

The Impact of Technology in Modern Education

MD. Azizul Haque¹, Sofikul Alam²

¹Researcher: Pt. Ravishankar Shukla University, Chhattisgarh, India

²Assist Prof in Education-Alinagar Teacher Training College, West Bengal

Abstract

This text present is new possibilities for the use of technology in education within the context of critical theory of education. We cry we try to view this lessons that focus on the application that classical curriculum in the light of new option presented by technological developments. With this development new consequences begin to emerge that could not have been reflected in the facts as they developed.

Keywords: Development, Technology, Education, Curriculum.

Introduction

The development of Technology is education into basic ways; it creates learning needs such at training employee when an organization was new equipment, but with less formal and more educational integrations for developing computers skill in personal life. A second way in which technology integrates education is by opening up new possibilities that allow want to increase by opening up new possibilities that allow want to increase by opening up new possibilities that allow want to increased the effectiveness of educational activities. At the same time technological change manifests itself in questions about the correct curriculum and the methods by which it is implementing. Given the place of change seen over the last few decades, it is likely that some of the information that arose prior to some of these changes may take on few forms, and choice will require new tools to achieve to results. The aim of these paper is to review some of these data and to provide an introduction to new technology that maybe available. In doing so, we will mainly focus on Malcolm's, Knowles data on the uneducated society of Haly, Malcolms. Knowledge -Theory of enacted Education and pound Fair's critical theory of oppressed pedagogy. The work focuses primary on the outcomes of adult but at same point stone deals with education in general and thus discusses the education of children and adolescents.

Theories of Education

According to Ivan Illich

In the 1970, Ivan Illich sika came up with the requirement of the law society based on his experience with various spheres of Education. In hit that he describe the school as an oppressive system that defined some atoms of reform. Schooling h a whole does not according to him function purely in accordance with it's for mainly established aims but Ajay secret hidden behind the imparted knowledge. The subject of this hidden curriculum is the creation and legitimization of the class structure of society. In this way he goes much further than thinkers like Jarvas, who seen in the system of education a function of the social order that the classical curriculum has. A chief seen the education system is as a, voting for marriage as a solution to conflict. Bowdick compares the school to Maxwells demon which can quickly distinguishing the slow art of a thought experiment by physician J C Maxwell. Similarly, despite the declared primary function of school education eat performed and over selective function and allow only those students who have the greatest potential to continue their education.

In this Way School select elements faster and similarly insured the social status of students regardless of their potential. Thus the cards are already dealt and school plays no role other than representing justice in an unjust system. The specific roll of the school is realized by Pacific role of the school is realized by his, who refers to the role of the school as a advertising agency for society that people want to believe in society as it is. In fact this function of the school supports of the social polarization and psychological disintegration off the member of the society 10off the member of the society. Thus the social encourages the perception of institutional norms as social norms. This view of formal education is one of the reasons why Elish advocated the abolition of the school system and it replacement by education that was not depend on the formal School system.

This discipline society begins with the removal of the culture of education and then continued with the eliminators of all Core curriculums that Hilsa institutions see the word of education as learning network lie in them that make one average. Individual motivation learning is rather than employing teacher who force student to find time and desire. Thus Illich's model of education bricks down into individually selected and configured combinations of option above the replaces a normal course requirement.

According to Paulo

P. Freire's ideas Mespond to the educational system he describes and calls the pedagogy of the oppressed. This system is where the emphasis on narration is expected to change the statue of the student to a full and equal member in Inhibits of emancipator and dialogue. According to Fair, this approach requires information. Which in the classical educational system the teacher transfer to the student criticism in non judgemental manners? Here we can find parallel with Bliz. He criticizer institutional education for among the things that fact that writing about the world is presented as more valuable than learning through the world, which is the authority to transfer knowledge. In the book author with deal with a one way communication critique whose education process separates DP dual from their world. The essence of Fair's, proposal for reforming the educational system lies in reconnecting man with his own world.

