TECHNOLOGY SUPPORTED TEACHING AND LEARNING

Deepa Jain, Ph. D.

Tagore Shiksha Mahavidyalaya, Indore

One of the important advantages of Technology Supported Teaching and Learning is that it saves time and efforts and increases efficiency. The advent of internet has opened the facilities for web-based training, and hence, necessitates a fundamental change in the mode of education and training. The teacher-educators may be brought live from different locations through a network of computers, in order to arrange effective interactions which would be similar to the ones occurring in the face-to-face mode. This would reduce learning time, and would not require additional faculty and buildings, laboratories or libraries. The interaction of the trainees with the best available faculty may be arranged by creating virtual classroom at a minimum cost. It is said that development of Technology Supported Teaching And Learning has tremendous capacity to save time and one year is reduced to three months meaning thereby that what could be done in one year by using traditional methods can be done in three months if Technology Supported Teaching And Learning is utilized properly. Even if we have to increase content and practical aspects of teacher training programmes, extension of duration is not desirable, but it is not so easy. So, there is need to change each and every sphere of the society according to the tune of E-LEARNING. It has the ability to enhance every type of development. Education is the only means to incorporate Technology Supported Teaching and Learning in the developmental aspects of the society. Technology Supported Teaching And Learning can also be used as a tool to improve the quality of education for preparing the society and its manpower to handle and use Technology Supported Teaching And Learning in the schools in a proper way.

The emergence of Technology Supported Teaching and Learning has ushered in a new era. It has influenced every sector of the society i.e. science, technology, education, trade and industry. Technology Supported Teaching and Learning includes devices for encoding, storing, organizing, processing, retrieving, transferring and presenting information with the help of communication, television and computers. As we know that the greatest challenge for society in which we live today is keeping pace with the knowledge and technological

expertise necessary for finding, applying and evaluating information. This has a special meaning as well as challenge in Teacher-Education and to people involved in the system. Information literacy is a survival skill in this information age. Instead of drawing in the abundance of information that floods their lives, information literacy people know how to find, analyses evaluate and use information effectively to solve a particular problem or make a decision - whether the information they select comes from a computer, a book, a government agency, or from other possible modern electronic resources.

The characteristics of the information age are pluralism and dynamic changes. Knowledge that shapes development is changing, changing faster and deeper with every passing decade. Our propensity to be at ease with change is dependent on the extent and quality of our education. As such, it is necessary that the learner of the 21st century acquires knowledge independently and uses it to solve new and emerging problems. With the frontiers of knowledge expending, it would be futile to pass on to the learner the limited knowledge, as was done in the past. The teacher has to guide the learner in the quest to harness the best expressions of the human race across the globe and organize relevant areas of information into the knowledge that would influence, in a large measure, the quality of life.

An educational system can only be as good as its teacher. Teacher training both pre-service and in-service, must be informed so that teachers have the competence and motivation to interact with students and to facilitate their development. It is felt that pre-service training focuses almost exclusively on knowledge acquisition, with little attention to pedagogy, instructional practices and classroom management skills (NCTE, 1997). Teacher training institutions are gradually losing their organizational identity. It is echoed in the reports of different committees and commissions.

The Education Commission (1964-66) stressed that in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people and that a sound programme of professional education of teachers is essential for the qualitative improvement of education. Obsolete courses and out dated methods were being followed in teacher education institutions. Due to the lack of proper management and supervision, in its in-service and distance mode programmes teacher education had degraded in terms of its quality mainly during the eighties and nineties. After the intervention on NCTE, there is a significant change in the system of teacher education properly according to the need of the present education system.

The most important development affecting teacher education in the coming decades will be the application of E-LEARNING. It will demand more effective and challenging teachers and teacher-educators to cope with the demand of the future students. Building quality in system implies a change towards a set of target. Change towards integrating Technology Supported Teaching and Learning in curriculums will not come without instilling a passion for qualitative improvement in teaching acts.

The integration of Technology Supported Teaching and Learning and the development of technology supported learning can contribute to the further development of the relationship between theory and practice in teacher training. New forms of dialogue based on telecommunications can create increased interaction between theoretical reflection which are part of the teaching and learning at colleges of education, university departments and the learning in practice which takes place during teaching practice correspondingly, the development of technology supported learning can contribute to the creation of new opportunities for flexible, further training for teacher at colleges of educations and teachers in the institutions were they are employed.

The relationship between theoretical reflection and learning through practice can be changed, such that an increasing part is played by actual educational needs. Co-operating teams and participant oriented working methods. It will be interesting to study and develop the possibilities of creating interaction between several target groups. Experimental initiatives that seek to create a synergy effect in the development of technology supported learning can contribute significantly in the development of the common basis of knowledge.

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Advances in science and technology bring about changes in the life style of people. Institutions are concerned more and more about producing efficient individuals. The inculcation of human and social values would pose as the most challenging parameter of education in the next century. Technology is for man's advancement and not for his enslavement. Unless our progress and development are monitored and guided by a well-defined value system, we shall soon end up in an ethical vacuum. Emphasis on intellectual development should not lead us to moral illiteracy.

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