THE EFFECTIVITY OF ICT IN EDUCATION

by:

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In the advent of the technological revolution, education has been dragged in the race of developing new strategies and approaches to execute lessons hoping more effective results. Most seminars and teacher trainings now integrate the use of (Information Communication Technology) ICT inside the classroom believing that technology present during discussion can help facilitate learning. Has ICT delivered its promise of providing better ways of teaching and results of better learning?

Sadly, the answer is no. There is still a majority of teachers who don’t want to use technology in their classes. The reason is that these teachers have been teaching for years depending on old school style of materials. The introduction of technology in their classrooms are more like intrusions rather than integrations. These teachers believe that gadgets provide more distractions to students instead of giving access to knowledge and resources. Teachers still have the fear that students will wander off in the vast space of the World Wide Web where in monitoring and assurance that students are viewing educational sites still is very limited.

There are others who use multimedia projectors or led television sets inside the classroom where visual aids are presented. But it ends there. The teacher simply projects the materials, either reads them or asks the students read the presentation nothing more nothing less. This is not the only way ICT can be used in the classroom.

Students on the other hand get very limited training on discerning truthful and factual information over the net. They just copy and paste what is found in a website without reading it fully and deciding whether the information is relevant and factual in
nature. The convenience of a simple click and drag of a mouse made them become lazy and unfocused over the essence of learning.

This is also considered as a contributing factor why teachers would rather want students flipping pages of a book rather than clicking icons over the computer. By having a hardcopy of a material, students are forced to read and understand what to pick up and what to discard in a reading text. This rarely happens if the student is in front of the computer monitor.

There is still hope in turning this disadvantage into advantages but it requires quite a lot of work. Technology does not end in equipment manipulation but the usage of its fullest extent. Flashing visuals using projectors, led TVs and computers are not enough in teaching students. What matters more is the process of teaching that happens with the use of technology. The teacher must still use pedagogical methods and strategies that foster learning to a deeper level not just relying on what is flash on the screen. After seeing the visuals, the teacher still need to provide activities that will engage students and develop their creativity and other potentials.

ICT is just a tool that can help facilitate learning. The teacher is still the main facilitator of learning. Technology may help deliver the materials but it is still the teacher that delivers the process.

References:

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