



Use of ICT in teaching: Learning

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Abstract

Today it is difficult to work without use of technologies (ICT) in the field of education as well as other too. This is an attempt to bring the subject to the awareness of educators, students and Institutions. It is needed to plan a policy an Institutional frame work and the activities reflect its commitment to integration of technology to enhance students learning. The provision of The educational Policy of national and international agencies for inclusion of knowledge and skills related To ICT are reflected throughout the curriculum , instructional practices, field experience ,practices of teaching and assessment and evaluation system of the educators, teachers and institutions at different level i.e. schools/colleges /Institutions.

If we ask a simple question –To what extent are teachers utilizing ICT tools in schools and colleges? How have they perceived their competencies to be and what are their specific training and supports needs, If any? What are teacher attitude towards ICT adoption? What are Teacher perception and performance of teacher towards ITC? We have no proper answer of these questions, is the issue of this article to focus the problem of educators, researchers, policy planners and institutions.

Keywords: ICT, field experience, instructional practices, learning

1. Introduction

Today it is difficult to work without use of technologies (ICT).The use of ICT in the field of education as well as other too. This is an attempt to bring the subject to the awareness of educators, research scholars and Institutions. A wide range of ICT such as Laptop, LCD Projector, Trolley with speakers and USB devices, system, e-Black Board as well as software like power point ,flash and Interactive Course ware ,useful support to teaching –learning in different kind of subjects at different level ,i.e. schools/colleges /Institutions. To what extent are teachers utilizing ICT tools in schools and colleges? How have they perceived their competencies to be and what are their specific training and supports needs, if any? What are teacher attitude towards ICT adoption? What are Teacher perception and performance of teacher towards ITC? We have no proper answer of these questions, is the issue of this article to focus the problem of educators, researchers, policy planners and institutions. Its' needed in teaching and learning about the kind of educational opportunities provided to educators and students that will develop their awareness towards use of ICT. The Institutional frame work and the activities reflect its commitment to integration of technology to enhance students learning. The provision of The educational Policy of national and international agencies for inclusion of knowledge and skills related To ICT are reflected throughout the curriculum , instructional practices, field experience ,practices of teaching and assessment and evaluation system of the educators, teachers and institutions at different level i.e. schools/colleges.

Confidence development in ICT use

Several exemplar materials media products necessary to create and provide the right kind of learning experience are also use and development by students and educators. The faculty extensively employs technology in developing such instructional materials for teacher educations as well as

school education are used for effectiveness of the program and the students have adequate access to various point and electronic information resource. Confidence development is very necessary for the use of ICT- Need for development of the necessary skills at all ages, in all part of society, to use and participation ICT effectively.

- Such skills include functional and digital literacy, and the ability to be involved in creating and accessing content, as well as the ability to participate in an interactive electronic environment.
- Confidence also encompasses creating trust, safety and security in the use of ICT. Information and Communication Technology is one of the force, changing the way of education. The use of technology in class rooms can assist with the accommodation of students –differences, promote critical thinking, development problem solving skills, and enhancing students enter connection with others in different part of the country. The technology use can offer a motivating, relevant, and a dynamic way of teaching and learning

Learning

A wide range of ICT such as Laptop ,LCD, Projectors, Trolley with speakers and USB devices, system, e-Black Board as well as software like power point ,flash and Interactive Course ware ,useful support to teaching – learning. If in some Institutions, schools and colleges extra effort have been made to provide additional facilities like computer, Laptop, Wireless Internet connection and local area net work to assist teachers in their teaching - learning and professional task, ideally teacher should be very receptive to ward the adoption and implementation of ICT in education.Effective use of ICT with multimedia and graphics for example, enriches teaching and enhance interactive in learning.With a large investment in ICT infrastructure, and increases emphasis on the use of ICT in teaching ,teachers are expected to be competent and

effective in utilizing full use of the ICT in schools ,colleges and institutions. Information and Communication Technology (ICT) is an important issue and question of

accept the ICT society. A acceptance model of ICT suggest by the Davis, Bagozzi and Warshaw in 1989

