ICT IN EDUCATION: A TEACHER’S MIND

by:
Niño Paulo C. Guevarra
Teacher I
J.C. Payumo Jr. Elementary School

Adolescents of the Net Generation are beyond basic communication, many students engaged in highly creative activities on social networking sites. Children are continually communicating with peers online, especially through social networking sites. Social networking sites, virtual online locations where users create profiles to connect to other users, already engage incredible numbers of adolescents. Children have a high interest in these types of sites already, so to motivate students to learn, one could create a safe learning environment using a social networking site. Teachers build students self-confidence when they care about them as individuals; thus, a teacher’s Facebook profile may function as a pedagogical tool for communication interest and concern in student learning in an arena where students are the experts. Children are already using these sites to seek out help with school assignments, so to create a group for them to exchange knowledge would increase their interest and responsibility in the subject. The group feature of Facebook renders it especially helpful in empowering students to take responsibility for their own learning goals. Facebook is only one site for social networking. With the continual advancement of the Internet, more helpful and safer sites are appearing. Social networking is just one benefit of technology; another is video games.

Teachers use instructional technology for online courses, video conferencing, electronic portfolios, and other exploratory projects. Literature reviews are important tools that teachers can use to evaluate instructional technology and develop strategies for its effective use. Teachers may need to help students understand how to learn and
how to become comfortable within the online learning community. Many students come from traditional classroom settings where assessments are based on the reading of the chapter in the textbook, completing a couple assignments, and then taking a test; therefore, they find it difficult to embrace the different kinds of assessments associated with social constructivist teaching. Adult learners will need support and extended opportunities to practice different assessment methods that are new to them before they are comfortable and before instructors see changes in students’ assessment behaviour.

References:

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