International Journal For Advanced Research In Science & Technology
A peer reviewed international journal www.ijarst.in
ISSN: 2457-0362

RESEARCHING THE USE OF INSTRUCTIONAL AND INFORMATIONAL TECHNOLOGIES IN THE CLASSROOM.

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ABSTRACT
The aim of this study is to the Technology and Internet has revolutionized both the teaching and administrative processes. Subjects / courses available can be viewed on the click of a mouse. On line admission procedures have drastically reduced paperwork and increased efficiency and transparency. Students are notified with the help of the electronic media about fee payments, schedules etc. Again the teachers are uploading course material, syllabuses, and other supplementary material on web sites so that the students are well prepared before they come for a class. This enhances the exploratory learning skills of students. There is a close synchronization between faculty and students through emails, messages and even social networking. The instructions, assignments schedules etc. are readily available to the student on his micro-sites.

Keywords: - Internet, Technology, Teaching, Students, Electronic.

I. INTRODUCTION

EDUCATION

Wiesel believed that education should focus on instilling morals and values rather than teaching abstract ideas or teaching to test or improve performance. There is an obligation to put one's acquired knowledge to good use. To make our planet more habitable and compassionate, it must foster the development of morally courageous individuals. The material should be seen as a means to develop attractive characters. (Orr, 1991)

The Latin term educare, from which we get the English word "education," may mean "bring up," "bring out," "bring forth what is within," or "to lead."

To educate someone is to "to develop the knowledge, skill, or character of," as defined by Webster Dictionary. It is obvious that the purpose of education is to help students grow intellectually and professionally so that they may become good people.

Education, according to the ancient Greek philosopher Socrates, should focus on helping each individual reach his or her full potential. This potential has to be cultivated in order to prepare students for leadership roles in the future.

"The only purpose of education is to teach a student how to live his life by developing his mind and equipping him to deal with reality," this famous statement by Ayn Rand says, painting a picture of what is needed in today's schools. He requires theoretical, or intellectual, instruction. Thinking, comprehension, integration, and proof are all skills he must be taught. He must be prepared to learn independently and taught the foundations of what has already been discovered.

Without a clear objective, classroom instruction may easily devolve into a mere exercise in memorization. Knowledge

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processing leads to the development of abilities, and they should be emphasized in the classroom.

II. TECHNOLOGY

The term "device" no longer applies to technology since it has become so intrinsic to our daily lives. It sparked a cultural and social upheaval. In terms of both productivity and enjoyment, our lives have been revolutionized by various forms of cutting-edge technology. While people live in houses, technology runs them, as one Intel anthropologist put it.

Network and interface are two ways to classify technological systems. Interfaces link machines together, whereas connectors link machines to people. Networks have increased the effectiveness of technological tools. Wires and chips are all that's really behind social networking's ability to turn the globe into a village. As a result, individuals and businesses from different backgrounds are working together. No matter where you are, on Earth or in space, you can access the internet, WiFi, and GPS. Technology is the locomotive of the knowledge economy. Tools for working together and sharing information are essential for every company. It is possible for large groups of individuals to work together on the same project in the virtual world. Technology has become an effective tool for gauging individual wants and expectations as the focus of businesses shifts from basic productivity and profitability to customer pleasure.

Additionally, technology has leveled the playing field by giving the underdog an advantage. It's a universal language that can communicate across language, culture, and even geography. It has made business and government interactions more open and accountable, which has improved the lives of people and decreased wrongdoing and unfairness.

III. TECHNOLOGY IN EDUCATION

In 1996, then-President Clinton said he hoped computers will become as commonplace in classrooms as blackboards by the turn of the 21st century. Constructivist pedagogy, which is at the heart of current educational theory, sees the student not as a passive recipient of information but as an active builder of his own knowledge and skill levels. In addition to boosting communication on all fronts, this feature makes it easier for instructors to consult with subject-matter experts and create custom lesson plans and software for their pupils. By decreasing barriers between educators and their pupils, guidance, mentoring, and counseling may be provided with greater success. The Internet has created a "democracy of education" by leveling the playing field for students of all backgrounds.

The Classrooms of Tomorrow, or COT, have the potential to include technological elements. Multimedia lectures, learning tools for small groups, online discussion forums, simulation programs, and other innovations in education. The whole globe is now accessible from one's computer thanks to videoconferencing, internet chatting, etc. Learning is greatly facilitated by synchronous and asynchronous academic conversation and interaction. Learning in the classroom might benefit from using discussion boards with classmates. Phenomenal progress has been made in areas like distance learning and accommodating students with special needs. Educational networks are a

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powerful tool for combating societal, socioeconomic, and institutional forces. Knowledge integrated environments (KIE), also known as information processing environments, are adaptable settings for developing pupils who can absorb and integrate the many online resources into their own work. The search continues around the clock, and the whole globe serves as a school.

Teaching, academic administration, exams, and research are all made easier by the availability and accessibility made possible by ICT (Information and Communication Technology) at any time, from any location. Gains in productivity may be measured and accounted for. The rise of IT has facilitated more interaction and connectedness, as well as facilitated learning at the learner's own speed and in their preferred manner.

IBM Corp. Ltd.'s concept for ECN - Education collaboration Networks include a collaborative model for creating tools and resources for educators that can be accessed by anyone, anytime. With the use of existing IT infrastructure networks, they want to distribute material in a regionally tailored paradigm, complete with language user interfaces. The term "RE" (Re-inventing Education) refers to a movement that encourages educators at all levels to collaborate on every facet of the educational process, from curriculum development to the exchange of classroom resources including lectures, assignments, connections to supplemental materials, and more. Teachers and school leaders need hands-on practice using educational and technological tools. Such educational resources should be easily available to students of all backgrounds and locations.

IV. INSTRUCTIONAL TECHNOLOGY

Designing and creating lessons is at the heart of instructional technology. Using ideas from educational psychology, cognitive science, and constructionism to improve classroom practice is a must. As documented by (Pittman, 2007). It involves using a wide range of resources and approaches to enhance education for students. Instructional technology is "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning," as defined by the Association for Educational Communications and Technology (AECT) Definitions and Terminology Committee. Educational technology encompasses a wider range of systems employed in the development of human capabilities, whereas instructional technology focuses on the processes and systems of learning and teaching.

Pedagogical paradigms have shifted because of advances in educational technology. Formerly focused on the teacher and a one-way distribution of information, today's lecture halls are knowledge creation hubs with a focus on the student. Faculty members are increasingly expected to take on the role of both content suplier and learning facilitator. Virtual meetings, chats, and videoconferencing are not only a cost-effective way to overcome obstacles of distance and money, but they may also improve the quality of instruction. Learning is something that may carry on forever.

No of the subject matter or setting in which education takes place, [instructional technology] aims to make learning more efficient and effective. …It's possible that

both social and mechanical technology will be required to solve the issues plaguing education today.

V. CONCLUSION

As the globe becomes more interconnected, it is more important than ever to strengthen the caliber of our leaders. The future's leaders are being churned out of business schools. They should have the necessary knowledge and abilities, as well as a global perspective. They need to understand the value of teamwork and open lines of communication in the modern, interconnected world.

Now we reach the pinnacle of a successful business leader's biography: his education and experience. Business school teaching shouldn't only be a one-way street of information being handed over from professor to student. There is a need to find new ways to teach material that is both theoretically and practically dense so that students may make meaningful connections in their own minds. They are getting a taste for the value of learning from others and working together. Similarly, there is no one correct way to instruct or educate others. The issues and worries of the pupils range widely.

All of these needs may be met by using a balanced combination of conventional and IT-heavy pedagogies. Again however, using IT is not a magic bullet for every problem. It has to be preceded by a suitable vision and conversations with all stakeholders. Steps for inspiration, introduction, instruction, and maintenance need to be written out in detail.

Everyone in the school community, from students to faculty to upper management, has unique needs that must be assessed and accommodated.

There are several categories of educational facilities, each with its own unique budgetary constraints and IT needs. The IT service offering must include the most cost-effective and efficient options possible, given the available budget.

Technology will alter the educational process in significant and varied ways, and the outcomes of these efforts will be visible and palpable. The culture of the classroom will shift from competitive to cooperative. Instead of a passive and one-dimensional process, teaching and learning will be dynamic, creative, and socially engaging. Instead of receiving information, we shall create it.

More research is needed to fully understand the impact that IT-enhanced education and administration have on student achievement and faculty efficiency.

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