

Role of Information Communication Technology in Teaching

G. Jayaraj,

Ph.D Research Scholar, Department of Education, Annamalai University, Chidambaram, India

Abstract: Teaching Shakespeare in a literature classroom has really become a pleasurable activity with use of projector/ screen. A teacher can use as many resources as he/she has available at hand. A good kind of power point presentation can serve the purpose. Different types of online resources can be supplied while teaching the play like Othello—one may use pictures/ images from Flickr or google search, you tube videos, delivered lectures by scholars or can have an online workshop or webinar on the same topic. This creates an interest among students and causes to change their habits of learning. Students get complete understanding of the play with its various facts. It increases the level of confidence of students and their learning can be tested at the end of class by asking some question.

Keywords: *Teaching and Information Communication Technology*

Introduction

Information Communication Technology has become a buzzword while talking about technology and its applications. The hardware, software and the methods used or required in attaining, storing, processing and displaying data and information is collectively known as IT. On the other hand, man- developments and achievements took place in Communication Technology sector after the Second World War. Hardware programs and the methods used in ensuring that the message is transmitted appropriately, efficiently and cost effectively are jointly known as CT. Both of these technologies became complementary to each other. The means of progress in one alone is not much beneficial. I knee a combination of IT and CT led to the coinage of a new term known as Information and Communication Technology.. One of the most remarkable changes in the late 80's and 90's has been the rapid development of ICT which has gradually found its way into the classrooms through both the conventional and the modern tools. Consequently, the effective use of ICT in schools has become an essential requirement due to its role as a tool for human advancement and teaching. These technologies have caught attention of many educators and researchers. Micro technology is something that is used for achieving one's objectives more quickly, more cheaply or more successfully. As a technical tool, ICT has the power to transform the teaching process in the field of education.

ICT: ICT is technology that supports activities involving information. Such activities include gathering, processing, storing and presenting data. Increasingly these activities also involve collaboration and communication.

Teaching: Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter. Teaching is one thing and learning is quite another. It enables us to analyze the concept of teaching without referring to the process and conditions of learning. Smith defines teaching as "a system of actions intended to produce learning".

Significance of ICT in Schools

The information age clearly makes new demands on the educational system, requiring radical changes in what and how people learn. Many educators believe that ICT is essential part of these changes. Many of the elementary and secondary schools are now introducing computers.

❖ Computer Assisted Instruction (CAI)

Computers allow students to learn based on the drill-and-practice principle. The CAI software allows students to learn at their own pace, in small steps and give feed back about how much they have learned. Drill and practice software and tutorial software are often referred to as CAI.

❖ Productivity tools

Today, the trend in American schools is clearly towards teaching children to use computers as tools. Some schools also provide special purpose tools for classroom use including,

- Laboratory sensing hardware and software that can be used to collect scientific data (such as temperature) and convert Information Technology into computer data to be analyzed by students.
- Collaborative writing groupware that allows students to work collectively on creative writing and editing projects.
- Whether, the computer is used as a tutor adds whole new dimensions to the educational process.

Role Of ICT In Teaching

ICT plays a vital role in today's global economy. Education is changing with the advent of new interaction online learning technologies, and multimedia electronic libraries, which help in improving the sharing of knowledge and education practice. The present education system is facing substantial pressure to prepare the students to learn, live, and work in the digital age.

Technology is becoming a powerful tool for communication, problem-solving, and as a means of research for learning in education area.

A) E-Learning

E – Learning or learning through computer technology, is fast becoming an extremely versatile solution of providing learning with the tools necessary to address needs of students in order to provide good and standardized education. Students can interact with the e – learning software, enjoy exciting colorful presentations, play games, and answer quiz questions while learning a great deal through personal involvement. Students and teachers both gain considerable benefits by utilizing e – learning tools.

B) Virtual Classrooms

This new technology helps captivate the student's interest. This concept interactivity, involves a student with software that reacts and interacts, unlike a book. With the help of virtual learning, students can;

1. Search the databases for their views and of other students.
2. Listen to pre-recorded audio comments to enhance knowledge.
3. Converse about the subjects or related matters with the teacher and other students through e – mail and discussion groups.
4. Use appropriate resources to seek access and apply knowledge.

Through virtual classrooms, students can get online education from remote places.

Use of ICT in Teaching

- developing understanding and application of the concepts
- developing expression power
- developing reasoning and thinking power
- development of judgment and decision making ability
- improving comprehension, speed and vocabulary
- developing self-concept and value clarification
- developing proper study habits
- developing tolerance and ambiguity, risk taking capacity, scientific temper, etc.

With the present infrastructure, class size, availability of teachers, quality of teachers, training of teachers, etc., it is difficult to achieve all the objectives. Further, most of the teachers use Lecture Method which does not have potentiality of achieving majority of above mentioned objectives. The objectives are multi-dimensional in nature, so for their achievement multiple methods should be used in an integrated fashion. At present ICT may be of some use. It is a well known fact that not a single teacher is capable of giving up to date and complete information in his own subject. The ICT can fill this gap because it can provide access to different sources of information. It will provide correct information as comprehensive as possible in different formats with different examples. ICT provides Online interaction facility. Teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners, etc. ICT provides variety in the presentation of content which helps learners in concentration, better understanding, and long retention of information which is not possible otherwise. The super highway and cyber space also help in qualitative improvement of Teaching Process.

Approach to teacher development in ICT

By incorporating certain essential principles, it reflects a holistic approach to teacher development in ICT. A pedagogical dimension, which implies an understanding and application of the opportunities of the use of ICT for teaching and learning in a local curriculum context. A technical dimension, which implies an ability to select, use and support a range of ICT resources as appropriate to enhance personal and professional effectiveness; and the willingness to update skills and knowledge in the light of new developments. A collaboration and networking dimension, which includes a critical understanding of the added value of learning networks and collaboration within and between partners; and the ability to create and participate in communities of practice. These dimensions are embedded in the national and local infrastructure, culture and context.

CONCLUSION

Communication is the act of conveying meaning from one entity or group to another persons. The formation of communicative motivation or reason. ICT is the synergy between computers and communication devices and forms an important part of the modern world.

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