ICT’S ROLE IN STUDENTS’ ACHIEVEMENTS

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The involvement of technology in education advances the level of critical and depth of information known to students. That is one of the many positive impact of ICT in education – the impact of ICT on the learning of students, on motivation, the attendance, the performance, and of course, to the students’ achievements. The whole range of ICT’s impact in the achievement of students cannot be measured thoroughly. Trucano (2018) reports that “in general, and despite thousands of impact studies, the impact of ICT use on student achievement remains difficult to measure and open to much reasonable debate.” However, and still, ICT has a role in the achievements of students.

The following is based on Trucano’s ideologies. First, positive impact is linked to pedagogy. High-achievers and students who are able to demonstrate outstanding performance in school are oftentimes updated with their lectures. In the past, when a scholar wanted to know something, they literally pour on books and start looking for the evidence in the text. Today, a scholar do not need to do the same thing. In just one click, a hundred thousand and even a million result from the search is given in a second. This is called information explosion. Now, the searching student can use the search engines for ultra-fast answers that they do not need to go through the library and browse for content.

Second, the need for clear goals. It should be noted that ICTs are useful instruments to channel the teacher’s goal. But what if the teacher is not able to channel the goal, then there would be big problem on the part of the students. Misunderstanding and misinterpretation are quite alarming when the teacher has not used ICT functions. For example, the best way to show a Video Clip is through a television (low-tech) or
through the projector (high-tech). What if the teacher used the television? What will happen to the subjects? Trucano reveals that ICTs are less effective (or ineffective) when the goals for their use are not clear. While such a statement would appear to be self-evident, the specific goals for ICT use in education are, in practice, are often only very broadly or rather loosely defined.” The connection between the goal and achievement should be clear. And it will be clear through the proper usage of ICTs in a clever way – that is, as goal intends to be so.

Third, there is a tension between traditional versus ‘new’ pedagogies and standardized testing. He explained that traditional, transmission-type pedagogies are more effective in preparation for standardized testing, which tends to measure the results of such teaching practices, than are more ‘constructivist’ pedagogical styles. The K-12 system and the old system of teaching are very different. In the past, the teachers are the center of attention and most of the information should come from them. Today, the story is different, the teacher should be mere facilitator of the teaching goal.

Fourth, the Mismatch between knowing the type of learning promoted and the methods used to measure effects. The teacher can manipulate learning in the best way possible. When the teacher gave an ICT effect, and it does not portray any significant activity to the students’ perspective, then achievement is affected. A student who is able to learn well delivers well. There is a bridge that connects technology and achievement. That is, the better a student learns from the teacher through the ICT manifested, better the goal is achieved. But if the opposite took place, then the student is not able to demonstrate achievement in its truest essence.

Another one is that it is believed that ICT makes positive difference. Thus, it is reported that in studies that rely on self-reporting, using of ICTs make the users feel more effective. For instance, according to Haidine et al. (2016) on their abstract entitled “The Role of ICT Self-efficacy Decades ago, cities started to use ICT to provide better services and quality of life to citizens. ICT delivers great impact to humanity – not just in the
personal level but also in general. Take for example the evolution of the cities begun from “wired Cities,” going through “virtual cities,” to “intelligent cities,” “information cities,” “digital cities,” “sustainable green cities,” and then “smart cities.” Currently, specialists are talking about smart sustainable cities (SSCs). These are example of how ICT and achievement is connected – not just in person but in general consensus.

Truly, the involvement of technology in personal and general achievement is a factor to consider when it comes to education. A person grows blending-in technology and education, and its effect on his or her achievements. Also, a city grows through technology and its manifestation is realized whenever achievement is clear and flowing. ICT truly has a direct relationship with achievement especially when education is its binding force.

References:
