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Review Article

TRENDS IN TEACHING BASED ON EMERGING TECHNOLOGIES – A NEW PERSPECTIVE

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ABSTRACT

Information and Communication Technology (ICT) is a term that includes any communication device or application, such as radio, television, mobiles, computer and network, hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. The ICTs are often spoken of in a particular context, such as the ICTs in education, health care, or libraries. The term is somewhat more common outside of the United States. Many countries around the world have established organizations for the promotion of the ICTs, because it is feared that unless less technologically advanced areas have a chance to catch up, the increasing technological advances will only get them beaten up. The paper discusses the personal perspective and the ways in which technology can enhance learning and calls on educators to take a leadership role in determining the ways in which technology is used to support educational goals.

INTRODUCTION

Generally, kids gravitate towards technology—the focus of the topic can be easily understood in an observation where a child heads straight for the video games or Face Book after school. With a world of information at the fingertips of the children nowadays, it seems like kids finding it easier than ever to succeed in school. However, as more classrooms invest in the latest technology, test scores remain the same, bringing its effectiveness into question. "Incorporating technology into the classroom requires a double innovation," says Shelley Pasnik. Educators/teachers who receive the new technology need to learn them first as to how to use the equipment and then decide whether or not it supports the objectives and curriculum being practiced. Many teachers and schools choose to avoid the situation by discouraging the use of computers in a well-organized manner. As a result, the latest versions of Smart boards, ELMOs, or iPads stay locked in a closet as they struggle to find the time to effectively incorporate them into the curriculum plan.

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Despite the challenges, incorporating the technology into education still has proven benefits, especially when it comes to personalized learning. An interactive game is more engaging than a book, so technology often promotes more practice and reviews in areas requiring memorization, such as spelling, math and geography. This gives the teachers time in the classroom so that they can focus their attention on skills like problem solving, character development and critical thinking.

Technology also makes learning easier to spend extra time on learning. "After school and weekend time, the learners can have effective learning time with the right technology," says David Vinca, the Founder and Executive Director of eSpark Learning, an education company that focuses on bringing iPads and iPods into the classroom. The teachers also find it easier to track and assess the progress of students with the help of technology. At the end of each lesson, students can record a video summarizing what they have learned, and email it to their teacher. The teacher will know immediately and reintroduce that specific skill if a student consistently misspells words of a certain pattern. This kind of data-driven information is invaluable for teachers who want to revise and review.

Technology as a Tool to Support Instruction

The extravagant promises of technology are familiar with everyone. Technology makes the students smarter, faster and by being cheaper at costs than ever before. Moreover, the promise suggests, this miracle does not happen all of a sudden but will occur almost by osmosis. What is needed for the miracle to happen is a place for a computer in a room, patience to stand back and watch the magic takes place. That will prove the learning easy and the life simple. In 1980s, when computers were making their way first into the classrooms, even the teachers in metropolitan cities were unfamiliar with the technology and uncertain about the possibilities. It was the time a great deal of bad software existed. Hence, the skilled and trained teachers also stepped back and let software developers, hardware vendors, and other technicians define not only what computers could be bought but also how those products would be used. In many ways, the technology drove the educational process on its own which did not work well.
This is an era in which technology is no longer an intimidating novelty. Its use in business and industry is both accepted and expected in a such a way that the pressure abounds from the governments at the centre and state crossing the popular press to the schools located at rural and urban areas. It is time for the teachers to get on board and see to it that students become technologically skilled.

Technology is a tool that can change the nature of learning

The teachers, first and foremost, want their students to learn. It is certainly not enough to tell the teachers that they need to use the computers that have invaded their schools simply because they are expensive or because students need to know how to use the latest widget. The teachers will use those widgets if it is clear that technological tools will help them achieve their goal. The real world is not broken down into discrete academic disciplines. A number of teachers ever say that they would like to be able to change the way they teach - to find ways to implement project-based, multidisciplinary lessons. It is time to ponder over how that might happen when technology is used to support learning.

