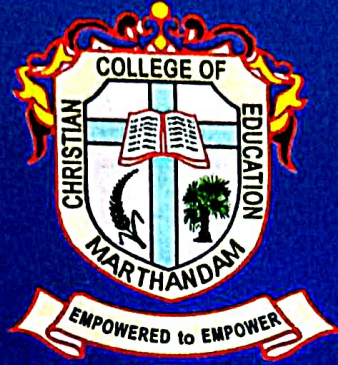


ISBN: 978-93-81658-14-7

A NEW VISION: SMART EDUCATION AND E-LEARNING

(A Peer-reviewed Research Papers of
the Second International Conference of Teacher Educators)



Christian College of Education
Marthandam, Kanniyakumari District, Tamilnadu.

in co-ordination with



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Kanniyakumari Academy of Arts and Sciences
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VOLUME - II

KAAS Publications 2016
Nagarkovil

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**KAAS PUBLICATIONS
2016**

ICT IN EDUCATION

***K. M. SHYNI KUMARI AND **V. S. PAVITHRA KUMAR**

**M.Phil scholar.*

**Assistant professor in Physical Science,
N V K S D College of Education, Attoor.*

ABSTRACT

In education, information and communication technologies (ICT) are widely seen as enhancing learning, this hope full in their rapid diffusion and adoption throughout developed societies. But they are not yet so embedded in the social practices of everyday life as to be taken for granted, with schools proving slower to change their lesson plans than they were to fit computers in the classroom. This article examines two possible explanations – first, that convincing evidence of improved learning outcomes remains surprisingly elusive, and second, the unresolved debate over whether ICT should be conceived of as supporting delivery of a traditional or a radically different vision of pedagogy based on soft skills and new digital literacy's. The difficulty in establishing traditional benefits, and the uncertainty over pursuing alternative benefits, raises fundamental questions over whether society really desires a transformed, technologically-mediated relation between teacher and learner.

Introduction

Information and communication technologies which include radio and television, as well as new digital technologies such as computers and the Internet—have been powerful enabling tools for educational change and reform. When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life

Meaning for ICT

ICT is the technology required for information processing, in particular, the use of electronic computers, communication devices and software applications to convert, store, protect, process, transmit and retrieve information from anywhere, anytime.

Information- Information refers to the knowledge obtained from reading, investigation, study or research. The tools to transmit information are the telephone, television and radio. Information is knowledge

Communication- Communication is an act and helps us to fulfill our daily tasks. of transmitting messages. It is a process whereby information is exchanged between individuals using symbols, signs or verbal interactions.

Technology- Technology is the use of is important in order to gain knowledge. scientific knowledge, experience and resources to create processes products that fulfill human needs. Technology is vital in communication

ICTs - 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. These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephone.

How ICT helps to improve the quality of education?

Motivation to learn

- ICTs such as videos, television and multimedia computer software that combine text, sound and moving images can be used to provide authentic content that will engage the students in the learning process.
- Networked computers with internet connectivity can increase learner motivation

- ICT gives opportunity to connect with real people and to participate in real world events.
- Interactive radio likewise makes use of sound effects, songs, comic skits, dramatization and other performances to compel the students to listen and become involved in the lessons being delivered.

Facilitating the acquisition of basic skills

- The transmission of basic skills and concept that are the foundation of higher order thinking skills and creativity can be facilitated by ICTs through drill and practice.
- Educational television program such as Gyan Dharsan use repetition and reinforcement to teach the alphabet, numbers, colours, shapes and other basic concept.

Enhancing teacher training

- ICTs have also been used to improve access to and the quality of teacher training.
- Large scale radio and television based teacher education has for many years been conducted by the IGNOU
- The teacher interacts with remote lectures by telephone and fax.

Collaborative learning

- ICT supported learning encourages interaction and co-operation among students, teachers and experts regardless of where they are.
- It provides opportunity to work with people from different cultures, thereby helping to enhance learners teaming and communicative skills as well as their global awareness.

Creative learning

- ICT supported learning promotes the manipulation of existing information and the creation of real- world products

Evaluative learning

- ICT-enhanced learning is student-directed and diagnostic.
- Unlike static, text or print-based educational technologies, ICT-enhanced learning recognizes that there are many different learning pathways and many different articulations of knowledge.

How can ICTs help expand access to education?

ICTs are potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.

Anytime, anywhere

One defining feature of ICTs is their ability to transcend time and space. ICTs make possible asynchronous learning, or learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, may be accessed 24 hours a day, 7 days a week. ICT-based educational delivery (e.g., educational programming broadcast over radio or television) also dispenses with the need for all learners and the instructor to be in one physical location. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning).

Access to remote learning resources

Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in

almost every subject and in a variety of media can now be accessed from anywhere at anytime of the day and by an unlimited number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource persons— mentors, experts, researchers, professionals, business leaders, and peers—all over the world.

Opportunities of ICT in education

- The following are the important opportunities in the study of use of ICT in education
- To enhanced teaching learning process
- To improve availability of study materials
- To assist in research activities
- To support for distance education and e- learning
- To enhance enrollement and evaluation process
- Efficiency in educational institutions
- To foster inquiry and exploration
- Life- long upgrading and professional development

Conclusion

The production of digital educational content and the digital tools needed produce and modify and facilitate the communication useful for teaching and learning. The plans by national, regional and local authorities in all educational systems to bring new technologies into teaching are aimed towards the improvement of teaching and learning processes in classrooms. It is worthy of note that technology is hardly ever designed for use in education, given the high cost implied, but commercial technological products that may be adequate for teaching are used instead (like interactive whiteboards, net books, tablet-PCs, e-book readers, etc.). Traditional forms of teaching and learning are increasingly being converted into online and virtual environments. Successful implementation of ICT to lead change is more about influencing and empowering teachers and supporting them in their

engagement with students in learning rather than acquiring computer skills and obtaining software and equipment's.

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