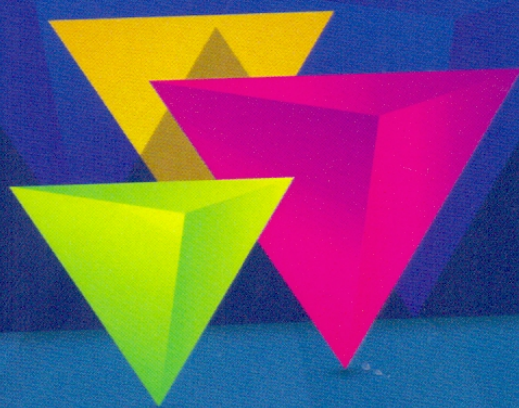


Envisioning Business for a Better Tomorrow

INNOVATE
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Editors

Prabhat Pankaj • Prerna Jain
Lokesh Vijayvargy

B L O O M S B U R Y

Envisioning Business for a Better Tomorrow

Innovate, Integrate, Impact

Editors

**Prabhat Pankaj
Perna Jain
Lokesh Vijayvargy**

B L O O M S B U R Y
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Impact of Technology on Teaching-Learning in Higher Education

Priyanka Bhaskar* and Savita Choudhary**

ABSTRACT: *Education is the key for development. It not only shapes the life of an individual but also determines the fate of a nation. Thus, the teaching-learning process becomes quite significant in shaping the minds of the individuals and also in laying the foundation for a better world. Imparting education in this new age requires immense use of technology as compared to the traditional way of teaching. The emphasis in various documents, schemes and curriculum frameworks designed to improve the present education system, is on creating a learner-centric education system with customised modules using digital aids. Normal blackboard and teacher-directed classrooms are now considered old-fashioned. The universities and institutions which are not equipped with the latest technology for teaching are not being preferred by the learners. The present paper is an attempt to list out the latest technology being used in the teaching-learning process. It also discusses how to capitalise on technology to carry out a wide range of pedagogical activities, namely, group discussions, debates and quizzes with extreme ease and simplicity, and make the teaching-learning process effective and efficient.*

Keywords: Online Teaching, Online Learning, Virtual Education, Digital Education.

INTRODUCTION

Technology can be defined as something that makes life comfortable. In today's modern era, it can be considered as everything with the help of which we are able to do any of our tasks relatively easily and quickly. In this way, it can be said that technology is a suffix, which is related to each device

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that is able to complete any task in a relatively short time and with reduced effort, making it simple and easy. The use of technology in education is also an example of this. The devices or systems that make the teaching and learning process smooth, interesting and enjoyable, and the use of which makes learning easy and long lasting are called education technologies. In the current scenario, technology is integrated into the teaching-learning process at different levels. At this point it is necessary to know some general things about the use of technology. The content can be broadened by the use of technology. With the help of technical methods, the pre-determined objectives of learning can be achieved effectively and in reduced durations. Using technology, learners can be given the opportunity to learn according to their individual interests and can be helped in evolving academically. Using technology, a learner can be inspired to learn by action automatically even in the absence of a teacher, hence appropriate learning situations can be created using technology. Adequate reinforcement can be provided to learners using technology as corrective guidance is available on the spot and feedback channels are aptly deployed in the learning algorithms. In this paper, we will explore the use of technology in the teaching-learning process. For the use of technology in small group teaching, attention is given to the entire schematic of teaching-learning process and it is prepared in advance in accordance to the attainment of specific objectives; the entire process is conducted in a sequential manner by choosing the appropriate technique.

Considering the number of learners, learning can be made more effective by integrating the technologies discussed in the next section into teaching.

MODERN TOOLS AND TECHNIQUES USED FOR EDUCATION

A variety of digital aids listed below have contributed significantly in disrupting the education space which provides a varied experience to both, the learners and the teacher:

Online Platforms: Various online platforms like WebEx, Google Classroom, Zoom, Microsoft Teams, GoToMeeting, GoToWebinar, etc., are being used in the education sector, though, it cannot be denied that the use of these platforms has increased during Covid-19. Most of the online education is being imparted using these online platforms.