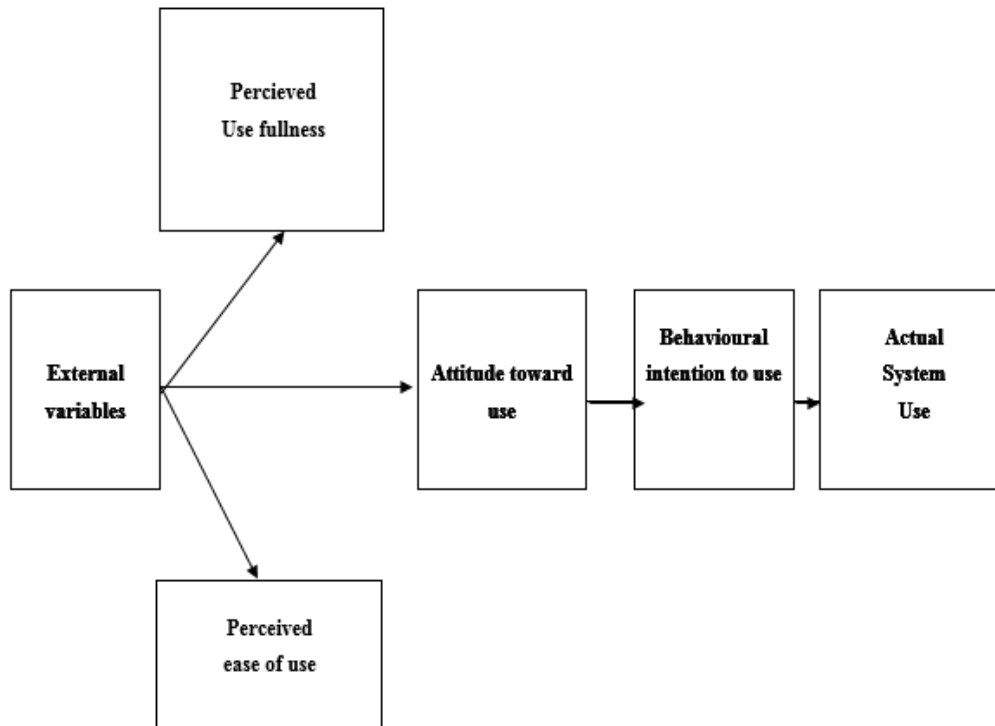


Fig 1

Barriers to using ICT

In a research resulted that the majority of teacher’s first priority is to maintain order in the class and to have a controlled learning environment. Any suggestions of adopting very innovative teaching techniques such as using ICT is therefore seen as threading this orderly pattern and therefore not desirable. There is a genuine fear amongst many teachers about ICT and skepticism of its value to their pupils. Secondary teachers seen more comparable with ICT and are more inclined to find it helpful in a variety of planning and management tasks. On the other hand, they are less convinced than primary teachers about the benefits to pupils (Cox, Preston & Cox, 2000) [7]. In addition, obstacles such as access to equipment, time pressures, lack of mentor and opportunities for apprenticeship of observation also have an impact on teachers’ ability to use ICT (Slaouti & Barton, 2007). Further, teachers’ workload and time management is to be cause of inhibiting the implementation of computer instruction in classroom (Guha, 2000). While there is a great deal of studies about how ICT is being used in developed countries, there is not much information on how ICT is being integrated in to schools in developing countries (Beukes-Amiss and Chiware). In India there is no such type of data and information or research to day. Many questions arise but we have no answer.If we ask a simple question –To what extent are teachers utilizing ICT tools in schools and colleges? How have they perceived their competencies to be and what are their specific training and supports needs, if any? What are teacher attitude towards ICT adoption? What are Teacher perception and performance of teacher towards ITC? We have no proper answer of these questions, is the issue of this article focus to the problem. Specially, It is indeed hoped to educators, researchers, policy planners and institutions that the benefits

from the use of ICTs can be fully realized and optimized in teaching – learning. It is also needed to plan a policy or project for massive investment to “Kick-Start” the use of ICT in schools, colleges and Institutions.

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