According to Malcolm S. Knowels and Brookfield

Malcolm S. Knowels primary focused on adult education. At the same time he supports theory that the basis of good adult education is personality which notes a sonny identified as a guided individual. This personality is a logical development component of human evolution from the initially depend personalities of a child to an independent adult. Noss points out that even when adolescents are already capable of taking responsibility despite this maturity; the education system kids them in a certain state of dependents. All changes upon entering adulthood when individuals no longer consider themselves full time students. Knowel describes a change in approach where previously the roles of the educators of children and adults were assumed to be the same, that of telling students what they should know. Judges and authority however register and official role as more of a facilitator and counselor in students. Search for Awareness to they are own questions the question of all instructions learning and its use with adult is also addressed by Brookfields who to some degree, hedge and almost overly optimistic view of humans towards adults. Among other things, the questions of the tendency of adults to moved towards adults. This challenge becomes a problem when thinking about educational Network and education outside of Institutions. The condition of that devolution UP control over education in the context of institutional education is a contributive and negative concept.

The relationship between Institutional Education and technology

After introducing the following models and concepts we want to point out the possibility that writers need to control the learning process or whether it is possible to rely on show-directed personalities. And what possibilities do such personalities have in term of their own directions? Development is a questioning whether I don't teacher oddity inters the learning process as mediators asp educational network Communication. Ilch's view of normal Complex demand socialization by summarizations now it is possible to provide student with discover they are own world then lead to change. The development of Technology brings with it possibilities of achieving some of the concepts presented above we will discuss what start and environment might look like and what it might entail in the context of the previous selection the article we will discuss what such an environment might look like in the context of the previous selection.

Personal Learning Environment

We envision a personal learning environment as a virtual learning space connects to practice, the creation and use of which is more or less conscious of the learner taking the learning into their own hands. And the concept of PLE as a less formal approach to learning, which can be reflected to as show directed learning, But the concept of organized learning is applicable not only to self directed learning but also to general learning. For example, the American psychologist Father grey writes in his book. Faith to learn that desire for freedom is inherent in human nature. We want to take advantage of the help but according our own sake. From birth we have a desire to explore the world around us but according to gray this desire is destroyed by Schooling.

It makes us believe that we are not worthy, that our questions are irrelevant and that our purpose in life is to obey those who wrote us. Learning each and active process that is controlled by the learner and motivated by curiosity. However, as Gad wrote, what is created is the school that prevents the exploration of controlled games. The most important thing is not what we learn in the classroom but what we learn by pursuing our own interest and goals with deep exploration. In this way we

can discover what we enjoy most, which according to Grey, is a satisfying career. Block field's skepticism would be understandable if the school really destroyed the desire for a Sony-directed education. If we build on the thesis that an adult cannot automatically, infer directed personality traits it seems clear that the teacher's efforts to. Whether the teacher's efforts are inculcating the student to adopt such an approach is, of course, an introduction. Regarding how necessary training facilities are to guide students towards self directed learning and to engage a personality. This brings us back to Malcolms Nones perspective. We can clearly see its benefits in making PLG. What a PLE looks like from two consideration PLE starts with a web browser game. We see it rather as space that students fill with different content based on their performance and judgment is filled by the path of the target then we will learn which path can use. Back and know what they went through as we as what to expect and what symptoms to expect. The second expect is the ability to facility Job searches based on a public e portfolio. Where a Potential employer can quickly obtain an overview of the individual's education is in education. On the other hand this benefit represents a loss due to problems. Disclosure of information on the Internal is about security. Blocks can also be careful in this case Blocks are weed to display information such as diaries Or Portals. Residents can publish about the so they can follow other blogs to enhance and support their learning by sharing knowledge.

Personal Learning Networks

Personal Learning Networks are something's thought of as an acronym for personal Learning Environment. Though they network and tax net with similar interest 8. It is particularly popular in social network blogs and online communities. Education can be linked to the weal world and the actions of Heal people. The main objective of the educational network is only to support the student's se during and after the course and leave the students with their knowledge and experience Face book is often g weed to group people with similar interested. It also POHMS a natural part with I'm not Here Academics can publish content on important topics and Publicized Internet and sharing information to expand their horizons. The big advantage is the interaction potential. Students can Responds to the contributions of other and in twin have the option to participate in chats and discussion it is a common practice for universities, signal, re departments and academic centers to set up by short messages on the social networking and Twitter. This is mainly from Face book because of Harte's and the ability to search for content. Wing Key Words. For examples, students can search for education, then opening up a network of Proctor that mention Keywords as well as similar potential examples. This way they can create a list of users by attaching certain person posts to their profile wall such as education so they can keep Relevant content.

