Your topic: the use of technology in education

Your topic's description: its an proposal about the use of technology in education and how did it effect in both advantage and disadvantage way . I need to but lots of Sources from (books , magazine , websites ...). its for a foundation year . so it don't have to be very professional .

Your desired style of citation: HARVARD

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The use of Technology in Education

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The use of technology in education

Research Proposal

Chapter 1 Introduction

1.1 Background

In the field of education using technology has become one of the basic requirements for the

development of teaching and learning processes as rapid technological progress leads people to

see them involved in this rapidly changing (Mark, 2005). Due to the immersion of technology in

education comes the challenge to know, understand and implement the appropriate way in which

these technological means (personal computers, video projectors, online platforms, the web, etc.)

lead people to support the teaching-learning activities that seek to develop skills and abilities in

students of higher education. So that means should be used as a channel to teach more than just

to inform, students are accustomed to using the information and not to interpret it so it must be

very careful in developing pedagogical models that are based entirely on technologies or make

partial use them, because a large number of students still committed to traditional teaching,

where the dominant factor is the teacher's oral presentation (Monika, 2007). That is, the

curriculum must adapt to that students have option to change their learning schemes. So if people

use ICT without well-defined sense they keep falling into the trap of creating students who are

mechanical beings that only make use of the information they find on the net without even

develop reasoning skills, analysis, critical, synthesis, etc., using the media simply as providers of

information (Anderson, 2000).

1.2 Aim

Aim of this research is to observe use of technology in education and how did it effect in both

advantage and disadvantage way.

1.3 Objectives

To identify the features of modern technology

To recognise impact of technology in education

To observe methods by which technology impacts in education

To understand advantages and disadvantages of technology in education

1.4 Research Questions

What are the features of modern technology?

What is the impact of technology in education?

What are the methods of technology which impacts in education?

What are advantages and disadvantages of technology in education?

Chapter 2 Literature Review

2.1 Technology and Curriculum

Integrating technology in the classroom goes beyond the simple use of the computer and its

software (Sharon, 2006). For integration with the curriculum is effective, research is needed that

shows deepen and enhance the learning process also support four key concepts of teaching:

Active participation by the student

A frequent interaction between teacher and student

Participation and collaboration in groups and

Connection to the real world

Many teachers believe that learning projects using technology is the best and most. It is also true

that learning through projects that facilitate the use of various forms of technology allows

students to challenge their intellectual knowledge while providing a more realistic picture of the

project, but select the most appropriate type of technology for each project is fundamental task of

the teacher (Eisenberg, & Johnson, 2002).

2.2 Integrated Active Class

Through projects students acquire different skills to solve problems, analyze ideas, questions,

etc. to synthesize information as they work in groups or independently (Khine Soe, 2012). If

someone is a teacher and has Promethean technology in its class, a teacher feels happy, because

their students have various products that facilitate collaborative learning, interaction between

teacher and students and enthusiasm for participating in class (WestEd, 2002).

2.3 Trends of Technology in Education

2.3.1 Tablets

While five years ago there was much (new) excitement about low-cost laptops for students, in 2012 much of the interest previously held by such programs is being replaced by large-scale initiatives to put tablets in the hands of students. While in industrialized countries there are many iPads in educational projects in developing nations most discussions focuses on the use of Android tablets lower cost or simple e-book readers. There are large projects, where plans to buy hundreds of thousands, and in some cases millions of low-cost tablets, are now underway and, hopefully, represent the vanguard of a wave of activity in this regard (Monika, 2007).

2.3.2 Learning Network is a Social Network

One use of ICT whose use is popular among students and teachers are social networks (especially Facebook). People found few cases where educational systems that systematically advantage (apart from isolated instances proposed by educators somewhat atypical) and, indeed, many educational systems filter the use of social networks in their schools (Mills, 2003). Outside of school, however, the phenomenon is quite evident in many places, and as, the use by students is mostly "social", is being used by students as part of their activities learning that take place in school, especially as an aid in the preparation of assignments and tests.

2.4 The Role of Teachers and Students

The experience of teachers and students working with new technologies at all levels of education is mostly positive. In the many forums which displays and appreciate the experiences

carried out, barely heard allusions to poor learning outcomes and in case after case confirms the strong motivation activities with computers, Internet ... have resulted in students. If it is recognized that these instruments have a high motivator for students to what is the reason for this?

2.5 Teacher Training

Getting teachers to have knowledge of the characteristics of ICT and how to use various computer applications has been a policy priority in the training of teachers for ICT integration, enough to analyze the titles of the courses have been conducting in the Teacher Centres in the various regions of country in recent years, in which a large number of activities pursue these goals.

However, integrating technology into classroom practice, it requires only learn how to use technology, but it would have to rethink the way of teaching, favouring a constructivist approach. Despite the training received by teachers through courses, seminars, workshops in schools, etc. Yet the majority of teachers feel unprepared to use technology in the classroom, consistent with what is observed in various international reports (Dee LaMont, 2003).

