Technology age is undeniable and inevitable not just in society per se, but also in the education sector. This age is now and it is fast phasing as it seems that every day there are new and unique ways of doing things. The concept of E-classroom is now being introduced by most schools though there are limitations in terms of its implementation due to various factors. But, e-classroom or classrooms with technology integration alone can’t assure effectiveness. It could be a way of increasing the quality and effectiveness of instructions but it is not the sole responsibility for it. Relatively, everything about schools indicates that they are learning environments. In order for an innovative classroom to take effect, there must be a corresponding literate and effective teacher who knows how to utilize such resources.

But it should be taken into consideration the other factors that affect teachers’ effectiveness in the classroom setting. Also, it must be taken into account the reason for educators not choosing the new ways of teaching and staying in the old routine of the teaching-learning process. In parallel, there are several factors associated with the increased use of ICT in teaching. TALIS found that teachers who reported engaging in different professional development activities such researchers and the like are more likely to use teaching practices with ICT integration. In addition, teachers who reported to display a positive disciplinary classroom climate are more likely to use ICT in their teaching.

Every actor plays a vital role in order for an innovation or an innovative practice to work. As teachers are front-liners and on the baseline in the implementation of technology integration in the teaching-learning process that can most commonly be
illustrated through e-classroom, their belief, knowledge, and capacity in doing such is the main point to consider. In addition, the current trend in the classroom setting with respect to the integration of technology is having e-classrooms where different devices and technologies that may aid the teaching-learning process are available. This is typically a good but costly innovation that may not be easily adapted by all the schools. Also, this type of classroom may not assure quality education for its effectiveness will only be maximized in the hands of good implementors and effective educators. Thus, what this generation needs are an innovative classroom through technology and effective implementors for it to work.

References:

https://www.researchgate.net/publication/230815223_EFFECTIVENESS_OF_ELECTRONIC_CLASSROOM_FOR_TEACHING_GENERAL_SCIENCE_AT_SECONDARY_SCHOOL_LEVEL