How Technology Help Education?

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Abstract
Here, it is discussed how e-learning techniques can be understand and used in higher education. In this paper we also discuss the effect of perceptions and attitude on the learning. Also related effective literature is discussed. The new technologies of today are very much useful for learning education aids.

Keywords: Education, Technology, E-Learning.

Introduction
Likewise, the impacts of eLearning on higher education have been verily reported as high, medium, low and even no-impacts in some studies however, overall impression from the research is positive in the sense that despite demoralizing episodes of e-Projects, computers are mushrooming in higher education. This role is strengthened by the evidence that education-sector is popping-up as the ‘biggest user of software-applications.’ The presence of digital-gadgets in higher education is as old as the technology itself referring to an evolution in the design and application of educational technologies or eLearning (Sife et al., 2007; Koo, 2008). With the rapid and unprecedented innovations in chip-technologies over the years, eLearning has passed through multiple paradigm shifts across its all dimensions.

E-LEARNING Uses in Institutions
A volume of research from developed and developing countries suggests that ‘going digital’ is neither automatic nor a one-shot activity. It is rather a social process of working in e-Teams of developers and users who hold opposing perceptions about the usefulness of ICTs in pedagogy, learning and institutional administration (Mehra & Mital, 2007). All the stakeholders need to be brought into consensus and collaborate across the development-trajectory according to their respective roles (Qureshi et al., 2009; Nawaz et al., 2011c).

Since the success and failure of an e-Project in HEI depends on the e-Readiness of the ‘university-constituents,’ it is argued that the perceptions of these users differ not only within the institute but also from one setting to another, organization to organization and particularly from country to country (Stephenson, 2006). The ICTs are perceived differently in developing countries as compared to their counterparts in the advanced world due to their contextual differences. Similarly, the hardware/software-model successful in America may be a failure in Malaysian education-system (Ezziane, 2007). Taken together, it is postulated that ‘the perceptions and context of technology-use’ primarily determine or make and break the development, use and prospects of e-Learning environments in any situation. A de-contextualized e-Project is destined to under-perform and ultimately fail (Nawaz et al., 2007).

Technology means nothing if it is not used (Mujahid, 2002) however use depends on the users’ motivation towards e-Learning and users’ command over e-Learning technologies (Lynch et al., 2005). People need word processing not to survive rather to command over the efficient ways of sharing information about livelihoods and employment. ICTs for human development are not about technology, but about people using the technology (Hameed, 2007). The university teachers expect better support for lectures, a better access to databases, better support of research, better connectivity with the rest of the world. The students have similar expectations. But these high expectations are often in a sharp contrast with reality (Nawaz & Kundi, 2011).

In majority of the eLearning programs offered today, the burden for learning is placed wholly on the shoulders of the learner (Dinevski & Kokol, 2005). Some educators may be strong advocates of technological innovation while others reluctant in accepting technology as an integral part of the learning process. These divergent reactions and concerns have thus created a continuum that represents various attitudes towards technology (Sattar et al., 2011). Students criticize the current state of affairs and do not report an overall positive attitude towards ICT related educational innovation but they are extremely critical about the educational
use of ICT by the teaching staff (Nawaz et al., 2011a).

The new technologies are changing the roles of teachers, students and education administrators and where these users are still trying to understand their roles but their roles are still blurred (Dinevski & Kokol, 2005). There is a great uncertainty among the decision-makers, managers, developers, trainers and learners about their relationship with e-Learning tools and techniques, for instance, instructors need to adopt new roles of tutors and facilitators in the e-Learning environment (Ehlers, 2005). Thus, users are expressing doubts, suspicions, trust, and beliefs about the nature of their relationship with ICTs and difficulties in working with new technologies (Moolman & Blignaut, 2008). Technology integration into education is thus re-engineering the roles of teachers and students from old models to new paradigms embedded in the digital environments of modern technologies (Kundi & Nawaz, 2010). Similarly, the diversity of students in e-Learning poses a challenge to the instructor (Nawaz et al., 2011a).

**Effect of Perceptions and Attitudes**

One way to assess an individual's approach to computer use for instruction is by testing an individual's attitudes to this. Several studies have explored individual differences in attitudes towards computers (Graff et al., 2001). Understanding teachers' perceptions of technology integration training and its impact on their instructional practice will help both the technology training programs and social studies (Zhao & Bryant, 2006). Teachers' attitudes are strongly related to their success in using technology (Nawaz & Qureshi, 2010b).

Students use the computer and the Internet depends on the perceived usefulness of this resource in terms of effective communication and access to information to complete projects and assignments efficiently (Gay et al., 2006). Very little research has been published about students' perceptions of their computer literacy, especially in third world countries (Bataineh & Abdel-Rahman, 2006). Technology paradigm shifts changed not only the way of computing but also how the technology itself is perceived by society (Kundi & Nawaz, 2010).

**Conclusion**

Given the differences in perceptions (Young, 2003), teachers and students use e-Learning differently. For example, a key issue for institutions is overcoming the cultural mindset whereby departments and individuals act as silos to keep information under control (LaCour, 2005). In developing countries, “ICTs have not permeated to a great extent in many higher learning institutions in most developing countries due to many socio-economic and technological circumstances (Sife et al., 2007).” Moreover, the training that educators do receive does not always match with their educational needs, because the faculty is rarely involved in the decisions about technology and design of new strategies for technology-integration (Nawaz, 2011).

The top issue in e-Learning is to adapt the computer-based system to differently skilled learners. If the environment is too complex the user will be lost, confused or frustrated. On the other hand, too simple or non-systematic environments cause motivational problems (Nawaz & Kundi, 2010c). Technology is by nature disruptive, and so, demands new investments of time, money, space, and skills and changes in the way people do things. For example, face-to-face communication is critical for classroom social relationships and interpersonal processes while, online technologies have reduced support for social interaction (Kundi & Nawaz, 2010). Although emotions can be conveyed through e-mail or chatting, it does not replace the fundamentals of our socio-emotional well-being. Unless, these perceptions are either removed or moderated, willingness to accept e-Learning, in its true sense, cannot be expected (Nawaz & Kundi, 2010b).

The most critical problem in the use of e-Learning is the dependence of teachers, students and administrators on the ICT-department or technical support needed by the users across the using process (Nawaz & Qureshi, 2010a). The faculty users do not only depend on ICT staff for technological support but also face pressures from the pedagogues to demonstrate the role of technology in supporting constructive, authentic, and cooperative learning. Research suggests that only the technology training cannot ensure better use of new tools, users also need continuous technical and human resource support for technology integration. Thus, the hurdles can make eLearning frustrating for the users (Nawaz, 2011).

**References**