2.6 Advantages and Disadvantages of Technology in Education

Technology has revolutionized the classes, yet it has disadvantages, not in use, but in what its use replaces. Many classes are being modernized with smart boards (Smart Boards) and computers, but they cannot replace the old methods of teaching (Barnett, 2002).

2.6.1 Potential

The technology available today has created a wealth of knowledge available to students, which

offers great potential for speed and style of teach (Barnett, 2002). The information is presented in

so many ways that any learner, whether talented or not, can find and use necessary equipment.

This relates not only to the Internet, but with all the various technological improvements in

learning, from smart boards to handheld dictionaries.

2.6.2 Loss of Skills

Along with this increased access to knowledge, comes a probable loss of communication skills

and ability to interact with students and their teacher and fellow students (National Center for

Education Statistics, 2001). These skills are not as necessary in a computer class, where

individuality is a learning component and encourages the student. Besides learning, conflict

resolution and socialization used to be two prominent reasons why children go to school. Now

the emphasis has shifted from these areas.

2.6.3 Access for All

Education is no longer an elitist privilege how it used to be. The information is available online

for those who have access, without discrimination. People from all walks of life are able to make

use of technological advances, which are a fairly new academic development in UK (Eisenberg,

& Johnson, 2002).

2.6.4 Poor Remain Poor

Although general access is not denied, some children may not be exposed to computers and other

technology because of their socioeconomic status (Royer, 2002). A child may live in a home

without a computer and the odds are that he attends a poor state school, with a limited number of

computers available (Arthur, 2004). A student can be achieved using a computer for a short time,

or simply an activity once a week, rather than during a regular class. This puts these children at a

disadvantage in learning technology functions. Poor districts are more likely not to be the

recipients of other technological methods of learning.

2.7 Summary

The computer age is this, people cannot argue. Is it better for a child to have access to computers

and lose all their interpersonal skills? Is it acceptable for a student to talk to someone on the

other side of the world via technology but not to be able to interact with the student next to him

in a class? Technology can enhance traditional teaching methods, but cannot replace human

contact. Ultimately, the quality of the class will depend entirely on the quality of the teacher and

not the presence of technology.

Chapter 3 Research Methodology

3.1 Population

Population of this research will comprises all elementary teachers at school. Their teaching

skills range from under five years of classroom teaching knowledge to over 30 years of

classroom educational skills. All teachers will be acquired 18 hours of technology professional

growth during the 2012-2013 school years concentrating on the "how to" of technology.

3.2 Size

This research project's population will contain all 16 elementary classroom teachers from a

middle and lower socioeconomic school with a total enrolment of 385 children and is one of

seven elementary schools in a region.

3.3 Materials

Technology Lab will comprise thirteen iMac workstations. These workstations will be linked to

the Internet and have different software applications installed which supports the students and

teachers to put together their course (Anthony, 2012).

3.4 Research Instruments

Qualitative Instrument

A pre- and post-Participant Survey will be given to the teacher contestants in this research to

decide the transformations from the concentrated peer mentoring and training workshops. The

information will be achieved from this survey is separated into four groups–

1) Demographic knowledge, 2) Teachers Use of Technology, 3) Student Use of Technology, and

4) Technology and the Way Classroom Works

Qualitative Instrument

The Department of Education Technology will be filled out through the contestant's pre- and

post-professional growth. It will be established for teachers to decide their standards of

technology skill and to recognise personal technology professional growth demands.

3.5 Procedure
This research will contain five phases: Preparation Work for the Research Study, Pre-Experiment

Work, Experiment consisting of Focused Workshops and Peer Mentoring, Post-Experiment

Work, and Analysis of Data Obtained from the Research.

3.6 Data Analysis
The instrument regarding contestant survey will be conducted with the classroom teachers who

will be the contestants in this research. The data will be achieved from this survey will be

divided into four parts.

3.7 Limitations of the Study
In this research wherein researcher is involving the teachers in skilled growth through applying

plans like concentrated peer mentoring and workshops, different limitations are there researcher

forecasted with this recommended situation. Teacher confrontation to transformation and use of

technology may arise because of limitations on their time and whether they will be getting a

stipend and/or professional development points for their career growth period. If the teacher

does not have a dedication to this research and practises any form of confrontation, they can

choose to discontinue or limit their contribution in this research.

3.8 Timeline

The Activity	12-9	25-9	7-10	23-10	6-11	27-11	8-12
Writing research proposal	■						
Reading literature	■						
Finalize objectives		■					
Draft literature review		■					
Devise research approach		■					
Draft research strategy and method			■				

Review secondary data			■			
Organize the interviews			■			
Develop interviews questions			■			
Conducting interviews			■			
Analyses data				■		
Develop questionnaire				■		
Pilot test and revise questionnaire				■		
Administer questionnaire				■		
Enter data into computer				■		

Analyse data					■		
Draft findings chapter					■		
Update literature read					■		
Complete remaining chapters					■		
Submit to tutor and await feedback						■	
Revise draft, format for submission						■	
Submit							■

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