"#TECH-CHERS"

by:
Ryan M. Tiangco

Today, education’s aim is not just to create intelligent individuals bounded in facts and texts but rather to make learning more relevant to their lives. This leads to another important note that this course has influenced the author. It is the need of this generation of not just teachers but teachers who know how to utilize technology in attaining the best out of the students as one way of having innovation in the process of teaching and learning. In addition, technology integration is one of the innovations considered by the Department of Education but it not bounded and limited to such. But most of the time in thinking of innovation, technology is the most use in terms of teaching and learning processes and development of the education system itself because it is the current trend of this generation. In these ways, works are said to be more effective and efficient.

In talking about innovation in the teaching-learning process, it is considered as a means of changing the way the students learn or even change how the teachers teach. Innovation is the process of teaching and learning specifically is said to be in the shoulder of the educators. Relatively, OECD described innovative practices in education as teachers’ responsibility for technology must be used to increase alternatives in methodology. It is a way also of saying that educators shouldn’t be confined to the zone of our comfort, there should be an exploration and adaptation of the current trend and need of the society.

In furtherance, the effect and impact of innovation and educators are not just in a single view. Most of the time, it is about how innovations affect the teaching-learning process of teachers. But it must also be taken into account that educators can play also a vital role in the role of innovation in the education system and in the teaching-learning
process. In parallel, Fındıkoğlu and İlhan (2016) mentioned that there is a huge significance to teachers as they are the ones who pave the way for innovation in educational settings. It was suggested that through the advancement of teacher training programs, take into account that technology has an ability to call upon creative learning and innovative teaching; yet, if teachers refuse to do their portion in the process of innovation in the education system then the ability of such will be minimal. Additional to this insight is the idea that teachers’ beliefs and attitudes will also have an extreme impact and effect over innovation in education. Consideration is drawn to the internal processes of teachers in the process of educational innovation. With this, the teacher’s role in the success of any innovation must be taken into account. Teachers’ beliefs and attitudes toward such must be uplifted in order for them to function accordingly in line with the needs and interests of this generation and to be effective tech-chers of this century.

There are teachers who are willing to adapt to the changes and innovations being applied to the system. But it is true that due to some hindrances, some just opt to choose the old ways for it is more convenient to do. In this setup, crafting and contributing to the innovative practices is seen to be a complex one. Thus, in order for everything to work specifically in terms of innovation, other factors affecting it should be resolved first.

References: