TECHNOLOGY AND EDUCATION

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Change is inevitable. Education continuously evolves due to the changes in the society. These changes collectively shape our education scenario today. Technology continuously changes the classroom set-up. From the blackboards, classroom nowadays may have flat screen television, multimedia projector and smart television. The ventilation changes from electric fan to air conditioning units. Aside from that many schools used tablets as replacement for bulky books. The digital reformation that is happening is a transition from an old/traditional classroom to a dynamic classroom. This transforms the way teachers teach and the students’ learning process.

Technology is not a universal remedy; it is one of the catalysts used by teachers to improve and enhance classroom instruction (Mandell, Sorge, & Russell, 2002). A significant responsibility of education is the preparation of students for the future; therefore, educators must teach students to use technology to succeed in today’s world. Teaching with technology requires a shift from the conventional teaching practices. In order for the technology to transform teaching and learning, the teacher’s role must be redefined, and existing teaching practice must change. As Wiburg, Montoya & Sandin (1999) noted that to make real changes in classrooms, so that technology is truly used each day as a thinking, creative, and research tool, requires significant work in changing instructional approaches, assessments, and management of the strategies.

The integration of technology during class discussion can be quite useful, as the use of virtual environments for collaboration and learning can result in unprecedented flow of ideas, leading to higher levels of productivity, as emphasized by Chandra, Theng, Lwin, & Foo (2009). However, there is an appropriate time and place for the application
of various technologies. There are technologies that are more necessary than others because a specific technology has a better ability to generate information that the user intended and within a time interval there should be a change in understanding (Daft & Lengel, 1986). This is according to Draft and Lengel’s media richness theory (MRT) which is based on the contingency and information processing theories. Educational institutions should be informed of what students and teachers may be losing during the information-exchange process when a brand-new technology is presented—balance is essential. There are some classroom situations that do not permit the use of technology (Gitlin, 2002).

But there are some drawbacks. Klein et. al (2010) showed that technology is a tool that can improve learning but cannot solely be relied upon to increase student academic performance. Supporting these pronouncements, Dror (2009) and Honan (2010) contend that teachers often rely upon technology instead of using it for its meant use. This is due to lack of trainings and poorly communicated objectives. As the use of technology in the classroom continues and evolves, an understanding of what appropriate technology to use, when is the right time to use the technology, and why the technology should be used is imperative. Experts advise people against the overuse or misuse of technology in education (Beniger, 1989; Postman, 1995).

References:


