



Use of Technology in Creative Teaching

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Abstract:

The 21st century is the age of Information & Communication Technology(ICT). During the last few decades, there has been a tremendous growth in the use of ICT which has made a dynamic impact on industries, societies, lives of people and education. Now the educational institutions all over the globe are integrating ICT with the teaching-learning process in order to provide knowledge and skills to the learners and to meet the challenging educational environment. The use of technology is making education productive giving instruction a more powerful and scientific base, extending the educational opportunities to the masses and creating a new learning environment and information rich society.

Keywords: Technology, learning, need of ICT, changes due to ICT, Virtual Reality, learning spaces

Introduction

The technology has created change in all aspects of society, it is also changing our expectations of what students must learn in order to function in the new world economy. Students will have to learn to navigate through large amounts of information, to analyze and make decisions, and to master new knowledge domains in an increasingly technological society. They will need to be lifelong learners, collaborating with others in accomplishing complex tasks, and effectively using different systems for representing and communicating knowledge to others. A shift from teacher-centered instruction to learner-centered instruction is needed to enable students to acquire the new 21st century knowledge and skills.

As we move into the 21st century, these factors and many others are bringing strong forces to bear on the adoption of ICTs in education and contemporary trends suggest that we will soon see large scale changes in the way education is planned and delivered, as a consequence of the opportunities and affordances of ICT. This paper seeks to explore the likely changes we will see in education as ICT acts as a powerful agent to change many of the educational practices to which we have become accustomed. In particular, the paper will explore the impact of both, current and emerging ICTsand changes will be likely to have in coming years on what is learned, when and where learning will take place and how the learning will occur.

Conventional teaching has emphasized content. For many years course have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favoring curricula that promote competency and



performance. Curricula is starting to emphasize capabilities and we need to be concerned more with how the information will be used than with what the information is.

The moves to competency and performance-based curricula are well supported and encouraged by emerging instructional technologies (e.g., Stephenson, 2001). Such curricula tend to require access to a variety of information sources, access to a variety of information forms and types, student-centered learning settings based on information access and inquiry learning

Environments are centered on problem and inquiry-based activities like authentic settings and teachers as coaches and mentors rather than content experts. Contemporary ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the affordances of these technologies (e.g., Oliver, 2000). As teachers gain access to higher bandwidths, more direct forms of communication and comparable resources, the capability to support these quality learning settings will continue to grow.

Another way in which emerging ICT are impacting on the content of education curricula is the way in which ICTs are dominating so much of contemporary life and work. Already there has emerged a need for educational institutions to ensure that graduates are able to appropriate levels of information literacy, which can be defined as “the capacity to identify the issue and then to identify, locate and evaluate relevant information in order to engage with it or to solve it” (McCausland, Vache & Berk, 1999, p.2). Traditionally generic skills have cycle capabilities as an ability to reason formally, to solve problems, to communicate, to be able to negotiate outcomes, to manage time, project management, etc. The growing use of ICT as a tool of everyday life have seen generic skills expanded in recent years to include information literacy and its fast future developments and technology applications will see this set of skills growing even more.

Technology is influencing and supporting what is being learned in schools and so too is it supporting changes to the way students are learning. Moves from content (ritual to competency-based) curricula are associated with moves away from teacher. Through technology-facilitated coaches, learning now encourage students to take responsibility for their own. Students have been trained to let others present to them. The information that forms the growing use of ICT as an instructional medium is changing and will likely change many of the strategies employed by both, teachers and students in learning.

Educators from all grade-levels are coming to realize the benefits of technology in the classroom. Typically, education is one of the last industries to make extensive change, holding on to antiquated methods and practices. But through the digital transformation and the rise of educational technology, teachers have begun making drastic changes to their instruction, assessments, even the physical make-up of their classrooms at a much faster rate than expected. These current trends are making headlines in education because of the ways in which they are impacting student learning.



Virtual Reality

Gone are the days where students are expected to sit quietly at their desks. Educational technology is succeeding in making learning collaborative and interactive. Augmented, virtual, and mixed reality are examples of transformative technology that enhance learning while simultaneously creating immersive lessons that are fun and engaging for the student. Virtual reality has the capability of bringing the outside world into the classroom and vice versa. Apps such as 'Universe' can transport students to ancient Greece, while 'Cospecies' allows students to share their virtual creations with the world.

Classroom Set of Devices

Schools are moving away from BYOD (Bring Your Own Device), and students no longer have to go to the technology lab for access to a computer or laptop. Recent years have shown an increase in classroom sets of computers that was made possible in part by federal funding. Title I schools have received funds via 'The Every Student Succeeds Act', and several grants and donations have outfitted classrooms all over the United States with iPads and laptops for each student. Google Chromebooks account for over half of the devices in US classrooms. In 2014, more than three million Chromebooks were used in educational institutions. As that number continues to grow, so does the need for increased focus on programs that teach digital citizenship skills.

Redesigned Learning Spaces

Walk into most classrooms across the world and it's likely you'll find rows of desk all pointing toward the front of the room. Educators have since realized their classrooms must mimic the workforce, which has inspired them to create collaborative-friendly spaces to facilitate student learning. The onboarding of technology has supported their endeavor. 21st century classrooms have SMARTboards instead of chalkboards and pods of SMARTdesks instead of individual seating. Students are going on virtual field trips instead of merely reading from a text; they are creating media instead of just looking at it. The redesigned learning space is laden with integrated technology, which means students aren't just using these things, but they are understanding *how* to use them in order to achieve a specific goal. Moreover, some of these learning spaces aren't even in the classroom. Colleges and universities are creating more informal campus learning spaces because they understand the importance of creating and collaborating 24/7, not just when class is in session.

Conclusion:

This paper has sought to explore the use of technology in creative teaching in 21st century. Research in the basic science as well as in the humanities should be supported by the world. A new understanding of teaching should be promoted, which should focus on how to handle problems rather than teaching of pure knowledge. Teaching methodology should foster a multidimensional and interdisciplinary approach towards the problem. The rapid development of new and emerging technologies is transforming the way we live, work and learn. To develop techno-friendly environment and classroom, efforts must be taken by all levels of education system. And specially teacher should not fear open-source technologies.



Rather, teachers should understand the adoption of technologies as part of lesson planning and should embrace the common core standards

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