



DIDACTIC SWING - NEED OF THE HOUR

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ABSTRACT

Since we belong to the information age, we rely on technology and its by-products. Technology is omnipresent now-a-days. Technology is the vital factor for the sustainable development of mankind. It is used in various walks of life. The field of Education is not an exception to this condition. Information and Communication Technology (ICT) has a direct impact on education. It has a specific capacity as a catalyst of learning in innovative ways, while comparing to the traditional education. The reconstructive nature of ICTs has converted the classroom-based learning into a home-based learning. Even though the hierarchy in the field of education starts from the policy makers, the success and effectiveness of ICT in teaching and learning process, it is the grass root level, that is, schools and teachers are the implementing unit. The biggest achievement of ICTs in the field of education is web-based communities. The innovative didactical component comprises the combination of school ICT infrastructure and software facilities which are critical factors for long-term sustainable development in the field of education. Above all, the teachers' role and the new environment at school that allow learners to participate using ICTs are the key factors in deciding the successful didactical practice in education. This synergy will be an on-going process where teachers and students work, collaborate together at the smaller extent, may be partly face-to-face mode (in the same physical area), may be partly in the virtual learning communities in the very near future in our country, at the larger extent. This article focuses on the impact of ICTs for Education in this information age, Usage of ICTs for learning for both the teachers and students to the maximum extent.



KEYWORDS : Information and Communication Technology, Didactic, Interiorisation.

INTRODUCTION

The impact of ICT on education is not limited to the innovation of didactic measures, but to the internal development of educational institutions like schools and colleges. The self-transformation of ICTs now-a-days is the accommodation of learning in web-based communities.

It can be inside and outside of school settings. ICTs in education are not a solitary phenomenon; it is pushed by the emerging technology in our societies, and pulled by the social and economic conditions that prevail like globalization, liberalization etc. The vital factor is that the effect of ICTs in the field of education lies in the hands of the teachers who deal with educational transactions at the grass root level. The speed at which educators catch up with the ICTs is depending on how they learn themselves via ICT tools first. A teacher's teaching type and style depends on his personality, reflexes etc. ICTs make the teaching profession valuable. ICTs can provide high quality learning materials and tools. It makes teaching a profession that demands more pedagogical part which makes the teachers to use the ICT resource usefully for curricular transaction.

ICTS & EDUCATION IN NEW ERA

The present new knowledge society which is multi-cultural, multi-ethnic demands an evolution in education. ICTs are of the nature to attract the students at one end, and on the other end it makes the educational process more complicated one in some aspects. They show many solutions to improve learning and they bring many unforeseen problems in teaching and learning too. Teachers are trained as solitary performers in earlier time, but now-a-days in this information society, the education (teaching-learning) process is a collaborative in nature. ICTs are a catalytic in nature; it is neither a reason nor an aim. It can speed up the innovation in educational process. In today's world education shifts slowly from a process of knowledge circulation to one of knowledge developments, education slowly moves from knowledge transfer to the development of expertise. Learners of today's world have the new way they prefer to learn newer things as actively and flexibly as possible.

ICTs are in the mainstream of knowledge which is the asset and product of the society. ICTs and Information society deal with the creation, acquisition, sharing, dissemination, delivery, support and recognition of knowledge. ICTs provide access and engage learners in learning continuously, which is necessary and sufficient condition for successful growth of good citizen in the society. ICTs are also a critical tool for professional development and training. Once the learner knows how to use ICTs, it is easy to find the way to master the newest methods of data acquisition. Today the text processor, spread sheet, database have got into the didactic area. It promotes the interiorisation of educational concepts and problem solving strategies.

The ICTs support didactical area as a meta-cognitive tool to represent knowledge like concept, mind and cognitive mapping. ICTs are keeping abreast with the modern ideas and discoveries in the educational field, acquire skills required by the latest technologies, developing skills to self-learning or self-education, in turn the quality of education occurs automatically with the help of ICT tools. ICTs expand opportunities of students as well as teachers to obtain the information related to education. It improves the ability and effectiveness of educational facilities. It helps in integrating the national and international information that prevails in the global network. ICTs have brought dramatic changes for the educational technologies in getting knowledge, converting knowledge into education and applying it in practice. The diffusion of ICTs into educational settings requires the formulation of ethical, psychological, legal and moral aspects of applying them in educational settings.

ICT & LEARNING

Rapid and changing environment demands a new approach to learning. We are in a position that humanity must embrace and promote a culture of lifelong learning. ICTs overwhelm the traditional approach of educational process. Learning is not considered as ritual as it was considered in earlier days. ICTs are used to cross age, time and space barriers to bring lifelong learning to all. Anybody, of any age, in any profession, in any place can learn continuously. Hence they can create a Learning Community. The standards set by ICTs in education demands new literacy for Information Society. The new literacy provided by ICTS shows the creation of new technology to get scientific temper, new didactic approach, new school curriculum for teachers and students. ICTs allow learners to participate in high-tech environments.

ICTs provide all information that a learner wants. It allows students to work closely with their peers, in or out of the country, of different cultures, of different courses. These global learning facilities help teachers and students become a part of a learning organisation. The knowledge economy of this century cannot be getting by teaching by older methods, rather learners must excavate and explore and exploit newer concepts as creative way of learning. Learning and teaching becomes developing process rather that transferring process with the proper usage of ICT tools. Using ICTs is not the best way to replace traditional ways of learning, a word of caution is notable here. Students can learn anywhere and anything that they want to learn, but some of the specialised areas are in web called Portal.

A web portal is concisely shaped platform to the best possible collections of learning materials. A nice way to start learning through ICTs is to search through the search engines and ask for educational portals for the initial users.

ICTS & TEACHERS

There is a mismatch between the way the teachers teach and learners learn in an entirely new method using ICTs, it is must situation for the teachers to learn in depth from the new emerging ICT trend. The traditional method may be suitable for the homogeneous class, but now the class room is free from time, age, place ...etc. Teaching is giving the knowledge and learning implies receiving and reproducing it. Teachers' knowledge and practice is important for the integration of ICT in schools. ICTs are very popular to stimulate and convey the teachers to learn continuously.

As it is pointed out, ICTs are catalyst. They stimulate innovation, provide incentives, increase curiosity and spread good ideas around the community. Teachers can make use of students' playing game to make transition to integrate this game for formal curriculum, formal memorization and all. Teachers must possess to evaluate the quality of accessing ICT sources, quality of learning. Teachers must have the skills of searching the needed information using ICTs.

CONCLUSION

The futuristic words of the education department are the production of knowledge, geographical independence, temporal independence, didactic innovations. The building of a new society relies on the introduction of ICTs in education sector with proper policy formulation, training and development of the personnel, social and professional requirements, globalisation, economical consideration...etc. Now-a-days, keeping the ideas in mind, salient efforts are made regarding using ICTs in creating a modern world. The overall theme is to make ICTs are vital for the future students to make use of ICT methods of teaching. The education practitioner must develop affinity with the integration of ICT in schools. ICTs are not a ready-made menu, they are generic in approach. It varies from place to place. So it is in the hands of teachers, administrators, policy-makers and all stakeholders to implement the idea of integration of ICTs right from the school education curriculum to the higher education curriculum and made quality education easily accessible.

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