

Technology in the Classroom

PROF. BHAVIN H. PATEL Ph.D. Scholar, Singhaniya University, Rajasthan

Abstract:

The growth of technology has spurred the inclusion of new and various forms of technology in many locations and branches of life, from government offices to communication companies and the social life, such as Twitter, Face book and MySpace. However, some of the most common places technology can be found are in our education systems, our classrooms and district offices. Although schools find themselves using more and more new technologies each day, they find themselves also the subject of much controversy over the use of this technology in the first place.

Keywords: Classroom, Communication, Media, Technology

1. Introduction

As technology such as iPods, net books, e-readers, blogs, and Twitter are used by a growing number of people; many teachers are exploring ways that they can use technology in their classrooms. Online videos, wikis and blogs are examples of technology that can support classroom practices. Technology in the classroom is helping to change the face of education. It helps students learn skills that they need in today's technology-driven world. Classroom technology is also giving teachers new tools and methods to help their students learn, understand and grow. Advancements in classroom technology are leading to things like more hand-held devices, improved software and video conferencing with peers around the globe.

2. Arrival of Technology in Schools

Classrooms are the place for knowledge. History, mathematics, sciences, foreign languages and more are all taught via textbook and lecture in classrooms all over the world. However, in the modern world, much of what may be considered the "typical" classroom is changing. Lessons are being done by video, textbooks are replaced by online readings, and lectures are given by podcast, able to fit on every student's iPod and able to be played back at any time, anywhere. Notes are taken on laptops, and professors giving lectures can be recorded on mini tapes or digital device sitting on any student's desk.

The possibilities are expanding at a very quick pace, and the use of this technology makes lesson giving easier, but at the same time allows teachers and professors to be more thorough. It also gives students the ability to use their notes and lesson plans for more in-depth study and revision while spending less time panicking over too little time to prepare for exams and tests.

3. Misconceptions and Arguments

As always, the addition of technology creates some controversy. Some worry that the addition of technology will create a generation of students glued to their computer screens, unable or possibly unwilling to interact with other human beings. Teachers will give all their lessons from behind a camera, helping students via email instead of being there in person to give better lessons and demonstrations. Many people as a whole are already worried that the new generations are too attached to their technology, such as their cell phones and social networking

accounts, and many believe that the classroom is a place where all of that should not have any importance.

4. Real Significance

The truth is that the addition of technology in the classroom is greatly assisting both instructors and students without imposing too much of a technological necessity on anyone. Professors are not required to use podcasting or video, and they still enter the classrooms on schedule every day to teach and assist their students. Students still come to class, and whether they are using their notebook computers or textbooks, they still get to learn the old-fashioned way. The advance of technology doesn't have an overly negative impact on lessons. Forms of technology such as the Internet are actually incredibly beneficial. Seventy-one percent of teens online said they depended on the Internet for project sources and information, and a recent survey found that 57 percent of students ages 7 to 17 used a computer at home to complete school assignments.

5. Benefits

Visible benefits have been seen in students who are exposed to more technology in classrooms and who use more technology at home for school-related purposes. Some students showed faster learning with a greater depth of understanding. In another segment of data, students were found to be able to complete tasks 30 percent faster with the help of computers, as opposed to without them. Students were also found to display a greater writing fluency when working on computers, they appeared more engaged, and they wrote more words per minute.Students who are able to download lectures and type notes on computers find it much easier to study with greater access to more material. Technology allows better connections with educational material and instructors, allows greater efficiency and a better understanding of the material, and creates an environment with much more flexibility.

6. Potential

The inclusion of technology in schools allows for a much better learning environment without sacrificing any of the key educational tools necessary to provide a quality learning environment. The increase of technology allows easier and more efficient access to learning materials and lesson plans and greatly increases the speed with which students can complete the same tasks. As long as teachers continue to teach and our students continue to come to the classroom, learning environments will not be hindered by the influx of new technologies available to students and teachers alike.

7. Ways to Use Technology in the Classroom

Find ways to use technology in classroom settings.

In this day and age, technology plays an intricate role in the lives of young people. When you find ways to use technology in classroom settings, your students will become more involved and your class can use its time more efficiently. A few ways to use technology in the classroom include incorporating Internet articles, multimedia presentations, relevant videos and roll-taking.

7.1 Internet Articles

Internet articles from government, reliable news sources and educational websites can provide valuable insight into a topic of discussion. Search the Internet and find an article that pertains to what you plan on teaching. During class, you can use your computer and a projector to project the article on the wall for the students to read. Alternatively, you can print out the article so that each student can have her own copy of the information.

7.2 Multimedia Presentations

PowerPoint presentations allow the students to visualize what you teach. This gains the attention of visual learners, who need to see information to understand it. These multimedia presentations can include an outline of what you teach and pictures that reflect the point of your topic. Use computer software or online programs to create your presentation, then project it onto the wall with a projector. To change slides, you can use a specialized remote for the projector.

7.3 Relevant Videos

When teaching to a group of young people who thrive on technology, incorporating it into your classroom becomes imperative. Finding funny, inspirational and relevant videos will capture the attention of this technologically advanced generation. Alternatively, you can incorporate technology by having the kids make their own videos relating to the subject. You can pair them into teams and have them work together to make videos about what they have learned regarding a particular topic.

7.4 Roll-taking

Who needs pens and books when you have computers and spreadsheets? Use technology in the classroom by taking roll on the computer instead of on paper. As a teacher, going paperless means one less book for you to lug around. You can place the spreadsheet on your laptop so you can have access to it at school or home. Also, as the school system becomes more digitized, you will be one step ahead of the game.

References

- 1 Bloom, B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.
- 2 Geer, R., & Sweeney, T. (2012). Students' voices about learning with technology. Journal of social sciences, 8 (2). 294-303
- 3 Handbook of Human Performance Technology (Eds. Harold Stolovich, Erica Keeps, James Pershing) (3rd ed, 2006)
- 4 Lowenthal, P. R., & Wilson, B. G. (2010). Labels do matter! A critique of AECT's redefinition of the field. TechTrends, 54(1), 38-46. doi:10.1007/s11528-009-0362-y
- 5 Randy, D., & Terry, Anderson (2003). E-Learning in the 21st Century: A Framework for Research and Practice. Routledge. ISBN 0-415-26346-8.
- 6 Richey, R.C. (2008). Reflections on the 2008 AECT Definitions of the Field. TechTrends. 52(1) 24-25
- 7 Shurville, S., Browne, T., & Whitaker, M. (2009). Accommodating the newfound strategic importance of educational technologists within higher education: A critical literature review. Campus-Wide Information Systems, 26 (3), 201-231.