

EVALUATION OF PRE-SERVICE TEACHERS OF GOOGLE FOR EDUCATION ONLINE TRAINING MODULES

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ABSTRACT

Responding to the needs of digital learners requires higher education institutions to continuously innovate their curriculum in order to develop teachers equipped with 21st century skills in technology integration. One such e-learning initiative is the integration of Google for Education (G4E) online training modules. This research aims to determine the experiences and evaluation of sixty-seven (67) pre-service teachers who took the G4E fundamentals online training modules as part of their educational technology course. Results of the survey show highly appropriate ratings for the online learning features and moderate ratings for the ARCS motivational design features of the G4E modules. The data also indicates that students in higher levels access and spend more time doing the G4E modules. Duration of access is fostered by quality of online learning – i.e. fast online access. Among the ARCS motivational design features, the satisfaction features proved to be the primary strength of the G4E modules. Pre-service teachers who frequently access the modules reported doing the modules in advance and expressed willingness to take another G4E online training module. Additionally, the attention and relevance features significantly contributed to their willingness; whereas the confidence features significantly contributed to their readiness to take the G4E certification exam. Recommendations on how to improve the integration of the G4E online training modules are presented.

Key words: *ARCS, E-learning, Google for Education, Motivational design, Online Learning, Pre-service teachers*