

The reality of using technology tools by graduate teachers to give lectures from the point of view of their students

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ABSTRACT

The lecture is the basis for the transfer of information, knowledge and experience from teachers to their students, and therefore the teaching methods and methods of teaching are varied and the field of teaching is witnessing daily changes as a result of the development in the student environment and keeping pace with the acceleration of information.

Graduate studies are the field that teaches advanced science and deep knowledge and therefore it may often be difficult to absorb some subjects and concepts and these difficulties and challenges have become an incentive for many graduate professors in the faculties of physical education and sports science sought to use educational technology tools such as data projectors, smart boards and personal computers as well as software such as MS PowerPoint, Ms word, Adobe Acrobat reader in an effort to keep pace with the development and also to take advantage of the skills of the tools in simplifying information and increasing the motivation of learning.

This study highlights the fact that these tools are used in graduate lectures and reveal the most important strengths and weaknesses and conducted the study on a sample of 160 graduate students specializing in physical education and sports sciences, a questionnaire was prepared to identify the reality of the use of postgraduate teachers of technology tools during lectures, it turns out that many teachers suffer from weakness in the use of technology tools in education, and that less than one third of the subjects are used only in technology tools, we recommend the need to establish workshops for professors of postgraduate studies on the use of technology in lectures..

Keywords

Education Technology, Postgraduate Lectures.

Introduction:

It is no secret that science and development has witnessed great scientific leaps in various fields, a tool through which to reach the latest innovations and information that serve humanity through scientific research, which often has people interested in upgrading them in various fields.

Most of the researchers and academics who do the studies and researches, many of whom are teachers or graduate students, who are the main tributaries of this research, often create research ideas from the classroom or laboratory as a result of the exchange of ideas between the teacher and students, discussions, experiences and informatics that circulate between students and their professors, so

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the lectures were and still are the original source of the transfer of information from teachers to students. Many universities and colleges seek to provide as many technology tools as possible that enhance the teaching process.

As it is known that graduate studies are the elite working to improve education and many teachers are keen to provide the requirements for producing their lectures in a way that enables their students to understand the topics and provide students with the latest developments, and with the era of informatics and its diversity electronic technologies have evolved to be in direct contact with the ass and Students in different areas of life alike, which necessitates dealing with these technological innovations because of their impact and benefit, which is to shorten the time, effort and cost, especially if you use it and communication supplication under the right conditions, it is believed to have a major impact on expanding learning opportunities.

This study attempts to identify the reality of the use of graduate professors in the faculties of physical education and sports sciences of technology and its tools in their lectures from the point of view of graduate students and the effectiveness of this use.

Research methodology and field procedures:

Research methodology:

The descriptive method was used in the survey method to suit the nature and objectives of the study.

Sample search:

The research sample was represented by a number of current and former graduate students - the faculties of physical education and sports sciences, which numbered 160 students distributed by 20% female, 80% male, 52% Ph.D. and 48% master.

The means, tools and devices used in the search:

Arab and foreign sources and references.

- World Information Network (Internet)

- The resolution of the collection of information through the tool (google form).

- Lenovo type calculator for statistical processors.2.4 **Procedures for preparing and implementing the questionnaire:**

Electronic resolution is designed by google form tool to achieve the objectives of the study through the steps below:

1- Access the literature and scientific sources of the problem of study and the numbers of clarifications as a tool for collecting information and reaching the objectives of the research.

2- Preparing the initial design of the questionnaire based on previous studies and open interviews as well as through the experience of researchers in teaching students of primary and graduate studies.

3- Present the questionnaire in its initial form to a group of experts specialized in testing, measurement and teaching methods and make appropriate adjustments based on their opinions.

4- Presentation of the questionnaire to a group of graduate students and graduates from outside the study sample for the purpose of identifying the appropriateness of the questions in terms of difficulty and the method of drafting and the appropriate time to answer and took the observations (exploratory experiment).

5- Presentation of the questionnaire to a group of specialists in the teaching methods of teaching sports education, tests and measurement sought to determine the appropriateness of the resolution for the subject of the research and contained the title and purpose of the study, and the observations were taken.

Scientific basis for identification:

Honesty:

The validity of the questionnaire was verified by virtual honesty after it was presented to a group of experts and specialists in the teaching methods of physical education, testing and measurement after the questionnaire was completed in its final form.

Stability:

The resolution stability was measured by the Alpha Cronbach coefficient to extract the internal consistency of the vertebrae, which was 0.80, an acceptable indicator of resolution stability.

Objectivity:

The resolution paragraphs are objective because their expressions cannot be guessed or interpreted and accurately reflect the purpose of the questionnaire.

7- Employing google form: One of the modern tools that entered the academic field is the google form tool which serves the work of questionnaires and collecting data and analysing it statistically automatically, saving time and effort in the process of collecting and unloading data.

Resolution content:

The second part contained the dimensions of the questionnaire: the devices and means used in the presentation of the study material inside the lecture hall by teachers, the most frequently used technology programs in the presentation of lectures by teachers, the availability of visual projectors such as (data Cho, tv screen, smart blackboard, etc.) and the extent of their use by teachers, technical output of electronic educational materials used in the presentation and presentation of the subject by teachers, the availability of visual projectors such as (data Cho, tv screen, smart blackboard, etc.) and the extent of their use by teachers, technical output of electronic educational materials used in the presentation and presentation of the subject by teachers, the availability of visual projectors such as (data Cho, tv screen, smart blackboard, etc.) and the extent of their use by teachers, technical output of electronic educational materials used in the presentation and presentation of the subject by teachers, the availability of visual projectors such as (data Cho, tv screen, smart board, etc.) and the extent of their use by teachers, technical output of electronic educational materials used in the presentation and presentation of the subject by teachers, the availability of visual projectors such as (data Cho, TV screen, smart board, etc.) and the extent of their use by teachers, technical output of electronic educational materials used in the presentation and presentation of the subject by teachers, the availability of visual projectors such as (data Cho, Technology in the postgraduate lectures by the teachers, and these dimensions contained illustrations in the questionnaire so that the sample could answer more accurately to the number of paragraphs of the questionnaire 22 paragraphs each paragraph contained four alternatives according to the ladder of The Leckert which is (i.e., I agree, I do not agree, I do not agree at all).

The resolution was distributed in electronic form during the period (1-27/4/2019) by sending the link of the electronic form to the research sample through the different communication program and the answer was followed up on a daily basis until all responses to the sample were completed.

Statistical means:

After receiving all responses, the data was discharged and processed statistically by MS Excel through the equations below:

Alpha Kronbach equation.

Kay Square

The arithmetic medium.

Standard deviations.

Percentage.

Presenting, analysing and discussing the results:

After sorting and processing the questionnaire data, it became clear that 60% of graduate teachers - the majors of physical education and sports sciences - do not use one of these devices, although they are available in the classroom and are mostly linked to the skills of teachers in the use of technology during teaching.

As for teachers who use technology during their lectures, it was by three dimensions that the first dimension of the devices and tools used inside the lecture hall indicated that 52% of the professors used the data show to display their data, while 23% of the teachers used a TV screen and 10% of the PC. For the professor and 9% of the smart board and 6% for other devices, and through the data above we find that the trend of colleges in providing data show projector because it is easy to use and its price is suitable type and is one of the first devices that spread inside the classrooms after the old devices, which helped the teachers in presenting their lectures through it as a result of its availability in most classrooms, especially graduate studies.

As for the use of television screens, it is one of the devices that started the trend, especially after its availability in the local markets, especially the large sizes of which provide high display resolution and ease of use, which made it the second choice most common. As for the teacher's use of his personal computer, it is a low-use method as it does not provide the sharing of the offer with the students and is limited to the teacher's reading through it of the subject, which made it an uncommon method as a result of not achieving the goal of taking advantage of the characteristics of education technology and multimedia.

As for the smart blackboard, despite its effectiveness and has great benefits in the education of students, it is often high in price in addition to being difficult to use from non-specialists and needs its own software as well as its subsequent appearance after the spread of the data projector and television screens has contributed to its lack of spread and lack of availability in most colleges.

As for the software used to display the data, the result was that 60% were in favour of power point, 18% for MS word, adobe acrobat reader pdf, 8% for direct internet connection, 18% and 17% of the answers were unknown to the student about any of the software used by the professor in the presentation of lectures.

MS PowerPoint program is the most popular program in the creation of presentations because it provides many advantages and enables the professor to control the quality of the image and the inclusion of additional movements and easy to use and spread in most computers so we find that most professors use The Program PowerPoint in the preparation of their lectures, but get text programs in the second order in use due to its ease and great possibilities in editing texts but it does not provide features available in PowerPoint so the result was less used than PowerPoint.

We also find that some professors have used direct internet connection and 8% which is a means that may not be available in all classrooms as well as for the difficulties they faces Chas internet outages and slow use and poor skills teachers in using the Internet, so we find that the percentage is much lower than the use of PowerPoint and text reading program, while other software got 7% which is a set of programs specialized in study materials or may be pictures or videos used by the professor during the presentation.

With regard to the technical output of electronic educational materials used in the presentation and presentation of the material by the teachers of the subject, it is clear that the educational materials were characterized by clarity, quality and good implementation in terms of caller used and coordination of lines and illustrations, but the data indicate a lack of inclusion of videos within the educational units and may be due to the lack of knowledge of some teachers about how to include videos and control the duration of the presentation or the difficulty of downloading videos due to their large size compared to the rest of the files used.

Ninety-six percent of graduate students also said that the introduction of technology sources helped to understand, understand and remember more than traditional teaching, which confirms and reinforces the role of technology in simplifying the subject and stabilizing information more than the usual teaching based on a single source of learning.

Conclusions:

- 1- A large part of the professors who study postgraduate studies in the faculties and departments of physical education and sports science Dore do not use the projectors although they are available in most classrooms and this may be due to lack of experience or lack of information, especially since they are related to their knowledge of computers and the preparation of electronic lectures.
- 2- Most teachers use MS PowerPoint to give lectures, which indicates that many of them are able or try to keep up with the times in delivering their lectures in the best format.
- 3- Lectures given by teachers are characterized by a good artistic directory in terms of appearance, appearance, clarity and inclusion of illustrations.
- 4- Most students agreed that the use of technology in lecturing helped to understand, understand and remember more than traditional teaching.

Recommendations:

- 1- Workshops and training courses for postgraduate teachers on how to introduce education technology into their lectures.
- 2- Providing the necessary equipment in the graduate halls and paying attention to them.
- 3- Conducting further studies on the sample of teachers to learn about the reality of their use of technology in the classrooms.

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