

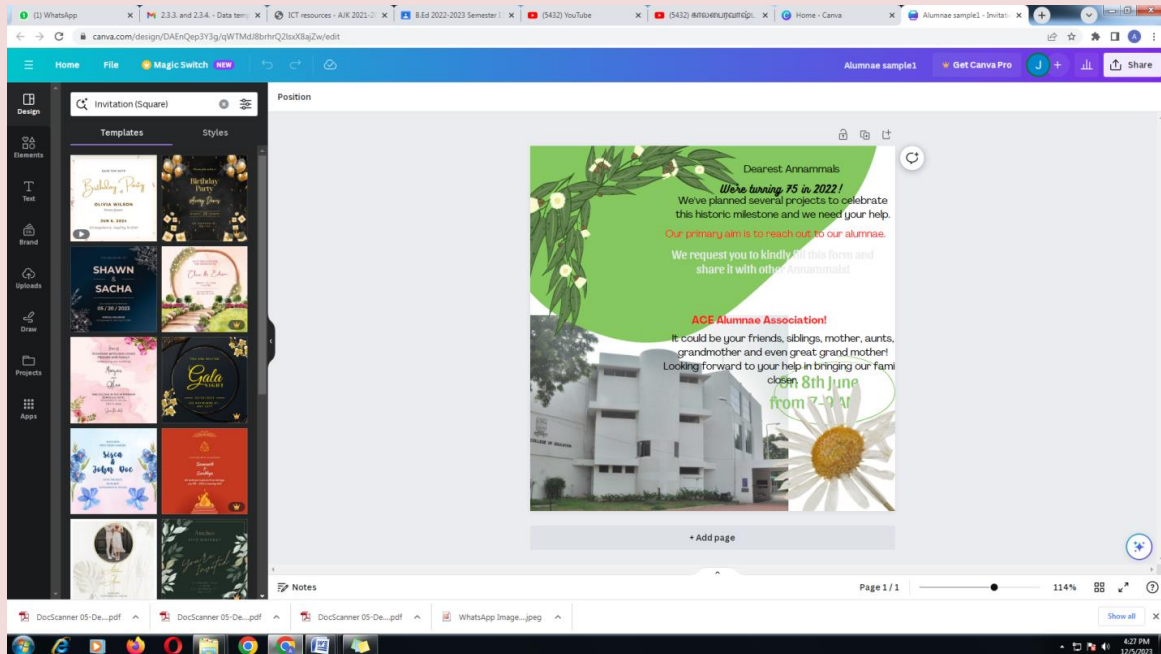


# ANNAMMAL COLLEGE OF EDUCATION FOR WOMEN

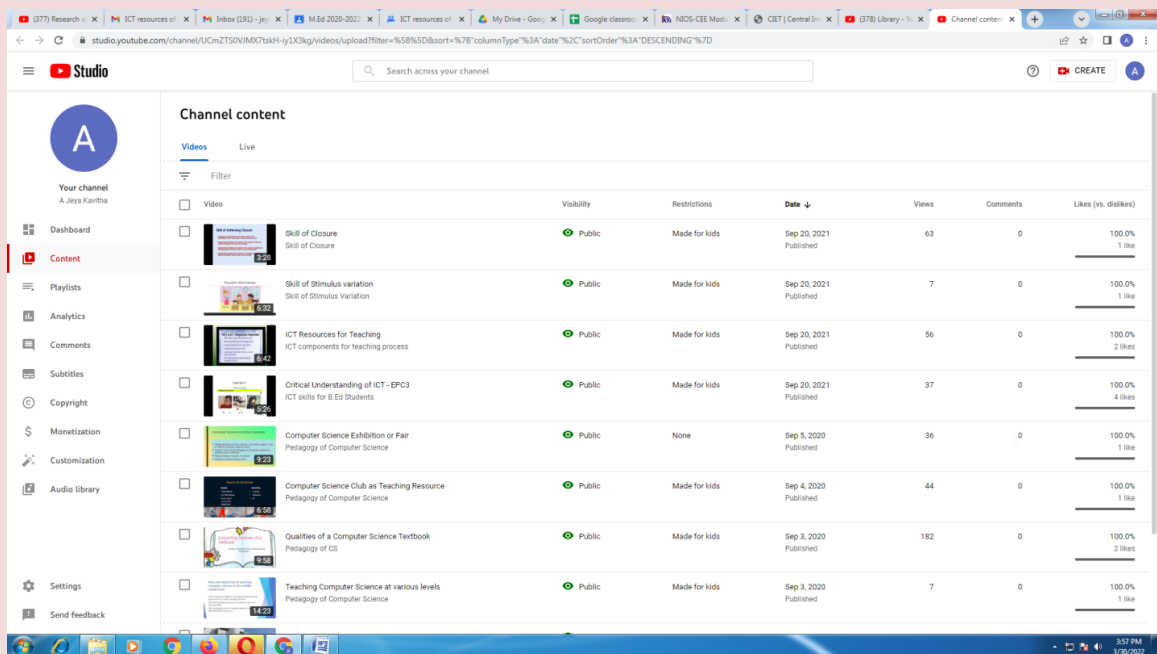
Thoothukudi

## ICT RESOURCES USED BY Mrs. A. JEYAKAVITHA IN THE YEAR 2022 - 2023

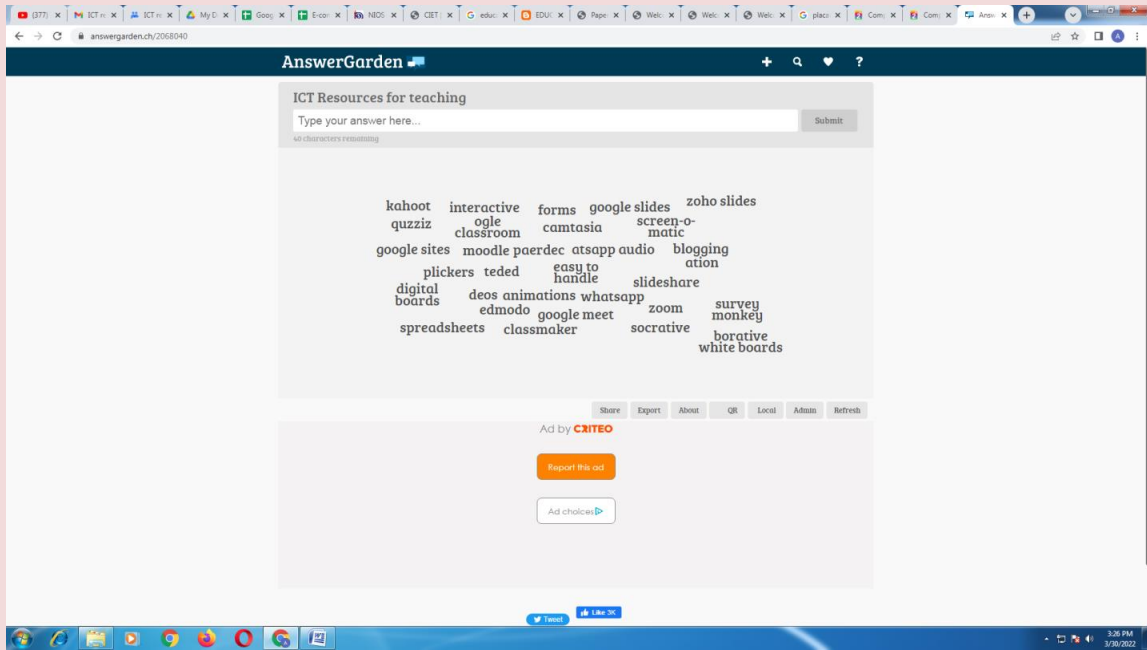
### Canva – Invitation designing



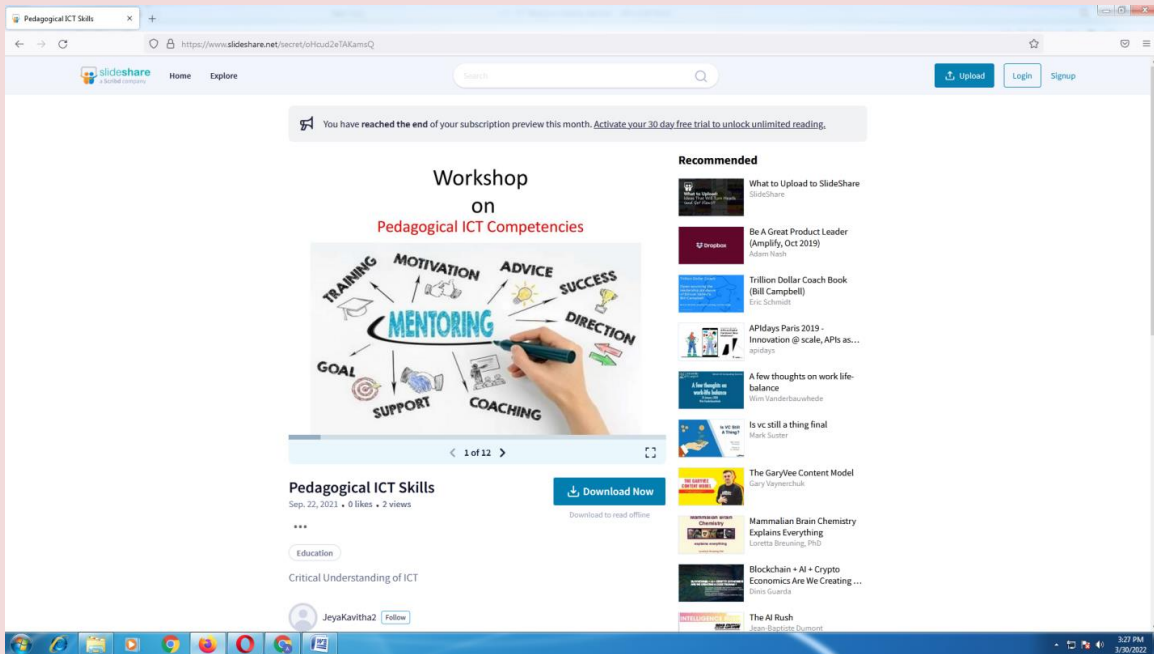
### YouTube



## Answer garden- Collaborative board



## Slide share – upload my presentations



# Blog

The screenshot shows a web browser window displaying a blog post. The browser's address bar shows the URL 'jaykavitha.blogspot.com'. The page title is 'Education thru ICT'. The content includes a definition of ICTs, a section on the promise of ICTs in education for developing countries, and a detailed section on how ICTs help expand access to education. It lists several key features: anytime/anywhere access, asynchronous learning, remote learning resources, and improved quality of education through learner motivation and teacher training. The text is dense and covers various aspects of ICT integration in education.

### Education thru ICT

**ICT in Education :**  
**Definition :**  
ICTs stand for information and communication technologies are defined, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. These technologies include computers, the internet, broadcasting technologies (radio and television), and telephone.

**The Promise of ICTs in Education :**  
For developing countries ICTs have the potential for increasing access to and improving the relevance and quality of education. It thus represents a potentially equalizing strategy for developing countries.

**How can ICTs help expand access to education?**  
ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.

- **Anytime, anywhere.** One defining feature of ICTs is their ability to transcend time and space. ICTs make possible asynchronous learning, or learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, may be accessed 24 hours a day, 7 days a week. ICT-based educational delivery (e.g. educational programming broadcast over radio or television) also dispenses with the need for all learners and the instructor to be in one physical location. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e. synchronous learning).
- **Access to remote learning resources.** Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at anytime of the day and by an unlimited number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource persons—mentors, experts, researchers, professionals, business leaders, and peers—all over the world.

**How can the use of ICTs help improve the quality of education?**  
ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment.

**Motivating to learn**  
ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful moving images can be used to provide challenging and authentic content that will engage the student in the learning process.

# Google Site

The screenshot shows a Google Site titled 'Pedagogy of Computer Science'. The site has a header with the title and a decorative background of icons representing various computer science and education concepts. Below the header is a section titled 'Passion to Teach' with a video thumbnail and the text 'B.Ed Computer Science'. The main content area is titled 'ICT in Education' and lists various ICT-based educational methods: Web based Education (Virtual), e-learning, e-tutoring, Computer Assisted Instruction (CAI), Tele/Video Conferencing, Interactive Video, Multi media, SITE (Satellite Instruction Television Programme), ETV (Educational Television), Edusat, Reach the Unreach, e book, and Digital Library. The right side of the page shows the Google Sites editor interface with various tool options like Text box, Images, Drive, Layouts, Collapsible group, Table of contents, Image carousel, Button, Divider, Placeholder, and YouTube.

## Computer Science Teaching

# Pedagogy of Computer Science

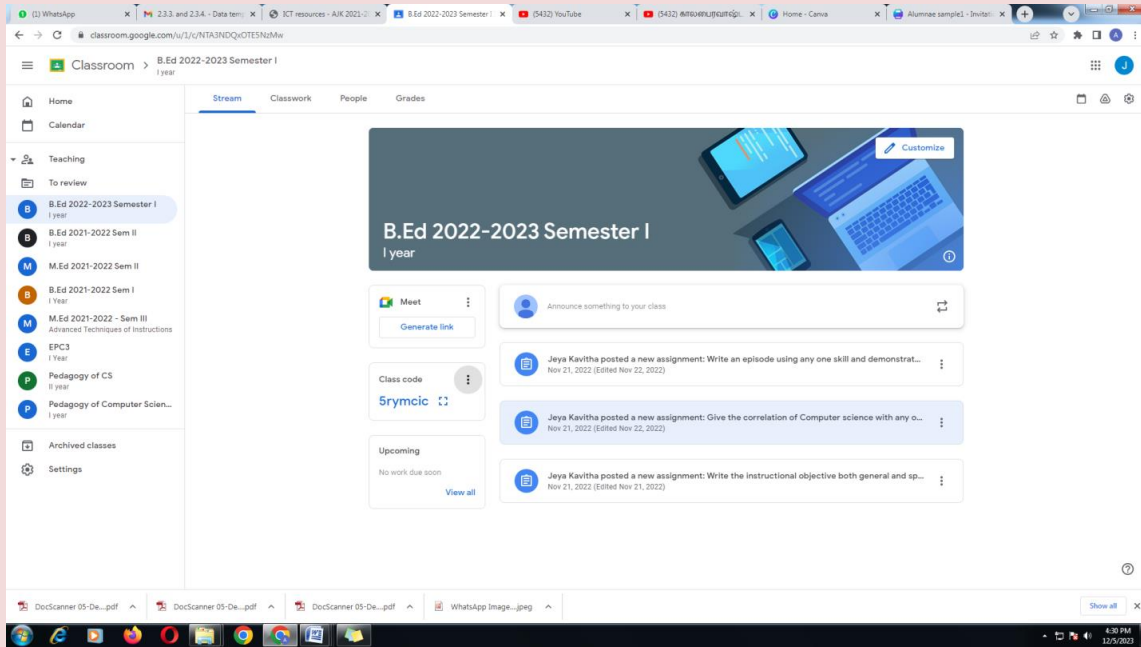
## Passion to Teach

B.Ed Computer Science

### ICT in Education

ICT in Education - Web based Education (Virtual) - e-learning - e-tutoring - Computer Assisted Instruction (CAI) - Tele/Video Conferencing - Interactive Video - Multi media - SITE (Satellite Instruction Television Programme) - ETV (Educational Television) - Edusat - Reach the Unreach - e book - Digital Library.

# Google Classroom



# WhatsApp group

