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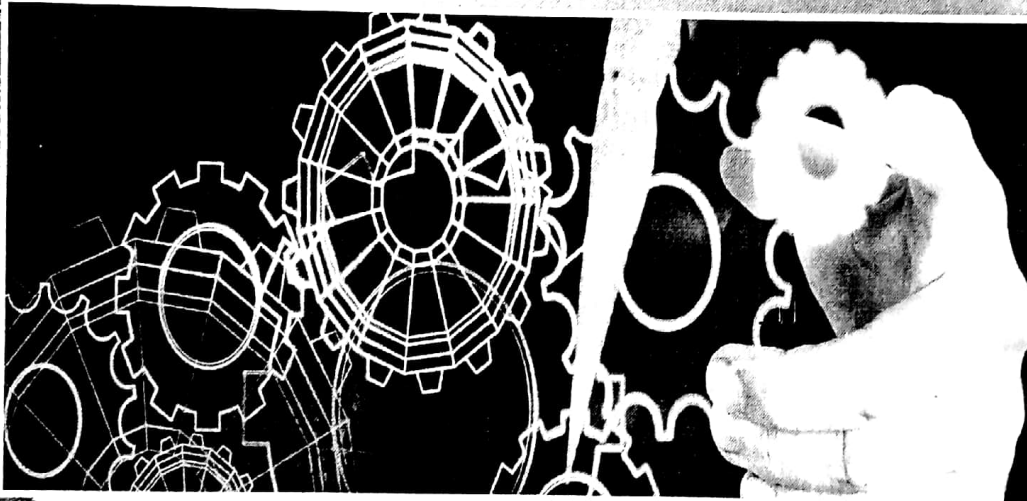
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Effectiveness of ICT and Global Education in Teaching Learning Process

Bhimappa Rangannavar

Assistant Professor, Maulana Azad National Urdu University

A Central University, College of Teacher Education, Shaheen Nagar, Bidarkaranataka

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 mechanisms to 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 the Millennium Development Goals and Education for All targets including making progress towards universal primary education, greater numbers of girls in school, falling numbers of out-of-school children, and a dramatic increase in literacy rates. Studying the introduction of new technology in education some thirty years ago, Plomp and Akker (1988) noted the lack of research-based knowledge about usage patterns such as the method, frequency and intensity that teachers were using computers to enhance learning as well as the resulting impact on educational practice including the school curricula. This finding still resonates today with current research that often fails to provide hard 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 not much known about the implementation and impacts of ICT in learning and teaching practices in many parts of the world. The constructs of that instrument point to a shift away from collecting information about infrastructure and access toward the use of technology to achieve educational benefits, especially preparing students to participate fully in the digital age.

The primary focus is on what teachers and students are doing with ICT to enhance learning country-by-country, school-by-school, and classroom-by-classroom. The proposed dimensions for the indicators form a framework for baseline and annual progress monitoring using core ideas of what it means to be a successful global citizen with a high level of ICT literacy.