or critical ratio
Participant	100	54.85	13.29	6.59	1.76	3.74
Non participant	100	48.26	11.61			

It is evident from the that mean scores processed by participants come out to be 54.85 with slandered derivation 13.92 and the mean scores possessed by non participants come out to be 48.26 with standard deviation 11.61. Results reported in table clearly indicate that there is significant difference in the achievement level of participant and non participant groups. This is also supported by the t-value or critical ratio 3.74 which is significant at 0.01 level of significance.

Table 1.1 reveals that there is significant difference between participant and non participant groups when classified on the

Table 1.2: Showing difference in the learning level based on scores of assignment by male and female participant students

Group	Sample (N)	Mean (M)	Standard Deviation (σ)	Mean Difference (D)	Standard error of difference of means (σD)	t-value or critical ratio
Male	50	57.38	13.89	5.06	2.60	1.95
Female	50	52.32	12.14			

Table 1.2 reveals that there is insignificant difference between two groups of male and female participants on the basis of their learning with the help of difference in marks obtained in assignments given.

The second hypothesis is stated as, "There is insignificant difference between learning of male and female students participating in teleconferencing." This is tested by t- test. The results are shown in table 1.2 which implies that assignments scores show insignificant difference between two groups of male and female participants at 0.01level of significance. Thus our second hypothesis is accepted.

Also the Administration of self made questionnaire on students who participated in teleconferencing reveals that most of the respondents(80%) agreed on the positive contribution of the teleconferencing and about the effectiveness of the different aspects of teleconferencing which were Perception of students, content and presentation, Program design related issues, interaction aspect, effectiveness, flexibility & appropriateness. On the basis of it, it can be concluded that teleconferencing is an effective technique for learning. So we can concluded that with the help of teleconferencing technique, there will exist significant

basis of their learning with the help of difference in marks obtained by them in the assignments given.

The first hypothesis stated as, "There is insignificant difference between learning of post-graduate level of IGNOU students participating in Teleconferencing and non participants."

This is tested by t-test. The result are shown in table 1.1 which implies that there exist significant difference between two groups when classified on the basis of their learning level with the help of difference in marks obtained in given assignment.

Thus our first hypothesis is rejected.

difference in the learning of participant students as compared to non participants but there will not arise any difference in the learning level of male participants as compared to female participants.

Thus, teleconferencing technique act as a significant determining factor in post graduate student's learning level.

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