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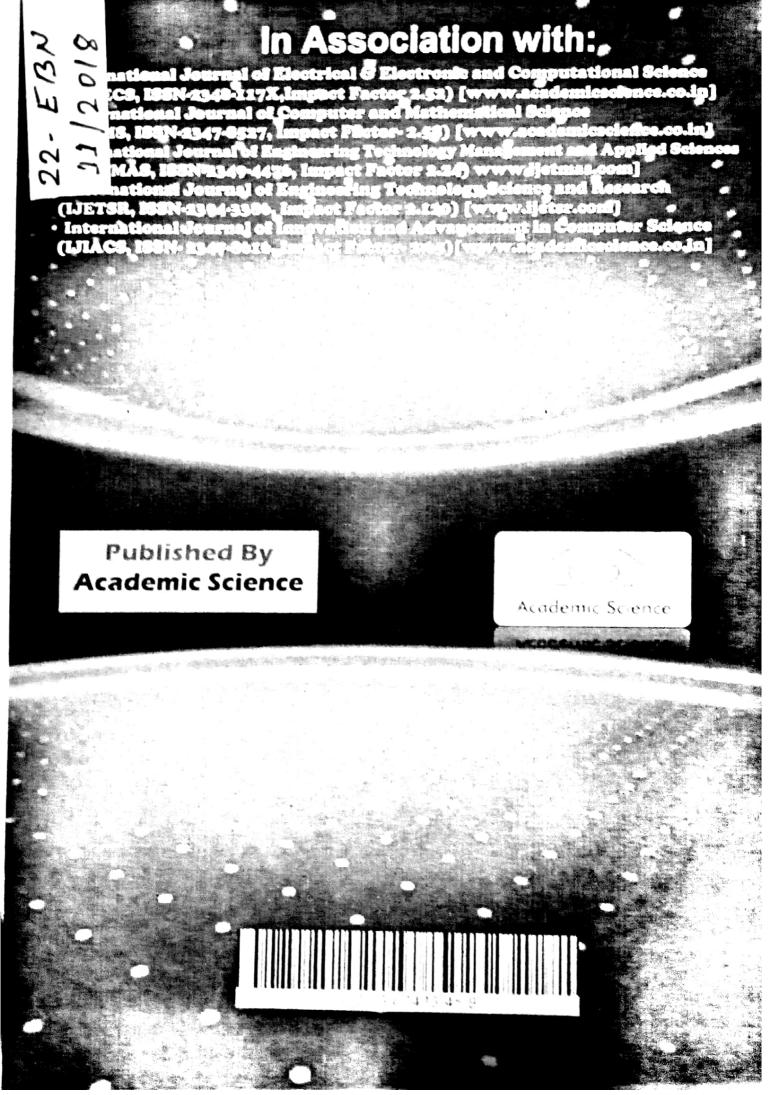
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## Effectiveness of ICT and Global Education in **Teaching Learning Process**

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## Abstract:

Global education is an education perspective which arises from the fact that contemporary people live and interact in an increasingly globalised world. Consideration of Information and communication technologies (ICT) has become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavour within business and governance. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The UNESCO Institute for Statistics (UIS) has been measuring ICT in education since 2009, but with such rapid change in technology and its use in education, it is important now to revise the collection mechanismsto focus on how technology is being used to enhance learning and teaching. The interaction between the teacher and the learner is also being transformed and expanded by technology enabled interactions and capabilities. This paper consists of global education with ICT and producing better Performing skills in the education streams to betterment of the life.

Keywords: Effectiveness, ICT, Global Education, Teaching, Learning, Process.

## Introduction

According to Daniels (2002) "ICTs have become within a very short time, one of the basic building blocks of modern society". Since 2000, there has been enormous progress towards achieving global education targets as part of theMillennium Development Goals and Education for All targets including making progress towards universalprimary education, greater numbers of girls in school, falling numbers of out-of-school children, and a dramaticincrease in literacy rates. Studying the introduction of new technology in education some thirty years ago, Plomp and Akker (1988) notedthe lack of research-based knowledge about usage patterns such as the method, frequency and intensity thatteachers were using computers to enhance learning as well as the resulting impact on educational practiceincluding the school curricula. This finding still resonates today with current research that often fails to providehard evidence of the impact of ICT on teaching and learning. While government policies often focus on implementation of infrastructure, access to technology, and teacher professional development, there is still notmuch known about the implementation and impacts of ICT in learning and teaching practices in many parts ofthe world. The constructs of that instrument point to a shift awayfrom collecting information about infrastructure and access toward the use of technology to achieve educationalbenefits, especially preparing students to participate fully in the digital age.