# Novice Teachers' Attitudes towards TELUM E-Training in Higher Education

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**Abstract**: Training for novice teachers in higher education has been developed since the ministry of higher education has adopted a new updated way of training proposed by Mentouri University of Constantine (TELUM). The need to use technology in higher education is compulsory and widespread among all Algerian universities. Novice teachers have witnessed the traditional as well as the online training. The first one is related to the face-to-face training at Mohamed Khider University of Biskra. However, the latter one is related to TELUM e-training oriented by Mentouri University of Constantine. This step of training novice teachers is considered new and innovative to bridge new methods and techniques in order to involve them in teaching learners efficiency and effectively. We delve into the effectiveness of e-training for novice teachers by looking more closely at the nature of TELUM e-training and teachers' attitudes towards it. The present contribution is based on a qualitative research in order to show the positive and negative aspects of TELUM e-training. The aims behind the present contribution are 1) what are newly recruited teachers' attitudes towards TELUM e-learning? and 2) To what extent do their (teachers') attitudes and objectives of TELUM coincide or diverge? To carry out the study, a questionnaire was sent via e-mail and shared on Facebook account to newly recruited teachers in order to collect data. The results obtained from the study are: TELUM is an online tool which newly recruited teachers develop their abilities in the domain of using technology and creating their course design in different platforms like MOOC, Moodle, etc. In addition, it provides online quizzes for learners. However TELUM organizers did not make a diagnostic test for newly recruited teachers to test their competences to use ICT.

**Keywords:** TELUM e-training, Face-to-face learning, Newly recruited teachers', Attitudes, Higher education

## Introduction

E-learning or electronic learning is going to become a powerful supplement to traditional teaching. It offers updated technological materials as well as new programmes and applications. They are used as new means to support learning in a more personalized, flexible, portable demand. For that reason, the Algerian ministry of higher education has adopted a new and updated way of training for newly recruited teachers in order to pave the way for online learning or "e-learning". That is to say, e-training helps as well as prepares novice teachers to practice with their learners what is called remote learning and online assessment.

As it is said that "e-learning is bringing learning to learners, not learners to learning", i.e., e-learning can give the opportunity to learners wherever and whenever they want, without the restrictions of an agenda (Zhang & Nunamaker, 2003). Thus, the Brothers Mentouri University of Constantine was the first Algerian university which has created and adopted e-training (TELUM) and e-learning for newly recruited teachers.

Novice teachers have witnessed both traditional training and online training. By the former, we mean the face-to-face training which occurs at the level of the Algerian universities, however; the latter one is about TELUM e-training provided by the Brothers' Mentouri university of Constantine. The integration of e-training at the level of higher education system is viewed as

one way to meet the growing need for high-quality of education especially in crisis like the COVID-19 Pandemic which all people around the world have witnessed it.

The present research work is an attempt at answering at questions related to the integration of e-training to newly recruited teachers. The questions we plan to investigate are:

1) What are newly recruited teachers' attitudes towards TELUM e-learning? And

2) To what extent do their (teachers') attitudes and objectives of TELUM coincide or diverge?

The answer we anticipate for the previous questions is the following hypothesis: TELUM e-training for novice teachers is a new and effective way of creating a new generation teachers who master the e-learning and this step will pave the way of having learners familiar with e-learning when organized and oriented effectively. The aim behind it is to provide novice teachers with a new and effective ways to present their course design in different forms and different platforms. It also helps them to assess their learners electronically (e-assessment).

## I. Literature Review

The computer based training, distance learning and also e-learning, online training (e-training) is a form of instruction that takes place fully on the internet set up. E-training involves a variety of different multimedia elements which include graphics, audio, video as well as web-links, different platforms (for instance: MOOC, edX, Moodle, etc). All these elements have access through an internet. The online training has been so popular and is mostly used in the education setup as people do online training courses especially those offered by international universities.

Algerian universities are still applying the traditional training approach for their newly recruited teachers where the training holds at a certain place, i.e, at the university, in certain duration and with teachers' presence. However; most of these universities has adopted what is called e-training to novice teachers as complement training to the traditional one.

According to Khademi *et al.* (2011) traditional training is costly because of time and money spends for traveling. It is less flexible because of the training courses restricted to a specific time and place. In addition, face-to-face training have some limitations in terms of designing learning materials that meet the teachers' level of knowledge, interest and the needed skills for the job assigned.

### A. Definitions of E-Learning, Training and E-Training

E-learning has become a favourite solution for people who want an acceptable and rationale way to learn from the point of view of time, and space (Daukilas &Vaisnoriene, 2009). In addition, Fallon *et al.* (2002) defined e-learning as "any learning, training or education that is facilitated by the use of well-known and proven computer technologies, specifically networks based on Internet technology". This definition demands the availability of technology. Moreover, as cited by Mohsin and Sulaiman (2013) in their article that virtual learning environments motivate learners with multimedia components to capture and visualize real-world scenarios. This allows the learners with some flexibility such as 24 hours and 7 days a week of learning session and accessibility to learning materials in the training system (Naidu, 2006).

Training from the verb "to train" in Oxford dictionary is "to receive or give somebody teaching practice or exercise". And training is "the process of learning the skills that you need to do a job" (p. 459). Training is described as "*an activity that changes people's behaviors in an organization. Increased productivity is meant to be the most important reason for training*" (McClelland, 2002). However, training is also essential not only to increase productivity but to motivate and inspire workers about the importance of their jobs and how to perform the jobs as expected as well as part of their career growth (McClelland, 2002). The previous definitions indicate that training lies within the domain of the organization and in our present research work TELUM e-training in provided by the Brothers' Mentouri University under the supervision of the Algerian ministry of higher education.

E-training or electronic training as cited in Mohsin and Sulaiman's article (2013) that the appropriate definition given to e-training is given by Echard and Berge (2008) who defined e-training concept as "a separation of trainer from trainee and part of teaching and training through instruction, observations, or processes focused on providing needed skills and knowledge to meet immediate business goals". We may understand from the definition of Echard and Berge that e-training is the use of technology between the trainer and trainee in order to post knowledge and skills.

## B. The Difference between E-Training and E-Learning

Writing about the difference between e-training and e-learning would take pages and pages. For that reason, providing a sum-up to the differences in a table would facilitate matters.

Table1: Differences between E-Training and E-Learning

| N° | Criteria | E-Training | E-Learning |
|---|---|---|---|
| 1 | Definition | Training lies within the domain of the organization: it is an intervention designed to produce behaviours from individuals that have positive organizational results. | Encompasses any type of learning content that is delivered electronically. |
| 2 | Outcome | Based on organization needs, typically is used on the professional or corporate. | Learner activities in a structured learning process |
| 3 | Time | Short duration | Long duration based on the study program example, degree, diploma etc. |
| 4 | Target user | Employees or professional workers | Adult learners |
| 5 | Measurement | Measurement criteria: usage / cost reduction. | Measurement criteria: learning |

Mohsin and Sulaiman (2013) have summarized the differences between e-training and e-learning in the table above (Bernárdez (2002), Bowles (2004), Masie and M.J. (2001), Horton (2000), Suraya, Azizan, et al. (2008), Ramayah, Ahmed et al. (2012)).

## C. TELUM E-Training

Being a teacher at Mohamed Khider University since 2018 and a novice teacher who has experienced the TELUM e-training with my colleagues of the promotion 2018/2019, I shall summarize the main workshops.

Designing an online course is a part of the training "ICT and Pedagogical Practices", provided by the Brothers Mentouri University of Constantine, which is oriented to newly recruited teachers. The training aims to promote new pedagogical practices based on computer technologies. We shall shed light on its main goal:

➢ Design an online course through well adapted content. It also makes it available to students for better knowledge transfer and improves the quality of learning at the level of the Algerian universities.

## 1. Process of TELUM E-Training

In order to explain the TELUM e-training, I have used my personal experience of the e-training during the allotted period of it. For that reason, I tried to share with you my personal summary of the TELUM e-training. To achieve the training's objectives, we have to follow 4 workshops (Phase ):

**a) workshop 01**: Self-training
**b) workshop 02**: Design an online course
**c) workshop 03**: Administration of an online course
**d) workshop 04**: Online Tutoring

Computer and technical tools were made available for participants such as OPAL, Vue, Moodle Platform, etc.

## 2. Objectives of TELUM E-Training

The below points are the most important objectives of TELUM e-training.

➢ It encourages self-training; Vue, Opale, Moodle, etc.

➢ It helps teachers learn how to evaluate an online course according to specific standards and pedagogical criteria.

➢ It helps teachers to manage all the options of an online course by using "editor mode".

➢ It enables new recruited teachers to learn about learning scenarios, tutor functions, monitoring and evaluation.

# II. Methodology

It is important to mention what is meant by research methodology. Kothari (2004, p. 2) defines "research is to discover answers to questions through the application of scientific procedures". Methodology refers to the main approaches and paradigms that guide the manner in which the research is conducted. The decision to choose a particular research method is

generally determined by what fits the purpose of the research problem, questions and objectives. For that reason, the present research work is based on qualitative method according to the nature of the topic. The present paper investigates the importance of TELUM e-training to newly recruited teachers at Mohamed Khider University of Biskra.

### A. Research Settings

The present study took place at Mohamed Khider University of Biskra with newly recruited teachers of the same university.

### B. Research Sampling

This study occurred with novice teachers from Mohamed Khider University of the two last promotions 2018/2019 and 2019/2020 from different departments; Enlish, French, Arabic, Computing, Agriculture, History, etc. We have asked them to participate in the present study. Twenty novice teachers (20) have answered the given questionnaire.

### C. Method

The current study follows a qualitative research approach at investigating novice teachers' attitudes on TELUM e-training as a new step provided by the ministry of higher education. Since it is concerned with newly recruited teachers, we have conducted the study under a qualitative research approach with a questionnaire oriented to newly recruited teachers of Mohamed Khider University, as data gathering tools.

### D. Data Collection Tools

Data collection tool which is used in the present paper is a questionnaire for novice teachers from different department at Mohammed Khider University of Biskra to investigate their attitudes towards TELUM e-training as new step provided by the ministry of higher education. This step is created to pave the way for a new generation; both teachers and learners, to master e-assessment and e-learning respectively.

## III. Results and Discussion

Our aim behind teachers' questionnaires is to collect data from novice teachers at Mohamed Khider University. Their answers are of great help to our study and help us determine teachers' attitudes towards TELUM e-training. Their answers are summarized in table 2 and graph 1 below.

### Table 2: Teachers' Answer about TELUM e-Training General Information

| Statements | YES | NO |
|---|---|---|
| 1. TELUM e-training is provided by Mentouri University-Constantine (A) | 20 | 00 |
| 2. TELUM e-training is totally different from the traditional training (B) | 20 | 00 |
| 3. TELUM e-training contains 5 workshops (C) | 20 | 00 |
| 4. TELUM e-training provides novice teachers with different forms of designing an online course (D) | 20 | 00 |
| 5. TELUM e-training enlighten novice teachers with different e-platforms: Moodle, edX, MOOC, etc. (E) | 20 | 00 |
| Total | 20 | 00 |
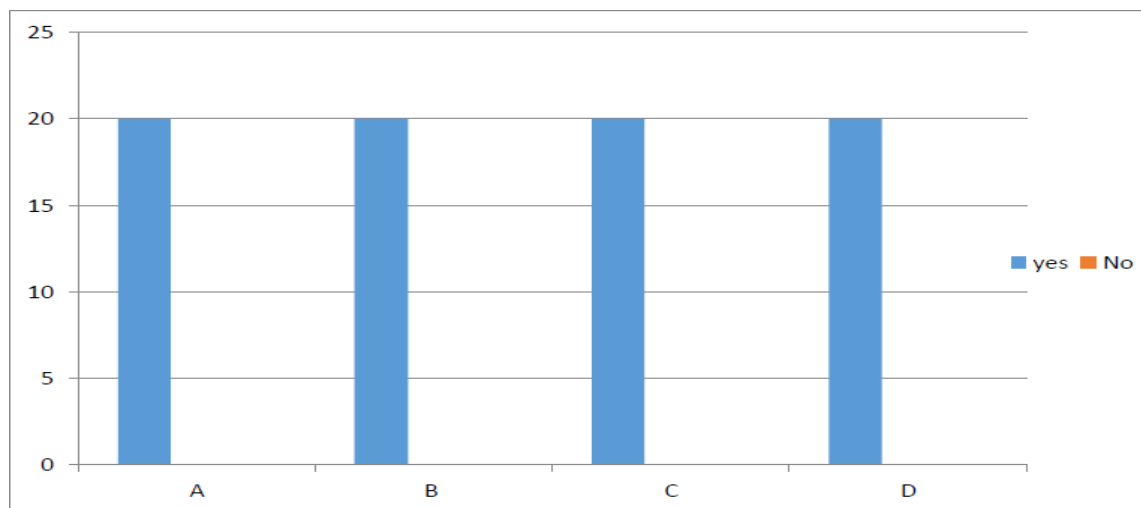


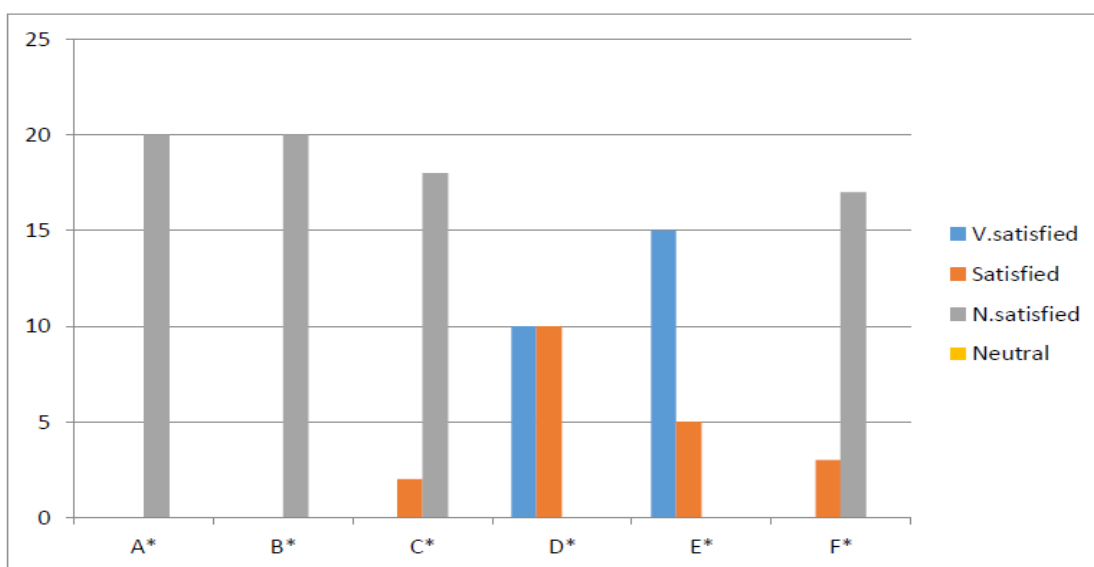## Graph 1: Teachers' Answer about TELUM e-Training General Information

Graph 1 shows the collected data from novice teachers at Mohamed Khider University concerning the general information about TELUM e-training. In order to facilitate reading the graph1, we have used letters A, B, C and D to represent the following general information about TELUM e-training respectively:

➢ TELUM e-training is provided by Mentouri University-Constantine (A)
➢ TELUM e-training is totally different from the traditional training (B)
➢ TELUM e-training contains 5 workshops (C)
➢ TELUM e-training enlighten novice teachers with different e-platforms: Moodle, edX, MOOC, etc. (E)

As graph1 represents, all novice teachers agree about the general information provided by TELUM e-training. They have agreed that TELUM e-training is provided by Mentouri University-Constantine. In addition, they have agreed that is totally different from the traditional training occurred at the level of the university. Moreover, TELUM e-training contains 5 workshops and it enlightens novice teachers with different e-platforms, for instance, Moodle, edX, MOOC, etc.

**Table 3: Teachers' Attitude towards Integrating TELUM E-Training for Novice Teachers**

| Statements | Very satisfied | Ssatisfied | Not satisfied | Neutral |
|---|---|---|---|---|
| 1. The diagnostic test for novice teachers about their level at the language (French) provided by TELUM e-training organizers (A*) | | | 20 | |
| 2. The diagnostic test for novice teachers about their competences in using ICTs (B*) | | | 20 | |
| 3. The duration of TELUM e-training (c*) | | 2 | 18 | |
| 4. The importance of the provided workshops (D*) | 10 | 10 | | |
| 5. The importance of the provided platforms (E*) | 15 | 5 | | |
| 6. The importance of the provided e-assessment (F*) | | 3 | 17 | |
| 7. Teachers' acquisition of the new of e-assessment (G*) | | 3 | 15 | 2 |
| 8. Cooperation between the knowledge and skills provided by e-training and traditional training (H*) | | | 15 | 5 |



**Graph 2: Teachers' Attitude towards Integrating TELUM E-Training for Novice Teachers**

Graph 2 shows the collected data from novice teachers concerning their attitudes towards integrating TELUM e-training. the general information about TELUM e-training. In order to facilitate reading the graph2, we have used letters A*, B*, C*, D*, E*, F*, G* and H* to represent the following general information about TELUM e-training respectively:

❖ The diagnostic test for novice teachers about their level at the language (French) provided by TELUM e-training organizers (A*)
❖ The diagnostic test for novice teachers about their competences in using ICTs (B*)
❖ The duration of TELUM e-training (c*)
❖ The importance of the provided workshops (D*)
❖ The importance of the provided platforms (E*)

❖ The importance of the provided platforms (E*)
❖ The importance of the provided e-assessment (F*)
❖ Teachers' acquisition of the new of e-assessment (G*)
❖ Cooperation between the knowledge and skills provided by e-training and traditional training (H*)

As graph2 represents, all novice teachers agree about the following deficiencies of TELUM e-training:

➢ Organizers of TELUM e-training did not give importance to the diagnostic test for novice teachers in order to test their level at the French language.

➢ They did not make a diagnostic test for newly recruited teachers about their competences in using ICTs.

➢ The duration of TELUM e-training is long (6 months), however; the duration of the activities is not satisfied since the activity takes a long time to be understood.

➢ They have provided effective workshops

➢ The importance of the provided platforms.

➢ The importance of the provided platforms.

➢ The importance of the provided e-assessment.

➢ Organizers of TELUM e-training did not offer much practice to teachers in order to acquire the skill of e-assessment.

➢ Both organizers of traditional and e-training did not work in cooperation between the knowledge and skills provided by two different training.

## IV. Implications

After reading the results and discussing the mentioned points, we find that we may provide some implications which suit the previous answers are as follows:

➢ TELUM e-training which newly recruited teachers had experienced in their first year of teaching paves the way for real e-learning.

➢ TELUM e-training bridges for real use of e-learning at Mohamed Khider University if it is equipped with the needed staff.

➢ It is better if organizers of TELUM e-training offer much practice to novice teachers in order to acquire the skill of e-assessment since this latter one is a crucial element while assessing learners during crisis like: the COVID -19 Pandemic.

➢ Both organizers of traditional and e-training did not work in cooperation between the knowledge and skills provided by two different training.

## Conclusion

The present study reveals that the training in ICT, provided by the Brothers' Montouri University of Constantine, allow new recruited teacher to experience what is called e-learning. It also offers a hybrid education in Algerian universities and integrates new technologies as a distance learning tools. The training offers new opportunities to acquire skills of presenting an online course which has strong points to make it vital as possible as they can. Moreover, it offers an opportunity for teachers to witness and use updated programs and technologies. So, the training facilitates the teaching-learning process in order to achieve the best results of e-learning. However, there was a breakdown of cooperation between organizers of the face-to-face training and e-training. In addition, organizers of TELUM e-training did not pay attention to the different competences novice teachers have concerning the French language and the use of ICTs. Moreover, TELUM e-training needs a free time teachers to focus more on the posted knowledge and skills in order to better practice them in a good way.

Appendices

## Teachers' Questionnaire

Dear colleagues,

We are investigating in the area of e-training for newly recruited teachers and the importance of this new step provided by the ministry of higher education. We shall be very pleased if you take part in this questionnaire of a virtual international conference by answering the following questions.

We thank you in advance for your collaboration.

Mrs. Yasmina BENZIDA

1) How long have you been teaching at Mohamed Khider University? ................ year(s).

2) E-training is considered to be: easy / difficult / appropriate

### 3) General information about TELUM e-training

| Statements | YES | NO |
| --- | --- | --- |
| 1. TELUM e-training is provided by Mentouri University-Constantine | | |
| 2. TELUM e-training is totally different from the traditional training | | |
| 3. TELUM e-training contains 5 workshops | | |
| 4. TELUM e-training provides novice teachers with different forms of designing an online course | | |
| 5. TELUM e-training enlighten novice teachers with different e-platforms: Moodle, edX, MOOC, etc. | | |

### 4) Teachers' attitude towards integrating TELUM e-training for novice teachers

| Statements | Very satisfied | Ssatisfied | Not satisfied | Neutral |
|---|---|---|---|---|
| 1. The diagnostic test for novice teachers about their level at the language (French) provided by TELUM e-training organizers | | | | |
| 2. The diagnostic test for novice teachers about their competences in using ICTs | | | | |
| 3. The duration of TELUM e-training | | | | |
| 4. The importance of the provided workshops | | | | |
| 5. The importance of the provided platforms | | | | |
| 6. The importance of the provided e-assessment | | | | |
| 7. Teachers' acquisition of the new of e-assessment | | | | |
| 8. Cooperation between the knowledge and skills provided by e-training and traditional training | | | | |

## 5) Any further comments and suggestions

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