



## **THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING AND LEARNING**

**R. G. VIDHATE**

Anandrao Dhonde Alias Babaji Mahavidyalaya,  
Kada, Beed (MS) INDIA

### **ABSTRACT**

*Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. Today's students are often portrayed in the literature as enthusiastic and wholehearted users of the Internet for school purposes, in contrast with today's schools, in which the situation is of high ICT access and low use. ICT has become an integral part of today's teaching learning process. Effective use of technology can motivate students, make our classes more dynamic and interesting and renew teacher enthusiasm as they learn new skills and techniques. The role of ICT in higher education is becoming more and more important and this importance will continue to grow and develop in 21st century. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. The adoption and use of ICTs in education have a positive impact teaching, learning and research. The use of ICT will not only enhance learning environment but also prepare next generation for future lives and careers. Students were revealed to be ambivalent: they considered the Internet to be easy to use, reducing workload and "fun", but at the same time "unreliable", not "serious" enough, and not containing what they "need to know". Thus, they primarily used it for "unimportant" assignments such as routine homework. Students described their learning goal as getting required "material" into their heads and saw the teachers as an (almost) exclusive authority regarding this required body of information, in line with schooling's information-focused agenda and teacher-centered practices.*

### **INTRODUCTION**

Information and Communications Technology (ICT) can impact student learning when teachers are digitally literate and understand how to integrate it into curriculum. Schools use a

**R. G. VIDHATE**

1 Page



diverse set of ICT tools to communicate, create, disseminate, store, and manage information. In some contexts, ICT has also become integral to the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, using students' own smartphones or other devices for learning during class time, and the "flipped classroom" model where students watch lectures at home on the computer and use classroom time for more interactive exercises.

When teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace.

ICT issues planners must consider include: considering the total cost-benefit equation, supplying and maintaining the requisite infrastructure, and ensuring investments are matched with teacher support and other policies aimed at effective ICT use.

### Issues and Discussion

Digital culture and digital literacy: Computer technologies and other aspects of digital culture have changed the ways people live, work, play, and learn, impacting the construction and distribution of knowledge and power around the world. Graduates who are less familiar with digital culture are increasingly at a disadvantage in the national and global economy. Digital literacy - the skills of searching for, discerning, and producing information, as well as the critical use of new media for full participation in society - has thus become an important consideration for curriculum frameworks.

In many countries, digital literacy is being built through the incorporation of information and communication technology (ICT) into schools. Some common educational applications of ICT include:

- *One laptop per child:* Less expensive laptops have been designed for use in school on a 1:1 basis with features like lower power consumption, a low cost operating system, and special re-programming and mesh network functions. Despite efforts to reduce costs, however, providing one laptop per child may be too costly for some developing countries.
- *Tablets:* Tablets are small personal computers with a touch screen, allowing input without a keyboard or mouse. Inexpensive learning software ("apps") can be downloaded onto tablets, making them a versatile tool for learning. The most effective apps develop higher order thinking skills and provide creative and individualized options for students to express their understandings.

R. G. VIDHATE

2 Page



- *Interactive White Boards or Smart Boards:* Interactive white boards allow projected computer images to be displayed, manipulated, dragged, clicked, or copied.(3) Simultaneously, handwritten notes can be taken on the board and saved for later use. Interactive white boards are associated with whole-class instruction rather than student-centred activities. Student engagement is generally higher when ICT is available for student use throughout the classroom.
- *E-readers:* E-readers are electronic devices that can hold hundreds of books in digital form, and they are increasingly utilized in the delivery of reading material.(19) Students - both skilled readers and reluctant readers - have had positive responses to the use of e-readers for independent reading. Features of e-readers that can contribute to positive use include their portability and long battery life, response to text, and the ability to define unknown words. Additionally, many classic book titles are in e-book form.
- *Flipped Classrooms:* The flipped classroom model, involving lecture and practice at home via computer-guided instruction and interactive learning activities in class, can allow for an expanded curriculum. There is little investigation on the student learning outcomes of flipped classrooms. Student perceptions about flipped classrooms are mixed, but generally positive, as they prefer the cooperative learning activities in class over lecture.

ICT and Teacher Professional Development: Teachers need specific professional development opportunities in order to increase their ability to use ICT for formative learning assessments, individualized instruction, accessing online resources, and for fostering student interaction and collaboration. Such training in ICT should positively impact teachers' general attitudes towards ICT in the classroom, but it should also provide specific guidance on ICT teaching and learning within each discipline. Without this support, teachers tend to use ICT for skill-based applications, limiting student academic thinking.(32) To support teachers as they change their teaching, it is also essential for education managers, supervisors, teacher educators, and decision makers to be trained in ICT use.

Ensuring benefits of ICT investments: To ensure the investments made in ICT benefit students, additional conditions must be met. School policies need to provide schools with the minimum acceptable infrastructure for ICT, including stable and affordable internet connectivity and security measures such as filters and site blockers. Teacher policies need to target basic ICT literacy skills, ICT use in pedagogical settings, and discipline-specific uses. Successful implementation of ICT requires integration of ICT in the curriculum. Finally, digital content needs to be developed in local languages and reflect local culture. Ongoing technical, human, and organizational supports on all of these issues are needed to ensure access and effective use of ICT.



**Resource Constrained Contexts:** The total cost of ICT ownership is considerable: training of teachers and administrators, connectivity, technical support, and software, amongst others. When bringing ICT into classrooms, policies should use an incremental pathway, establishing infrastructure and bringing in sustainable and easily upgradable ICT. Schools in some countries have begun allowing students to bring their own mobile technology (such as laptop, tablet, or smartphone) into class rather than providing such tools to all students - an approach called Bring Your Own Device. However, not all families can afford devices or service plans for their children. Schools must ensure all students have equitable access to ICT devices for learning.

### **Inclusiveness Considerations**

**Digital Divide:** The digital divide refers to disparities of digital media and internet access both within and across countries, as well as the gap between people with and without the digital literacy and skills to utilize media and internet. The digital divide both creates and reinforces socio-economic inequalities of the world's poorest people. Policies need to intentionally bridge this divide to bring media, internet, and digital literacy to all students, not just those who are easiest to reach.

**Minority language groups:** Students whose mother tongue is different from the official language of instruction are less likely to have computers and internet connections at home than students from the majority. There is also less material available to them online in their own language, putting them at a disadvantage in comparison to their majority peers who gather information, prepare talks and papers, and communicate more using ICT. Yet ICT tools can also help improve the skills of minority language students - especially in learning the official language of instruction - through features such as automatic speech recognition, the availability of authentic audio-visual materials, and chat functions.

**Students with different styles of learning:** ICT can provide diverse options for taking in and processing information, making sense of ideas, and expressing learning. Over 87% of students learn best through visual and tactile modalities, and ICT can help these students 'experience' the information instead of just reading and hearing it. Mobile devices can also offer programmes ("apps") that provide extra support to students with special needs, with features such as simplified screens and instructions, consistent placement of menus and control features, graphics combined with text, audio feedback, ability to set pace and level of difficulty, appropriate and unambiguous feedback, and easy error correction.

### **Implications for further research and teachers' training**



The four school levels considered in this study represent a continuum in which different phases can be identified: from the level of infrastructure and equipment available, to the integration of ICT as a resource and, finally, its consideration as a strategic element for the innovation and the improvement of teaching and learning processes. To get to Level 4 implies that a school not only has to modernize the technological tools, but also has to change the teaching models: the teacher's role, issues regarding classroom organization, the teaching and learning processes, the interaction mechanisms, and so forth.

Some conditions need to be in place to allow most of the schools to move forward along the lines of this model:

- The consideration of ICT as a tool that can contribute to continuous educational innovation in the centres should be introduced in the school strategic plans and, even more, in each year's teaching plan. The cases studied in which this was so achieved better outcomes. Further research should focus on the need for a new and different form of classroom organisation when integrating ICT, where staff roles and equipment should be organised differently.
- The teaching staff has a fundamental role in determining what to teach and how to teach it (and what the students are going to learn) using ICT. It is therefore extremely important that they make their beliefs explicit and take them into account when designing teaching processes, in order to better observe and understand innovative uses of technology for high educational level purposes (Cox 2008 Cox M.J. Researching IT in education International handbook of information technology in primary and secondary education. These issues will have to be considered when drawing up training proposals, developing them in order to enable teachers and schools to integrate ICT appropriately in the teaching and learning processes.

### **CONCLUSIONS**

This research focuses on the need to develop appropriate strategies to face this new teaching role and, additionally, the students' role when integrating ICT in the teaching and learning processes. The role and the perspective of teachers have become highly relevant, highlighting them as crucial players in this process. Particularly, teachers use technology depending on their perceptions and their trust in the way it can contribute to the teacher and the learning process. Through knowing what they think, we will be closer to understanding what they do or what they might do with technology in their classrooms and in relation to their work.





## REFERENCES

1. Balasubramanyam, (2009), "Background paper from the Commonwealth of Learning for the UNESCO World Conference on Higher Education", Paris.
2. Afshari et al. (2009), "Factors affecting teachers' use of information and communication technology", International Journal of Instruction, 2(1), 77-104.
3. M.J. Researching( 2008) Voogt J. Knezek G. Springer Berlin 2008 965 81.
4. Sukanta, S. (2012), "Role of ICT in Higher Education for the 21st Century", Science Probe, 1, 30-41.
5. Mahisa, Anju studied "The role of ICT in higher education in India" (2014) .
6. www.ijert.org © 2017 IJCRT | Volume 5, Issue 4 December 2017 | ISSN: 2320-2882 IJCRT1704371
7. International journal of Information and Communication Technology, 4 (5) pp 513-518