Video Conferencing and Tele Conferencing: Through these, the opinion of the expert located in any other corner of the world on any subject can be obtained through a visual or audio device in the classroom itself. A learning group can also use them to share their learning experiences with another group.

Electronic Board: These days, electronic boards and smart classrooms are becoming very popular in place of traditional blackboards in schools and colleges. Through this, the study material is presented in both, visual and audio forms through pictures.

Computer and Internet: Human efforts have been considerably reduced by the help of available computers and allied software in the teaching spectrum. By this, even the most elaborate and complicated works are completed in a very short time. At the same time, the internet is a storehouse of unfathomable information with the option of retrieving information at any given point of time. In any corner of the world, information related to any event or new invention is made available to everyone, at the very next moment.

Mobile Phones: Nowadays, mobile phones are also used as teaching aids. On a smart phone, learners can get guidance by searching the literature related to any problem from the internet. In this way, learners can use mobiles in most teaching curriculums, especially relevant for small groups with the student numbers between 2 to 30. As the number of learners in a small group teaching is limited, the teacher can also easily monitor the activities of the learners.

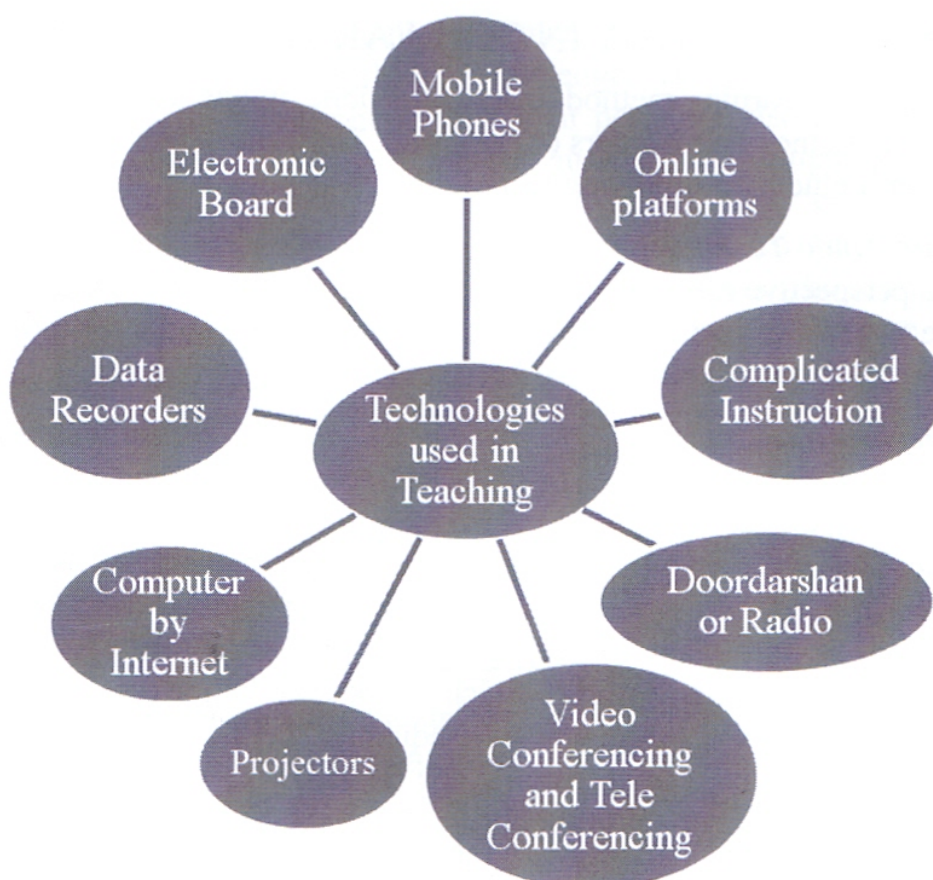


Fig. 1: Technologies into Teaching-Learning Process

Projectors: Projectors can also be used effectively in small group teaching. Various pictures, graphs, videos, etc., related to a subject matter can be presented in a group with the help of a projector enabling learning through visual aids for complex subjects. Learners can also submit their work reports through the projector.

Doordarshan and Radio: Doordarshan and Radio also broadcast educational programs through their various broadcasting centers. Through these programs, learning is made more effective and interesting by including knowledge in the process of teaching and learning.

Data Recorders: Data recorders may compile the required information and opinions of subject matter experts in audio form and can be reproduced and submitted as and when required, as done now a days by various agencies like SWAYAM, Coursera, etc.

Complicated Instruction: This instruction process is an innovative technique suggested by B.F. Skinner. It is of two types, linear and branching. Through this, the content is presented in such a way that learners can continue learning even in the absence of the teacher.

USE OF TECHNOLOGY IN CO-LEARNER TEACHING

In the co-learner learning method, teaching is done by one learner from the learner group to the other learners of the group. This type of teaching-learning process can include the following techniques:

Visual and Audio Technology: To make the content exciting and to give learners a perspective related to the content, visual material like DVD, YouTube and webcam, etc., can be used. Audio material in the form of radio, tape recorder, etc., can also be used in the classroom by a teacher.

Use of Devices like Computer, Mobile, Tablet, etc.: Co-learner learning is a form of small group teaching. In this also, the teaching-learning process is done in small groups only. Therefore, in order to understand the subject matter more deeply, computers, mobiles, tablets, etc., can also be used.

Learners also get online opportunities to learn from their co-learners through remote means as well. Many software programs are also available for the management of co-learner learning, which can be used by the co-learner teacher to facilitate the learning process. Aiding and taking computer-based assessment linked to co-learner learning, the feedback is received regularly and helps in effective learning (Wittenburg and McBride, 1998).

It is necessary to pay attention to some things before the use of technology in the co-learner learning process. These can be explained by the following

points: It is necessary to the place where teaching learning process is done and where technology is available.

Of the available techniques, the co-learner teacher technique becomes proficient in using certain techniques. If they do not know how to use technology, then it is necessary that they get trained for it. The selection and use of technology should be in accordance with the subject matter. The co-learner teacher should also be trained on which phase of the teaching-learning process will be used (Kamens, 2007).

In co-learner learning, technology can be used by incorporating the following organisational dimension:

Interaction: The activity-oriented opportunities are provided to the learners in a technology-based activity. They interact before, during, or after the presentation. This plan should also be made by the learner teacher together with the teacher (Hansen, 2020). In case the teaching has to be done in one institution or any other institution, necessary video and teleconferencing should be arranged in advance (Stai, 2020).

USE OF TECHNOLOGY IN COLLABORATIVE LEARNING

In a collaborative learning situation, learners form small groups interact with the help of content, thus building knowledge. The attitude and skills that learners develop while interacting with their peers are also beneficial in their future life. Various technologies such as audio-visual equipment, computer-based learning, mobile, tablet, electronic board, etc., can be used in collaborative learning. This should be ensured when teachers form learner groups for collaborative learning. If some of the learners who are included in each group have knowledge about the technology used, then there should be some learners who do not have the knowledge of the technology used. In this way, they will be able to get learning by connecting the course with technology (Lipponen and Lallimo, 2004). Learners should be imparted training on various cooperative skills such as asking for help, giving suggestions and feedback, adopting suggestions in a positive manner, humility and delaying differences, etc. Learners enjoy learning more when they use these skills in a technology-based environment (Fu and Hwang, 2018). Groups of learners should be encouraged to ask for help from their group members first on a problem. If the problem is not solved by the group members, then help should be sought from members of other groups. Assistance should be provided by the teacher at the end so that autonomy can be achieved by all the members of the group in the use of the technique used (Alavi and Dufner, 2005).

Interaction between learners should be encouraged continuously during technology-based activities in collaborative learning. When the learners are

listening to an online lecture or reading any subject material, a separate time should be set aside to discuss it (Resta and Laferrière, 2007). In collaborative learning, the teacher should also ensure that all the members of the group get equal opportunities in the use of whatever technology is being used. Learners should be encouraged to make and submit their reports through computer or other such mediums.

USE OF TECHNOLOGY FOR BETTER GROUP DISCUSSIONS

Group discussion is a powerful means of active learning. A well-organised group discussion gives the participants the opportunity to discover new ideas and evaluate the views of other participants. Through the group discussion method, learners develop understanding and their subject matter knowledge also increases. The group discussion method is also helpful in increasing learners' self-confidence (Cuban, 1986).

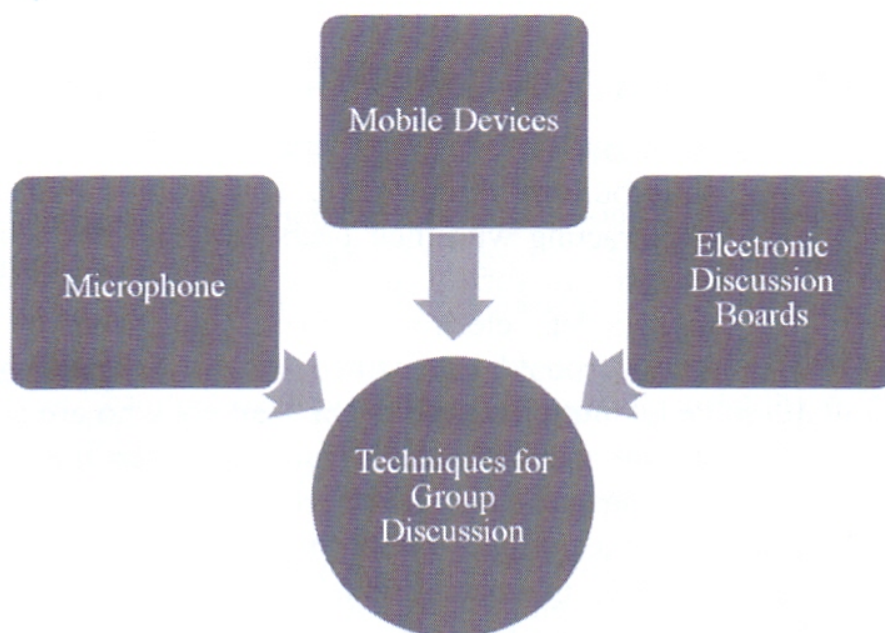


Fig. 1.2: Techniques for Group Discussion Method

Electronic Discussion Boards: Properly guided electronic discussion boards provide opportunities for learners to make rich connections in the classroom. A question is written by the teacher on the electronic discussion board and the rest of the learners write their thoughts related to that question on the electronic discussion board (Cartwright, 2000).

Mobile Devices: Mobile devices such as smart phones, tablets, note books and computers provide opportunities for learners to participate in group dis-

cussions. Some learners in the group who feel hesitant to express ideas in the group during normal meetings are able to express their ideas openly with the help of these tools (Pilkington *et al.*, 2000).

Microphone: Microphone can also be used in group discussion, so that one person's thoughts can reach everyone clearly. Participants who are provided with a microphone get the opportunity to express their views. In this way, all the participants in the group discussion method can be encouraged to think actively (Krentler and Willis-Flurry, 2005).

USE OF TECHNOLOGY IN GROUP PROJECTS

(Kear, K., Donelan, H. and Williams, J., 2014) Group project-based teaching-learning is a dynamic classroom perspective in which learners actively find solutions to a problem. They gain knowledge of the subject matter while facing the challenges of the project (Daniels *et al.*, 2010). This emphasises the experiential side of learning. Learners learn better what they experience themselves.

In collective project teaching-learning, following techniques can be used by the learners while completing the project:

Computer and internet can be used by the learners to find solutions to the problems. Through the internet, they can get information related to any subject. Using the computer, not only can the facts be obtained but they can also be compiled and learners can also prepare their report at the end of the project (Windschitl and Sahl, 2002). Mobile, tablet, etc., can also be used by learners to find a solution to a problem. DVD for compilation of sound and pictorial facts along with that tape recorder can also be used. A computer or projector etc. can also be used to present reports etc., in groups (Sadik, 2008).

USE OF TECHNOLOGY IN PSEUDO AND GAME-BASED LEARNING

In pseudo and game-based methodology, teaching-learning is made by making the process enjoyable by playing (Drumm, 2019). A virtual environment is created for teaching-learning in a pseudo and game-based situation that the learners find relevant. Pseudo and sports-based learning is also inspiring because learners can understand the relationship between learning experience and real life (Acquah *et al.*, 2020). This type of learning requires effective interactive experiences for which many types of games have been developed. Teachers can use these games in their classroom to build knowledge in the learners by playing the class room in the shape of real life (Ferdinand *et al.*, 2005). Computer and video games are used in pseudo and game-based

learning. Through these computer-based games, the learning process is benefited in many ways. Motivation for learning is provided to learners by teaching and playing based learning. In these games, the content is presented to the learners as a challenge, so that they are motivated internally to play these games with more interest (Tang and Hanneghan, 2011). Through computer-based games, the tendency of learners to search is encouraged. Computer based games reduce the dangers present in real learning for learners. For example, while teaching chemistry, the danger of using the wrong chemicals is reduced in learning through these computer-based games (Hooshyar *et al.*, 2016). Through computer-based games, the learners experience the real conditions of life in advance. It is also possible to emphasise on a particular fact of learning through computer-based games. The fact that needs to be emphasised is made mandatory in computer-based games. Computer based games provide challenging learning to learners, which increases their confidence level and they are able to solve real life challenges as well. Learners are also given opportunities to think through computer-based games (Galvis Guerrero, H.A., 2011). Through computer-based games, learners have to choose the best among options available. Therefore, selective abilities are also developed in the learners through computer-based games.

CONCLUSION

The present era is the era of technological advancements. Today's generation prefers and relies on E-resources. Normal blackboard and teacher-directed classroom are now considered as old-fashioned techniques. The utilisation of available technological tools in both digital and social space can deeply impact the teaching-learning. The complete process of devising the curriculum or framework designing is based on the developmental needs of the target audience and use various tools and tricks to complement the basic cause of education and knowledge building. The process thus impacts the learning process in a manner that each learner is taught by one of the learners of the group hence developing leadership credentials in the overall personalities of the learners.

This type of teaching-learning process involves the use of equipment such as visual and audio technology, computers, mobiles, tablets, etc. Learners online also get opportunities to learn from their co-learners through remote means. Many software-based learning tools are also available for facilitating co-learner education, which can be used by the co-learner teacher to facilitate the teaching process. In a collaborative learning situation, learners form small groups and interact with the subject matter and build knowledge. For teachers' learning, when the teachers form groups for collaborative learning, it should

be ensured that some of the learners who are included in each group have knowledge about the technology which is used. In collaborative learning, the teacher should also ensure that all the members of the group should get equal opportunities in the use of whatever technology is being used.

Group discussion is a powerful means of active learning. Through group discussion method, learners' understanding develops and their subject matter knowledge also increases. The group discussion method is also helpful in increasing learners' self-confidence. Electronic discussion boards, mobile devices, and microphone group discussion methods can be made effective. Group project-based learning is a dynamic classroom room perspective, in which learners actively find solutions to a problem. They gain knowledge of the subject matter while facing the challenges of the project. This emphasises the experiential side of learning. Learners learn better when they are put in a situation where they experience the situations by themselves.

In pseudo and game-based teaching, the process of teaching-learning is made easier by making the learning process enjoyable. A virtual environment is created for teaching-learning in a pseudo and game-based situation that the learners find relevant. Pseudo and sports-based learning is also inspiring because learners can understand the relationship between learning experience and real-life situations.

There is no doubt that the use of technology in the education sector is going to increase in future. More and more online platforms will be used for teaching and learning as technology further invades educational processes. The teachers and learners are going to be immensely benefitted by the use of technology in education.

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Envisioning Business for a Better Tomorrow

INNOVATE • INTEGRATE • IMPACT

Envisioning Business for a Better Tomorrow: Innovate, Integrate, Impact is a collection of papers that aims to deliberate on new business ideas, fresh approaches and channelize youth power to build business of tomorrow by innovating, assimilating and thus creating a better tomorrow. The book is divided in three sections: Business Innovations, Business Integration and Business Impact.



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