

# ICT EMPOWERED TEACHING, LEARNING AND EVALUATION

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*Abstract— ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor. One of the greatest hardships endured by the poor, and by many others, who live in the poorest countries, is their sense of isolation. The new communications technologies promise to reduce that sense of isolation, and to open access to knowledge in ways unimaginable not long ago. Globalization and technological change—processes that have accelerated in tandem over the past fifteen years—have created a new global economy “powered by technology, fuelled by information and driven by knowledge.” The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. Concerns over educational relevance and quality coexist with the imperative of expanding educational opportunities to those made most vulnerable by globalization—developing countries in general. Low-income groups, girls and women, and low-skilled workers in particular. Global changes also put pressure on all groups to constantly acquire and apply new skills. Although most commonly associated with higher education and corporate training, e-learning encompasses learning at all levels, both formal and non-formal, that uses an information network—the Internet, an intranet (LAN) or extranet (WAN)—whether wholly or in part, for course delivery, interaction and/or facilitation. Others prefer the term online learning. Web-based learning is a subset of e learning and refers to learning using an Internet browser (such as Netscape or Internet Explorer).*

*Index Terms— Information and Communication Technology, Learning, Teaching*

## I. INTRODUCTION

ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus. Improving the quality of education and training is a critical issue, particularly at a time of educational expansion.

## II. OBJECTIVES

- To identify different uses, methods of ICT Education
- To identify the need, advantage of ICT learning.

## Advantages and Need:

ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment.

- **Creative Learning.** ICT-supported learning promotes the manipulation of existing information and the creation of real-world products rather than the regurgitation of received information.
- **Integrative learning.** ICT-enhanced learning promotes a thematic, integrative approach to teaching and learning. This approach eliminates the artificial separation between the different disciplines and between theory and practice that characterizes the traditional classroom approach.
- **Evaluative learning.** ICT-enhanced learning is student-directed and diagnostic. Unlike static, text- or print-based educational technologies, ICT-enhanced learning recognizes that there are many different learning pathways and many different articulations of knowledge. ICTs allow learners to explore and discover rather than merely listen and remember.

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- Each of the different ICTs—print, audio/video cassettes, radio and TV broadcasts, computers or the Internet—may be used for presentation and demonstration, the most basic of the five levels. Except for video technologies, drill and practice may likewise be performed using the whole range of technologies. On the other hand, networked computers and the Internet are the ICTs that enable interactive and collaborative learning best; their full potential as educational tools will remain unrealized if they are used merely for presentation or demonstration. ICT-based interventions must take into account current institutional practices and arrangements. Specifically, drivers and barriers to ICT use need to be identified, including those related to curriculum and pedagogy, infrastructure, capacity-building, language and content, and financing.
- The specification of educational goals at different education and training levels as well as the different modalities of use of ICTs that can best be employed in pursuit of these goals. This requires of the policymaker an understanding of the potentials of different ICTs when applied in different contexts for different purposes, and an awareness of priority education needs and financial and human resource capacity and constraints within the country or locality, as well as best practices around the world and how these practices can be adapted for specific country requirements.
- The identification of stakeholders and the harmonizing of efforts across different interest groups. The piloting of the chosen ICT-based model. Even the best designed models or those that have already been proven to work in other contexts need to be tested on a small scale. Such

pilots are essential to identify, and correct, potential glitches in instructional design, implement ability, effectiveness, and the like.

### III. CONCLUSION

The specification of existing sources of financing and the development of strategies for generating financial resources to support ICT can use over the long term.

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