Twitter can even be used by educators when they cheat a specific keyword for their group. Group 123 and it can help expand their network by including this Word in their tweets. A social network for sharing You- Tube videos with other group members. It has long since cased to be a more story space for music videos and has become a space that educators themselves have chosen as a space for teaching only for space does not divided. In that context we should mention Poor example Rice University which is a frequent doer. Students can subscribe to content that is automatically saved to their profile and they can be notified of new content created by faith. Although Face book twitter and YouTube have become perhaps the most weed" social networks, they are far from the only ones. Social network side shade allows one to share Preventative online other's including Instagram, pinterset and face book.

Conclusion

Now the global personal learning environment makes it Possible to create Personal learning networks. It incidentally makes probably the arguments of previously oppressed students within the formal education apothem. In this way students can compose their own curriculum. A PLE does not allow for the mental priority that characterizes canonical lectures in formal education as students actively seek and select information on their own. The internet catalogs a wide variety of learning People and gains accretion to their skill hunting partner and teachers. As a result of the box, students are separated from the cubiculum within the intuition they choose, which weakens the power of their institutions in Halation to monopolies. This is because the process of education and training does not Result in one-way communication, so in filer's terms Students are not alienated from their would became they enrich and trend form it for their own PWYPOS This hidden curriculum of formal education in school is thus debuted. However, we believe that it has not been completely removed as it is the motivation of other institutions chosen by the students. Unlike Additional schools, however in a PLE context the hidden curriculum forms only a specific part. Ban Erish was a supporter of the so called uneducated Society, than his ideas came back. Furthermore we can now track such thins from the students. An example is the project one Tail From which Stephen's manifestoes, hacking you! Education is based. Czech Project Adventure and Nimkiu are with this movement. These projects suggest how to rather on their own as the book's name suggests, but as the Pace of the book says, the main aim is not to persuade students to drop out of school but to take the possibility for their education. Like Bruch we see certain emancipator logic in the teaching of the pothered in the view, where education is not dependent on the number of teachers who go to Part the exam. We are one PLEZ for the cherished conversation for which the school system has so little

Moon. In the context of PLE, the Mole of the educator is changing and becomes a facilitator of its infection. We do not intend this article to be merely an exploration of the connection between information and technological advances in adult education. It is worth investigating whether the ideal of guided learning in a Jupiter and personalized learning environment is possible through Putute Research can be determined through future Hegira.

References

- [1]. Alharbi, M. T, Platt, A., Al-Bayatti, A. H. (2013). Personal learning environment. International Journal for e-Learning Security, 3 (1/2), 280-288.
- [2]. Bourdieu, P. (1998). *Teorie jednání* (1st ed.). Praha: Karolinum.
- [3]. Brookfield, S D. (1986). *Understanding and facilitating adult learning: a comprehensive analysis of principles and effective practices* (1st ed.) San Francisco: Jossey-Bass.
- [4]. Cohn, E. R. & Hibbits, B. J. (2004). Beyond the electronic portfolio: a lifetime personal web space. *Educause Quarterly*, 4, 7-10.
- [5]. Dalecký, F. (2013) *Edventure, Mimoškolu.cz a příběh této knihy*. In Stephens, D. J. *Vzdělávejte se po svém* (pp. 7-11). Bmo: Flow Edventure. (2014).
- [6]. *Edventure design model*. Available at www.edventuredesignmodel.com [20. 5. 2014].
- [7]. Emad, G. R. (2010). Introduction of technology into workplace and the need for change in pedagogy, *Procedia - Social and Behavioral Sciencer*, 2(2), 875-879.
- [8]. Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum, 2000.
- [9]. Fung, G. C. W. (2005). *Information and communications technology in vocational and technical education in Brunei Darussalam 1999-2001: evaluating the need for innovation and change*, PhD thesis, University of Greenwich.
- [10]. Gray, P. (2010). *Svoboda učení* (1st ed.). Praha: SCIO.
- [11]. Illich, L (1976). *Celebration of awareness: a call for institutional revolution* (4th ed.). Harmondsworth: Penguin.
- [12]. Illich, I. (2001). *Odškolnění společnosti* (1st ed.). Praha: SLON.