WHAT SHOULD COME FIRST – TECHNOLOGY OR EDUCATION?

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This article rooted from the fact that millennials often had mistook technology for education.

While more and more technological they become, their grades however fail to meet the requirements in their academics. One observation says that those who play the DOTA has quick fingers commanding destruction of their enemies in the game. But when it comes to QWERT, their fingers teeters in the dark.

In that scenario, there is a problem: apparently, most eyes were closed to prowl on the problem as a challenge but silent in pure negligence. It seems that technology made these millennials illiterate of scholarly matters though they are accurate with their apps and games. Obviously, this is both a problem and a challenge for the educators – when a student has a clear statement towards his or her focus on gadgets and less with their academics. A teacher would ask, therefore, should technology exist while students kept on unfolding retrogression?

One perspective is that, the more you know about technology, the more educated you are. A traditional person, a classical artist is a backward. However, the more you are inclined with the latest in technology and the how’s of using a new gadget, then you are ‘in’ in the club. Another perspective is that an educated person should be thoroughly inculcated with what is the latest feeds in the world of Social Media. But what is more important is that the person knew how to get along with the information. When one is late with the trends, you are not that smart enough. Both perspective got their point but
to the inquisitive mind, a question is revealed: what should come first – technology or education?

The Social Media has proved itself routinary – this is the foremost form of technology that the millennials had daily affection with. Students clicked on their accounts on and off, to and fro, then and then, by and by. Whatever the adjective said, the fact is clear: the millennials had deep fond for this form of technology. But then, the teacher would ask, ‘Have you had fondness for education?’ The answer remains to be understood until this moment.

Enyedi (2014) says that “Commerce, transportation, agriculture, health services, personal communication— it is hard to think of any sector of our lives that has not been significantly changed through the integration of computers—except, that is, the teaching and learning enterprise of K-12 education. Here technology has been utilized—you will see computers in the classroom, and it is not uncommon to see a digital whiteboard at the front of the room—but it has not transformed the basic formula of how children are taught. Instead, for the vast majority of K-12 schools technology has been tacked onto the basic framework of instruction.” Though it is not difficult to assess the lush gifts of technology into the world today, one should be critical on its negative and dormant effect to the students. From that standpoint, recently, students suffer from what is called Screen Dependency Disorder where students used too much of their time spent on technology like the computer – doing much ado about nothing.

This disorder is not included formally in the list of mental disorders yet its existence is clearly there – the millennials are disturbed. Their academics fail but their game scores run a hundred percent or more. Students are not able to procure proper affinity with the subjects taught as their minds are set into another venture.

He adds that “while the way we teach is not the only problem facing our schools, the dominant pedagogy used in many our nation’s schools is in need of transformation,
and many have looked to technology as the leading edge of that change. However, although there are exceptions, being bolted on to this sequence and not used to transform the teaching and learning enterprise as promised.” So, if this is result of technological feats and advancements, should the educational planner select and visualize first the dignity and implication of each technology before it is to be used in educational setting? Probably.

But why does it happen? Trucano (2018) suggested that “one of the enduring difficulties of technology use in education is that educational planners and technology advocates think of the technology first and then investigate the educational applications of this technology only later.: If that so is the problem, then should the educational planner investigate first the issue to solve before technology is applied? Obviously, that is scientific method – to start in a problem and not to do something and look what is its implication to education.

However, to the millennials that is not to risk. Technology help them conceive a brighter tomorrow and attends to their educational need promptly. Though the educational planner resolves less positivity to the over use of technology by the students, education should come first before any technology delivers itself. For, technology is used as an aid and not the primary ‘teaching’ apparatus. It is the teacher that should be taken first before whatever technology is resolved.
References:
