

A Study on Impact of Teaching and Learning Through Technology Adoption, Exploration and Presentation

Prof. Sajeesh Hamsa

Symbiosis Centre for Management Studies, Pune

Department of Symbiosis International (Deemed University), India

Email: h.sajeesh@gmail.com

Abstract

The paper discusses the impact of technology adoption across stakeholders throughout the educational process, with clear consequences for engagement, knowledge acquisition, and other learning-related factors. It also exposes variables that should be explored for producing much more interactive tools and applications for improved engagement, not just in virtual settings but also through physical encounters.

Key Words: learning techniques, classroom technology, Digital connectivity, Technology adoption and learning

Introduction

Worthy teaching includes teaching learners learn, remember, think and in what manner to motivate themselves. Learning techniques create a helpful information base from which technologies can be built by giving convincing proof and various learning techniques can be implemented. The importance for class time, classroom practices, and academic research may tend to develop as knowledge matures and develops. (Weinstein & Mayer, 1983) The integrated framework like for example the use of technical and communicative skills was found viable and beneficial too. With this the ability to integrate concepts that were frequently offered independently in a safe atmosphere is one of the advantages of learners. So encouraging active learning may help to ensure that these combined qualities are successfully transferred to other processes. (Kneebone & etal, 2002)

Learners are able to better understand when they are actively participating in the learning activity rather than being passive receivers. Because people study through doing the things and it is beneficial for the educator to assess how closely the methods of instruction are linked to the targeted learners' needs. (Cross, 1987) For schooling, it is commonly acknowledged that a student's intuition should be nurtured and strengthened. Fewer, though, realize how much inspiration is or how it could be translated into practical procedures and approaches which can be employed in the education. But also about the ordinary participant's mental lifestyle and how it may be sparked in the classroom, how well the educator can prepare to reach this goal, as well as the strategies in a way the material can be arranged to support this goal. (Egan, 2014)

Certain theories confine schooling to individual psychological ability and hold disadvantaged persons responsible for their status inability. Individuals are at the core of most teaching methods. Individual factors, conceptions of excellent or worst, faster and slow learning, and comparisons of these elements across segments of the population are all central to several of these theories. Acquisition of knowledge is a societal and collective, instead of personal. Behavioral process provides the path out of the existing situations of circumstances. (Lave, 1966)

Technology adoption and Learning

Learners get effectively connected to the content in order to truly understand any new information so that they engage or participate with it. Academicians suggested certain approaches for learning that emphasizes collaboration at the top of the learning experience. (Pritchard, 2017) The phase during which knowledge that the individual has involved with and understood may be rebuilt into a form suitable for presentation but, more crucially, turned into a pattern that will allow class activities to be satisfied from the deliver's perspective. Various questions would then be possible to be addressed out from the perspective of an individual.

Due to the widespread use of devices, Teaching and learning are increasingly using App to aid the classroom process by providing instant availability of variety of free databases. Free Apps has become an innovative and easy instrument for classroom instruction due to a mixture of mediums such as recordings, photographs, and audios, as well as the continuous availability of a supervisor. New forms of education that encourage attentive participation, as well as techniques that eLearning might support better existing new designs. For example, the involvement of educational leaders in giving required medium for effective ict adoption and monitoring, as well as innovative techniques to analyzing the influence of technologies in the classroom progress. (Johnston & Cooley, 2001). The one of the most prominent role on technological use was academics' use of interactive ICT, which has been translated by their relative benefits of education in the learning process using technology.

Some areas within education had quite a minor impact on technology engagement. Furthermore, the quality and the efficacy of technologies were found to influence the effect of education on learners' centric use of technology. So a good partnership between education programmes, experiential learning and focusing on specific technological uses, is one of the outcomes for teaching practice. (Chen, 210)

Technology and engagement

As during lockout, the delivery of content went through the various method of acceptance of tools, while learners engaged in a number of diverse learning environments. Human emotions and efficacy beliefs the use of technological and knowledge change varies from person to person. Despite the fact that pandemic has caused ambiguity in the minds of learners and academicians regarding numerous scenarios that have encountered in the daily lives in terms of individuals, community, and schooling methods. (Shenoy & etal, 2020)

For the last several decades, researchers have speculated on equally beneficial and harmful consequences of learners' constant interaction with technologies. Although ict has a beneficial impact with effective teaching and self-understanding, no substantial clear link involving use of application tools as well the academic success has been discovered. Various studies suggest to a dynamic mix of linkages between individuals' use of technologies and their participation in self-directed tutoring, and theoretical excellence. (Rashid, Asghar, 2016). ELearning is on the upsurge, besides many academic institutions are keen on finding out how to adequately offer course information to student participants by using an online software that affects student involvement. There seems to be innumerable strong relation among attending virtual classes and learning motivation. Logical thinking was more common among students who took a wider variety of online programs. In comparison some of their more conventional teaching peers, individuals were only fewer expected to participate in group work, peer interaction, and in other conversations. Individuals who participated in a greater range of digital programs indicated less familiarity to teaching techniques and poorer quality in outcome. (Dumford & Miller, 2018). In both

physical and virtual education situational settings, the influence of digital culture on learner engagement and MooC learning outcomes demonstrates a general favorable link amongst the practice of online class, class participation and effective teaching.

Information and Knowledge Discovery through Technology

Throughout times of hardship, such like pandemics, there still are various hurdles in education contexts processes in information sharing and transfer. To understand the challenge, different components were necessary, including IT technologies for remote connection, digital learning, content discovery, academia's types of information and internal state of education. These elements work together to enhance transfer of knowledge in the school system during times of crises. (Saide & Sheng, 2021)

External constraints along with administrative objectives are proven to impact an institution's exploratory behavior in the growing co-evolution condition. More global volatility, a deeper organization purpose, an innovation attitude, and wider spare capabilities are mostly linked to an increased exploration orientation, according to research evidences. Obviously, committing a higher resources and manpower to external factors is a question of managerial desire; yet, some present study implies that these has an impact information searches are more localized or comprehensive. (Sidhu & etal, 2004) Promoting interaction among members of an organization using various IT-enabled learning classification such as knowledgebase, information management, and knowledge dissemination is essential. because a ll of these strategies, it was discovered, has a specific impact on the exploration and exploitation dynamics in organizational learning. It's also known that the manner these instruments are combined, the context wherein they work, and the types of learners who do use them all have an impact on the effect of digital learning mechanisms on academic learning in the context of investigation or changing dynamics. (Kane & Alavi, 2007).

Digital self-efficacy, individual/societal norm, user satisfaction, expertise tools readiness, material quality, availability, and digital fun seem to be the most commonly employed environmental factors of the Technology acceptance model addressing e-learning adoption.

Information quality, user satisfaction, and computer fun all have a substantial influence on overall comfort of use of any e-learning system, according to the studies. Additionally, reported simplicity of usage and observed utility of an e-learning system were found to be positively influenced by information disclosure, user satisfaction, and availability. (Salloum & etal, 2019)

Transformation and presentation through Digital connectivity

Different participants' interpretations of the very identical change incident, as well as the similar participant's views for diverse crowds, generate conceptual and analytical challenges in the study and presentation of organizational change data. In order to conceptualize organizational change as a multi-story methodology, it's necessary to accept opposing viewpoints and combine ideas from

a storyline approach to realistic and situational analysis of change. Storytelling is more about narration; it's about eliciting human emotions from a listener, generating and maintaining value, and exposing rival ideas and beliefs. (Buchanan & Dawson, 2007) Leading to increased internet access and education, technologies have not been leveraged to assist the method of education that are thought to stand the most effective medium. The necessary attributes, or qualities, that enable instructors to harness digital resources as effective instructional tools must be seen over the perception of the educator as some adjustment. Awareness, self-efficacy, instructional values, subject and school culture are all important factors in a blended digital learning environment. (Ertmer & etal, 2010). In order to initiate a strategy implementation initiative at an institution, shared understanding, appeal, and symbols were used. Two separate views were used: a "internal" standpoint involving multiple sources and a "external" standpoint using multiple investigators.

It had been established that in the initiation of change initiatives, shared understanding and appeal appeared as key operations. Both procedures were conceptual in nature and fluctuated in precision over the work force's existence. Contrary to popular belief that the shared understanding and control were commonly shown to be interrelated and hard to discern from one another.

Conclusion

In the midst of the turmoil, technology appears to be the one thing that brought teachers and learners together. While educators are using live footage for virtual lectures, learners are reliant on a new system that they were compelled to use. Even while the benefits appear to be considerable, instructors still are grappling with this abrupt change. The transition from in-school to virtual seemed abrupt and unanticipated. The educational profession, as much as the pupils, had to learn to cope with the new practices.

Partners in digital learning have no intention of slowing down. Nevertheless, in prepared to comply with it more effectively, institutions, as well as employees, must be kept up to aware of the latest advances. Educators must be ready to guarantee that digital training continues in the event of yet another tragedy.

The school curriculum doesn't really lie merely inside the creation of innovative technology devices, but also in the creation of a secure and inclusive school experience that is open to all.

Bibliography

Buchanan, D., & Dawson, P. (2007). Discourse and audience: organizational change as multi-story process. *Journal of Management Studies*, 44(5), 669-686.

Chen, R. J. (2010). Investigating models for preservice teachers' use of technology to support student-centered learning. *Computers & Education*, 55(1), 32-42.

Cross, K. P. (1987). Teaching for learning. *AAHE Bulletin*, 39(8), n8.

Dumford, A. D., & Miller, A. L. (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. *Journal of Computing in Higher Education*, 30(3), 452-465.

Egan, K. (2014). *Imagination in teaching and learning*. University of Chicago Press.

Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of research on Technology in Education*, 42(3), 255-284.

Gioia, D. A., Thomas, J. B., Clark, S. M., & Chittipeddi, K. (1994). Symbolism and strategic change in academia: The dynamics of sensemaking and influence. *Organization science*, 5(3), 363-383.

Johnston, M., & Cooley, N. (2001). *What We Know About: Supporting New Models of Teaching and Learning through Technology*. Educational Research Service, 2000 Clarendon Boulevard, Arlington, VA 22201-2908

Kane, G. C., & Alavi, M. (2007). Information technology and organizational learning: An investigation of exploration and exploitation processes. *Organization Science*, 18(5), 796-812.

Kneebone, R., Kidd, J., Nestel, D., Asvall, S., Paraskeva, P., & Darzi, A. (2002). An innovative model for teaching and learning clinical procedures. *Medical education*, 36(7), 628-634.

Lave, J. (1996). Teaching, as learning, in practice. *Mind, culture, and activity*, 3(3), 149-164.

Pritchard, A. (2017). *Ways of learning: Learning theories for the classroom*. Routledge.

Rashid, T., & Asghar, H. M. (2016). Technology use, self-directed learning, student engagement and academic performance: Examining the interrelations. *Computers in Human Behavior*, 63, 604-612.

Saide, S., & Sheng, M. L. (2021). Knowledge exploration–exploitation and information technology: crisis management of teaching–learning scenario in the COVID-19 outbreak. *Technology Analysis & Strategic Management*, 33(8), 927-942.

Salloum, S. A., Alhamad, A. Q. M., Al-Emran, M., Monem, A. A., & Shaalan, K. (2019). Exploring students' acceptance of e-learning through the development of a comprehensive technology acceptance model. *IEEE access*, 7, 128445-128462.

Shenoy, V., Mahendra, S., & Vijay, N. (2020). COVID 19 lockdown technology adaption, teaching, learning, students engagement and faculty experience. *Mukt Shabd Journal*, 9(4), 698-702.

Sidhu, J. S., Volberda, H. W., & Commandeur, H. R. (2004). Exploring exploration orientation and its determinants: Some empirical evidence. *Journal of Management Studies*, 41(6), 913-932.

Weinstein, C. E., & Mayer, R. E. (1983, November). The teaching of learning strategies. In *Innovation abstracts* (Vol. 5, No. 32, p. n32).