ICT in Teaching Learning Process
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Abstract

In all over the world learning through new technology is become most essential factor. We can see the mass media communication is spared very fastly. Through information communication technology we can learn and teach everything. From this paper there is solution of your question that how far ICT is essential in education. Our results of article is that well-educated teachers are the answer for successful implementation of ICT in education.

Keywords: Information Comunnication Technology, Teaching Learning Process

ICT in Teaching Learning Process

1. Introduction:-
   - It is generally agreed that ICT is a crucial resource in education.
   - Children use computers from an early age and continue to university level.
   - Children taught practical ICT skills that are transferable into the work place.

2. Research questions:-
1 How the Uses of ICT in Education ?
2 How have radio and TV broadcasting been used in education?
3 What is teleconferencing and what have been its educational uses?
4 How have computers and the Internet been used for teaching and learning?
5 What does it mean to learn about computers and the Internet?
6 What about learning with computers and the Internet?
7 What does learning through computers and the Internet mean?
8 How are computers and the Internet used in distance education?
9 What is telecollaboration?
10 What is the Impacts of ICT in education? The role of the teachers and teachers training?

3. Research method:-

This paper will discuss the questions concerning ICT and education (not ICT in occupational practice). Several methods of data collection were used for this component of the study.
4. Results:-

We will discuss the four main tentative conclusions of the study.

1. The Uses of ICT in Education
2. The radio and TV broadcasting used in education
3. The teleconferencing and its educational uses
4. The computers and the Internet used for teaching and learning Process
5. Learn about computers and the Internet
6. Learning with computers and the Internet
7. Learning through computers and the Internet
8. The computers and the Internet used in distance education
9. The telecollaboration means
10. Impacts of ICT in education. The role of the teacher and teacher training

1.5 Conclusion:-

Our results call for a re-evaluation of the research assumptions. The hypothesis was that well-educated teachers are the answer for successful implementation of ICT in education.

ICT in Teaching Learning Process

1. Introduction:-

• It is generally agreed that ICT is a crucial resource in education.
• Children use computers from an early age and continue to university level.
• Children taught practical ICT skills that are transferable into the work place.

Advantages of ICT in Education:-

• Use of packages: word-processing, spreadsheets.
• Special facilities for pupils with disabilities.
• Teacher and pupil communications improve.
• ICT provides links with other schools or with businesses.
• Computers in schools provides wider access to ICT and encourages new ways of learning
• Can repeat work again and again and again

Disadvantages of ICT in Education:-

• ICT is very expensive - not all students get the same opportunities
• It can be boring sitting in front of a computer for a long time.
• Computers cannot interact on a personal level e.g. fuller explanation
• It becomes harder for the teachers to organise the teaching of new concepts.
• Some students find it hard to use computers
• Student’s minds are more likely to wander from their set task.
• Not all teachers are keen on ICT but, are forced to use it.

1.2 Research questions:-

The following questions are posed in our study:
1 How the Uses of ICT in Education ?
2 How have radio and TV broadcasting been used in education?
3 What is teleconferencing and what have been its educational uses?
4 How have computers and the Internet been used for teaching and learning?
5 What does it mean to learn about computers and the Internet?
6 What about learning with computers and the Internet?
7 What does learning through computers and the Internet mean?
8 How are computers and the Internet used in distance education?
9 What is telecollaboration?

10 What is the Impacts of ICT in education? The role of the teacher and teacher training ?

1.3 Research method:-

This paper will discuss the questions concerning ICT and education (not ICT in
occupational practice). Several methods of data collection were used for this component of
the study.

1.4 Results:-

We will discuss the four main tentative conclusions of the study.

1. The Uses of ICT in Education:-

Education policymakers and planners must first of all be clear about what educational
outcomes (as discussed above) are being targeted, these broad goals should guide the choice
of technologies to be used and their modalities of use.

The potential of each technology varies according to how it is used. Haddad and Draxler
identify at least five levels of technology use in education: presentation, demonstration, drill
and practice, interaction, and collaboration.

Each of the different ICT - print, audio/video cassettes, radio and TV broadcasts,
computers or the Internet - may be used for presentation and demonstration, the most basic of
the five levels. Except for video technologies, drill and practice may likewise be performed
using the whole range of technologies. On the other hand, networked computers and the
Internet are the ICT that enable interactive and collaborative learning best; their full potential
as educational tools will remain unrealized if they are used merely for presentation or
demonstration. ICT stand for information and communication technologies and are defined,
for the purposes of this primer, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.”

2. The radio and TV broadcasting used in education:
There are three general approaches to the use of radio and TV broadcasting in education:
- **direct class teaching**, where broadcast programming substitutes for teachers on a temporary basis;
- **school broadcasting**, where broadcast programming provides complementary teaching and learning resources not otherwise available; and
- **General educational programming over community**, national and international stations which provide general and informal educational opportunities.

3. The teleconferencing and its educational uses:
Teleconferencing refers to “interactive electronic communication among people located at two or more different places.” There are four types of teleconferencing based on the nature and extent of interactivity and the sophistication of the technology: 1) audio conferencing; 2) audio-graphic conferencing, 3) videoconferencing; and 4) Web-based conferencing.

4. The computers and the Internet used for teaching and learning
   Process:
There are three general approaches to the instructional use of computers and the Internet, namely:
- Learning about computers and the Internet, in which technological literacy is the end goal;
- Learning with computers and the Internet, in which the technology facilitates learning across the curriculum; and
- Learning through computers and the Internet, integrating technological skills development with curriculum applications.

5. Learn about computers and the Internet:
Learning about computers and the Internet focuses on developing technological literacy. It typically includes:
- Fundamentals: basic terms, concepts and operations
- Use of the keyboard and mouse
- Use of productivity tools such as word processing, spreadsheets, data base and graphics programs
- Use of research and collaboration tools such as search engines and email
- Basic skills in using programming and authoring applications such as Logo or Hyper Studio
- Developing an awareness of the social impact of technological change.
6. Learning with computers and the Internet:-
Learning with the technology means focusing on how the technology can be the means to learning ends across the curriculum. It includes:

- Presentation, demonstration, and the manipulation of data using productivity tools
- Use of curriculum-specific applications types such as educational games, drill and practice, simulations, tutorials, virtual laboratories, visualizations and graphical representations of abstract concepts, musical composition, and expert systems
- Use of information and resources on CD-ROM or online such as encyclopedia, interactive maps and atlases, electronic journals and other references.

Technological literacy is required for learning with technologies to be possible, implying a two-step process in which students learn about the technologies before they can actually use them to learn. However, there have been attempts to integrate the two approaches.

7. Learning through computers and the Internet:-
Learning through computers and the Internet combines learning about them with learning with them. It involves learning the technological skills “just-in-time” or when the learner needs to learn them as he or she engages in a curriculum-related activity. For example, secondary school students who must present a report on the impact on their community of an increase in the price of oil for an Economics class may start doing research online, using spreadsheet and database programs to help organize and analyze the data they have collected, as well using a word processing application to prepare their written report.

8. The computers and the Internet used in distance education:-
Many higher educational institutions offering distance education courses have started to leverage the Internet to improve their programmer’s reach and quality. The Virtual University of the Monterrey Institute of Technology in Mexico uses a combination of print, live and recorded broadcasts, and the Internet to deliver courses to students throughout Mexico and in several Latin American countries. Similarly, the African Virtual University, initiated in 1997 with funding support from the World Bank, uses satellite and Internet technologies to provide distance learning opportunities to individuals in various English-speaking and French-speaking countries throughout Africa.

9. The telecollaboration means:-
Online learning involving students logging in to formal courses online is perhaps the most commonly thought of application of the Internet in education. However, it is by no means the only application. Web-based collaboration tools, such as email, leisters, message boards, real-time chat, and Web-based conferencing, connect learners to other learners, teachers,
educators, scholars and researchers, scientists and artists, industry leaders and politicians—in short, to any individual with access to the Internet who can enrich the learning process.

One example is the Voices of Youth project developed by UNICEF. It encourages students to share their views on global issues, such as HIV/AIDS and child labor, with other youth and adults around the world through an electronic discussion forum. The Voices of Youth website also provides background information on the different discussion topics as well as resource materials to help teachers integrate the Voice of Youth discussions in their other classroom activities.

10. Impacts of ICT in education. The role of the teacher and teacher training:-

The use of Information and Communication Technology (ICT) in Teaching Learning Process in education is lagging behind expectation and desire. Hence, the advisory ‘Committee On Multimedia In Teacher Training’ (COMMITT, at present PROMMITT), established by the Dutch Minister of Education, has drawn up recommendations on the design of the learning process in the future and the role of ICT to support this process, with a focus on teacher training. The committee argues for a powerful role of teacher training in the process of educational innovation and the implementation of ICT. The teacher training institutes are providing the teachers of the future and the committee assumes that teachers are the key figures in arranging learning processes.

1. ‘educational designing-skills’ as the core of the future teaching profession.
2. The VET-professional beyond counseling of learning processes. Knowledge OF Subject Matter remains important.

3. ICT-skills partly necessary for using ICT in education.
   - Creativity
   - Flexibility
   - Logistic skills (e.g. for assigning work- and study places and grouping students)
   - Skills for working in projects
   - Administrative and organizational sills
   - Collaborating skills.

4. A different position of Teachers and teacher training institutes.

1.5 Conclusion:-

Our results call for a re-evaluation of the research assumptions. The hypothesis was that well-educated teachers are the answer for successful implementation of ICT in education.

Literature


