APORTAL VoL3 (1) 2019

The use of a digital learning system for developing pedagogical skills: ideas for research-based practice

[*1]Ruby Hanson & [2]Emmanuel Kutorglo

[1&2]Department of Chemistry Education,

University of Education, Winneba, Ghana

*[1]maameruby@yahoo.com

[2]ekutorglo@gmail.com

Abstract

This study involved five graduate teacher trainees at the University of Education (UEW), Ghana, who were on a summer programme. A Moodle Learning Management System, videos and micro teaching sessions were employed as support tools to provide and equip the graduate teacher trainees (trainees) with the needed pedagogical skills, while questionnaires, WhatsApp social media platform, and interviews were used to collect data to evaluate whether a digital learning system could provide learners with enhanced interaction modes to improve their pedagogical skills. This case study with an interpretive approach arose as a response to a need to avail more practice time and modern opportunities for teacher trainees to increase their practicum sessions for increased acquisition of pedagogical skills through a digital learning platform. Results indicated that the digital learning system increased active trainee-teacher interaction, trainee-trainee interaction and equipped the graduate teacher trainees with requisite pedagogical skills for professional development. An identified problem was lack of stable internet connectivity which was initiated mostly by power outages at the time of this research, but could be salvaged, with improvement in power supply. Recommendations for further improvement are suggested.

Key words: Digital learning system, pedagogy, pedagogical skills, teacher education