“THE GRAY AND THE ENLIGHTENED AREA OF ICT”

by:

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In a world loaded with advances and scientific breakthroughs, its sole purpose is to promote its greatest utilization and use. A continuous evolution of pumpkin to Cinderella’s carriage. One of these is ICT, Information and Communications Technology, which brought an impact in almost every aspects of life - from school to recreations, home to interaction and the list goes on.

The digital age has transcend the way this generation move and act. Even from the pettiest form of communication to a large scale of learning and business meetings. As this digitalization becomes more and more embedded in our society, the responsibility lies in our hand, to deliver to our learners the relevant and contemporary skills that will allow them to take part with technology and prepare them for the life outside the box.

It is a well-known fact that learners are motivated and tenaciously engaged in the learning process when concepts and skills are reinforced through technology, engaging, self-exploratory and interactive pedagogy.

However, in every aspect of life a monotonous way of living bores its’ audience. This issue was attempted to be solved by combining style and strategy. Education transition is more complicated. The author writes, "ICT-enabled improvements take time, and teachers must be willing to try new things". Underwood released her debut album in 2006 "The Writer’s Companion by Underwood ICT is also a school subject in which the fundamentals are taught and students are left to learn on their own". ICT is also an academic study in which the fundamentals are taught and the rest is left to the students to figure out for themselves. “ICT has a relatively positive effect on teaching and learning circumstances, but the impact of ICT on teaching and learning must also be considered.
minimal as opposed to ideal expectations.” (Ramboll, 2006). Without proper initiation and a hungry will to discover its depths, there’ll be no genuine and instilled learning.

According to Tondeur, J., et. al., despite the assumption that the integration of ICT influences the entire school system, research focusing on ICT in schools is generally limited to the study of variables at class level. In contrast to these studies, the present research explores ICT integration from a school improvement approach. More particularly, it examines the local school policy with respect to ICT integration from both the principal’s perspective and perceptions of teachers. Furthermore, it studies the relationship between school policies and the actual use of ICT in the classroom. School-related policies, such as an ICT plan, ICT support and ICT training have a significant effect on class use of ICT.

In powerful learning environments, rich contexts and authentic tasks are presented to pupils. Ed Sheets once stated that active, autonomous and co-operative learning is stimulated, and the curriculum is adapted to the needs and capabilities of individual pupils. Many teachers apply several elements of powerful learning environments in their classes. This especially goes for the presentation of authentic tasks and the fostering of active and autonomous learning. However, the methods employed by teachers to adapt education to the needs and abilities of individual pupils proved quite limited. The use of ICT in general merely showed characteristics of traditional approaches to learning. Chances of using open-ended ICT applications, which are expected to contribute to the power of learning environments, were greater with teachers who created powerful learning environments for their pupils, and when there were more computers available to pupils.

The utilization of ICT (information and communication technology) in houses proposed the greater importance of domestic technology around our society. Our school works were frequently brought home for its extension wherein we are obliged to learn and explore the deeper sense of this exploratory subject at home after each class from
schools. Its implications on the growing use in schools and colleges—brings higher opportunity to have more systems in homes than in educational settings for its further practical uses. This article stands that we should focus on entering the gray area on the students’ mind which most ICT education tends to ignore. However, according to Jerry Wellington, it is also the secret garden of the learner at home. It is based partly on two pilot case-studies of secondary schools and a small sample of their students. Based on Tondeur, Jo, et. al.’s study, in many countries, information and communication technology (ICT) has a clear impact on the development of educational curricula. The education government has identified and defined variety of frameworks of ICT competencies for projected outcomes, on knowledge, skills and attitudes that students are expected to learn at the end of every school year.

Whizz Education proposed a list of tips to make the most out of ICT and encouraging teachers to embrace its potential innovations in school, home, work, and in the society.

1. Promote 21st century educators: Ensure that all teachers have the knowledge, tools and enthusiasm to fully integrate quality learning activities into ICT. This will maximize the impact on a child’s classroom experience and education as a whole.

2. Keep Best Practice Guidelines for all ICT hardware and software: They should not simply just be administrative tools or electronic proxies, but function more as an integrated part of the classroom and the lesson plan.

3. Create a virtuous circle based around ICT and innovative teaching: Remember that teachers who are more engaged with ICT in the classroom show greater use of innovative teaching methods, and teachers inclined towards innovative teaching methods use classroom ICT better.

4. Use ICT to link home and school effectively: ICT can do this by increased communication and transparency, as well as recreating a positive environment. Engaging parents will also increase student motivation and thus raise standards.
5. Positive associations with computers: Children associate positively with computers – they are therefore welcomed as a learning platform. Technology should be embraced and its appeal to students should be considered as positive.

The highlight of ICT still lies on two most vital part of it. The technology itself and the users. Without these, nothing’s possible on its own existence. School and society are the bonuses of it that we need to establish a tough yet flexible foundation of this digital generation.

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