Technology lends itself to exploration. Exploration must be valued as important to both teaching and learning before technology can be used effectively. In a technology-rich classroom, students might search the web for information, analyze, chart the results and record what they have learned on the computer. Moreover, the students are active, rather than passive - producing knowledge and presenting that knowledge in a variety of formats. In such an environment, the teachers can encourage a diversity of outcomes from the learners rather than insisting on one right answer. They can evaluate learning in multiple ways, instead of relying predominately on traditional tests using papers and pens. Most importantly, teachers and students can move from pursuing individual efforts to being part of learning teams. An active learning is rarely a clean, neat process. Students engaged in such a process can create busy, noisy, and messy classrooms. It is important to recognize that this kind of learning takes practice for both the teacher and the students. The activities and learning environments have to be carefully guided and structured so that the learners are fully engaged in their learning. The students ought to learn that exploration does not mean just running around doing what they want and ending up helter-skelter. The teachers need to recognize that if students could ask questions, write about what they are learning, and do those things in an authentic context where they will learn to read, write and think. In a technology-rich classroom, students do not "learn" technology. Technology merely provides the tools to be used for authentic learning. It is a means, not an end. Technology provides educators the opportunity to move from the stage of streamlining the way things have always been done to the stage of really imagining things they would like to do.

Tools for Technology – How to Choose and Use

The teachers must determine how tools for technology are used, and they need to design the development process to trains the learners. They must insist on being part of the planning for technology integration, rather than being the recipients of other people's ideas by working together to create exemplary units and share their experience with one another. Teachers cannot revolutionize the educational system but can strongly point out the system meant for the betterment of the students.

The administrators need to understand what a technology-rich lesson looks like. They are bound to provide the teachers with time to work together, to explore, and to play with technological tools and to make sure that support for lifelong learning for the teachers, as well as for students. Teachers are creative, intelligent people, and once they learn to use technology in their professional lives for enhancing their own learning, they will soon discover many ways in which technology can enhance what they are doing with their students.

In order to successfully infuse technology into their classrooms, the teachers need the support of all stakeholders in the educational community. They have to resist the notion that learning to use the "gadgets" is an end in itself. They need a leadership to find the best ways of using technology to enhance teaching and learning. They must expect and demand the best and most interesting software to enhance their educational targets. Technology must be included in planning and its implementation and be encouraged to experiment with the available tools used for learning process. The teachers are also expected to educate themselves on how best to make use of those tools to enhance teaching and learning.

Major Trends of Technology in Education

The latest data reveal that the video and mobile for homework are on the rise and most of the kids never prefer to use traditional computers to connect to the Internet at home.

Mobile Phones

The students overwhelmingly have access to personal mobile devices. Specifically, the high school students have started having access to internet-connected smart phones or the same type of devices such as tablets or laptops etc.

Internet Connectivity

The students generally connect to the internet when they are at home. They have 3G- or 4G-enabled devices as their primary

means of connecting to the internet. They connect through an internet-enabled TV or Wi-Fi console. The traditional broadband access is no longer their primary means of connectivity because there was less contention for access with other members of the family through these non-traditional devices.

Video for Class work and Homework

Video is yet another tool that has been on the rise in recent years. The teachers, realizing the use, have started accessing to video online and helping the learners do their homework.

Mobile Devices for Schoolwork

The students leverage mobile devices both to be more efficient in their day-to-day tasks and to transform their own learning processes. They use mobile devices for academic related reminders and alerts, taking photos for the assignments, educational games, and collaboration with their peers apart from anytime research.

Digital Footprint

Digital footprint is a new research area for the time where high and higher secondary students, though they admit that this is an important part in future, need to be careful about the things they post online.

Online Learning

It is found that the students who have not taken an online course are increasingly interested in the opportunity, citing a desire to have more control over their learning and believing that they will get more support from an online teacher.

Social Media

The social media such as Twitter, Face Book, Whats App, Instagram, etc. fulfill the expectations of students for the use of these technologies far outpaced than those of teachers and parents. It is a fact that the school boards have gone through many changes of technology but do not have any solid evidence that it has improved student learning. Technology has been more of a resource for teachers than an influence on learning. Perhaps the only major facet of the lives of students that has yet to be transformed by technology is education. Excellence in education requires individualization in instruction. This is not merely virtuous; it is the command of "No Child Left Behind." Individualization requires a teacher to differentiate instruction to a group of students, each with unique levels of knowledge and industriousness, and unique learning styles. Technology helps students learn and teachers teach. It imparts facts and knowledge as well as connecting comprehension and application, and does it successfully through individualization and using a comfortable, friendly medium.

Conclusion

Currently, teachers do not have sufficient time to individualize learning. By using technology as a teaching tool, a resource that easily individualizes is added, and the teachers are let free to differentiate as well. Technology has other helpful learning applications, available to the field of education when the technology is considered as an aid to learning and to expanding a teacher's instructional versatility and capability. That enhanced capability can synchronize those foreign circles in our educational Venn diagram, helping teachers achieve what is needed from education and for all learners.

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