IMPOR TANCE OF ICT TO A PRE-SERVICE TEACHER

by:

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For a pre-service teacher (or Student Teacher), the use of Instructional Materials (IMs) equipped them better result and satisfactory outcome with their demonstration of teaching practicum. Each valuable day spent in the school led the pre-service teacher inch after inch of progress. Progress after progress until the final day comes for them in the real teaching profession. In the run, along the way, these pre-service teachers are able to consistently manufacture teaching-learning process through the aid of technology.

During these period, however, they have spent around a semester in a DepEd school to practice the theories they have learned in the University. Aside from chalk-and-talk method, the not yet experienced pre-service teacher has grown complaisantly with their Cooperative Teachers and the older generations of experienced pedagogues. In fact, both worlds have developed a unified understanding between gaps and differences; and both learn to give way on each other’s path so to learn the science and art that was teaching. In fact, all they have learned from the University are just half of the experience in the real classroom set-up.

The question of how fun the teaching is depends on how creative and progressive the pre-service teacher has become. Effective pre-service teachers are able to handle their classes well. Not just in terms of their rhetoric and spell-bound charisma, but because they are able to construe what the students wanted. Clearly, not a demonstration of prowess but generally dull; but relatively powerful yet energetic. These techniques motivate the class – and therefore, the pre-service teacher has become a model that the students will love and trusted in.
Enyedi (2014) in a paper entitled “Personalized Instruction: New Interest, Old Rhetoric, Limited Results, and the Need for a New Direction for Computer-Mediated Learning” says that “teachers use PowerPoint lectures instead of chalkboards. Students use the web and digital archives instead of encyclopedias and other print-based sources for their research. But the basic formula of both traditional and computerized instruction has been “I, we, you,” where the teacher (or computer) tells the student something, followed by a worked-out example gone over together, and ending with independent student practice. Everything we know about teaching and learning tells us that this formula is flawed and not working.”

Innovations in technology has given them wider range of resources. Incredible feats that were used instantaneous with almost every media. In fact, as миленials, technology is one of the assets that the newer generation can use with ease. There are apps, videos, clips in various formats that they can present through whatever media that may satisfy their presentation. Most of the pre-service teachers are able to use these internet resources as IMs with satisfaction and oftentimes left delights to the students. The question of which is not the problem, but the question of ‘how’ – how important is ICT?

Information and communication technology in the realm of education made the world of pedagogy more dynamic and pertinent. A K-12 classroom demonstrates a student-centered classroom. In this set-up, the pre-service teacher is able to do a lot of creative stuff to demonstrate student-centeredness. ICT has always a place thereof.

Fedena.com (2017) in an article entitled “Importance of Information and Communication Technology in Schools” reports that the internet has become an integral part of every individual’s life. Such affirmation as to the usefulness and pertinence of ICT-integrated instruction made the pre-service teacher blended-in. Thus, according to Ictineducation.org (2011), ICT can provide both the resources and the pedagogical framework for enabling pupils to become effective independent learners. For example,
computer programs are available that adjust themselves to the pupils’ level and then set appropriate tasks and give feedback on performance. Used wisely, ICT is able to induce learning, demonstrate the goal of teaching, and leave a delight in the eyes of the child. In a K-12 set-up, it creates confidence and rewards to the student in terms of accentuating what they knew.

There are various things to consider, therefore, that recreates IMs to a new level of appreciation. First, social relationships are created. So, it is no surprise that the use of the internet, even in school, has increased at a rapid rate. A pre-service teacher is able to catch the attention of the students, warmed them up with motivations, and leave glees to the students. How a pre-service teacher adequately used an IM to maximize teaching is an effort that creates relationship. That relationship is basic in student and teacher interaction. For instance, after an enjoyable activity, students in chorus says, “Teacher, let’s do this game tomorrow again, please.” Such event happens when the students are well-motivated; and alongside their motivation, they are able to relate well.

Second, ICT, or Information and Communication Technology, has given wings to scholars, educators, and allied staff in a multitude of ways. A pre-service teacher are able to widen their horizon through the virtue of their works available in the internet. This is an edge that has given them a wider perspective into an issue, and a bigger grasp in the challenge of how should a lesson be comprehended in the level of the students. Integrating what the internet can offer and the skills of pedagogy, a pre-service teacher is able to facilitate with much awe and efficiency.

Third, software in schools has empowered them to uplift their progress through the use of technology-related activities. A pre-service teacher, to be able to use IMs (whether tradition or modern) effectively, are able to get along with the context and the world of their students. According to Freedman (2010) on an article published by Digital Education entitled “25 Features in Outstanding ICT Lessons,” he says that ICT-related activities pave way as a good starter activity, one that gets the pupils settled down and in
the right frame of mind to do the work the teacher has planned for them. The interaction between the teacher and the student is hastened and better-off improved when technology tries to triangulate. These implements are able to localize and conceptualize information in a creative way – the millennial way as is said. Imagine how powerful ICT can be.

To wit, a pre-service teacher has the best of technology. In the era which he or she is born, technology is as normal as breathing the air. They just have to use it with clarity and confidence reassuring that the compass of understanding points at the right direction. Take what Lau (2016) says: “I would encourage all teachers to keep reflecting on their teaching, to embrace and learn from the setbacks, challenges and mistakes that we encounter every day. I’d also like to thank all the teachers that have helped me…”

References:

