International Research Journal of Human Resource and Social Sciences
ISSN(O): (2349-4085) ISSN(P): (2394-4218)
Impact Factor 5.414 Volume 7, Issue 04, April 2020
Website- www.aarf.asia, Email : editoraarf@gmail.com

# INFORMATION, COMMUNICATION AND TECHNOLOGY: IMPACT ON GLOBALIZED WORLD

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**Abstract: -**

The present research paper focuses on need Information, Communication and Technology in future classroom and Teaching. It also focuses on skills required in 21st century for teaching. Education in the 21st century highlights globalization and internationalization. Preservice teachers in the 21st century are technology savvy. The educational systems must be outfitted with a prerequisite of Information, Communication And Technology resources both hardware and software, and curricula must be designed to promote a collaborative learner-centered environment to which students will relate and respond. Smart social networking requires critical-thinking skills and the ability to integrate and evaluate real-world scenarios and authentic learning skills for validation. From the teacher's point of view it demands understanding and creative use of Information, Communication And Technology tools, organizational and administrative competences, use of up-to-date teaching scenarios, intuitive assessment methods and most of all a "lead and teach by example" attitude. Building the future classroom is all about delivering competent and effective people to the society, people that will be the key stakeholders in a world that seeks innovation and creativity in order to keep going socially, scientifically, economically, etc.

**Key words:** Smart Social Networking, Teaching and learning skills, Information, Communication and Technology, Innovation, Multi -skills

## Introduction :-

*"Today's digital kids think of* Information, Communication And Technology *as something akin to oxygen; they expect it, it's what they breathe and it's how they live."* - *John Seely Brown*

The students in the 21st century have grown up in a fast-paced digital world, and easily tune out of the traditional lecture based classroom. Researching, communicating and even online job application across the world via computer or cell phone is a snap for them. Social networking sites are only as good as the content their users share Liu mentioned that Web 2.0 technologies are emerging every day in spite the fact that there are already more than enough applications for people to use. YouTube, iTunes, Facebook, My space, Instagram, blogging, wikis, Tumbler, and twittering are some Web 2.0 social media technologies emerged in the market. The preservice teachers are using these social media technologies in communication,

recreation and education. These applications were not developed for learning purposes (Liu, 2010). Most people use them for recreational purposes such as "gaming, communication, and shaping online spaces for expression of personal identity" (Crook, et al. 2008).21st century teaching involves a balance of the objectives of the teacher with the needs and input of the students as disclosed by McCoog (2008). The pre-service teachers stress that Facebook users (students) participate widely in the fields that allow them to present themselves to other users.

**Objective:-**

The main objective of the said research paper is as under-

1. To study conceptual background of information communication & technology.
2. To study the skills required in the 21st century for teaching and learning.
3. To study role of role of emerging technology in teaching and learning.

**Research Methodology:-**

To achieve the above stated objectives, secondary data are mainly used. The secondary data was also used from various reference books related to Information, Communication And Technology, Banking, Finance, Commerce, Management and Economics. For the said research study the data pertaining to the above objectives was collected and reviewed the literature on the topic concerned. The literature was thus collected by visiting various libraries. The Secondary data is also collected from various websites.

**Technology Enhances Creativity within Parameters:-**

In the twenty-first century, students use computers in very advanced ways, but we must remember that they are still children and need guidance to use technology safely and effectively. Technology as a means, not an end, enables students to experiment with different technologies for all aspects of PBL. An authentic use of technology is highly engaging to students, because it taps into their fluency with computers. Students participate in research using the Internet. During this phase of PBL, students learn how to navigate the Internet judiciously, as well as to discriminate between reliable and unreliable sources. It is important to set parameters to ensure that students can explore safely.

Students can use a multitude of applications, including Web 2.0, for their projects. Students may use a wiki to share knowledge or blog with other students to troubleshoot during the process segment of their projects. In the presentation phase, students may use various technologies to display their learning. Their audience may receive a podcast, a video, a photo story, a comic, and so forth. These uses of technology provide instruction to the student by demonstrating innovative usage of various applications. These applications also help students realize appropriate ways to use technology. When students share their work or challenges, a brainstorming session often helps them build on each other's ideas for future possibilities. This exercise promotes serious creativity and out-of-the-box thinking.

**Creating Success from the Beginning:-**

In PBL, children are constructing knowledge and building on their background knowledge. Children retain more information when they learn by doing. Dewey proposed that learning by doing has great benefit in shaping students' learning. High-quality experiences, as well as continuity of experiences, are paramount. PBL is an effective approach and is in line with Dewey's philosophies, to which many educators have ascribed for enriched learning.

The PBL approach has been implemented with success as early as preschool using the Reggio Emilia approach. Reggio Emiglia is a project-based learning approach that began in northern Italy. It is a child-centered approach where the children are encouraged to pursue their natural curiosity. The discover through experiences that are carefully documented. Teachers guide students and are resources to students throughout their studies. Students learn through collaboration and employ critical thinking skills as they engage in projects. In particular, preschool students are encouraged to explore, investigate, and experience. This is the jumping off point to developing students' love of learning and nurturing their natural curiosity. The beginning of PBL occurs when students learn in a social environment, work hand-in-hand with their teachers to discover ideas through careful scaffolding, document their journey of learning, and finally present their learning through projects. Beginning this approach early leads to greater

success, because it hones the essential skills necessary for the twenty-first century.

**21st Century and Multi-skills in Teaching & Learning**

1. **Digital Literacy:-** In the early 1900s, a person who had acquired simple reading, writing, and calculating skills was considered literate. Today, all students need to learn to read critically, write persuasively, think and reason logically, and solve complex problems in mathematics and science. Digital cameras, graphics packages and streaming video are the means to communicate ideas in a visual and effective way. Students need good visualization skills to be able to decipher, interpret, detect patterns, and communicate using imagery. Digital literacy includes accessing information efficiently and effectively, evaluating information critically and competently, using information accurately and creatively.
2. **Creativity and Risk-Taking:-** Innovation is impossible to achieve without taking a necessary amount of risk. Inevitably, every success sees failures along the way. A teacher should act and teach as an effective innovation leader, encouraging creativity and risk taking, while also practicing a tolerance for failure. Obsolete schooling systems punish failure with low grades. Instead, innovative schooling methods consider the fear of failure as an "innovation killer". Accordingly, failure and risk-talking is being seen and recognized as a learning experience. Creativity and risk-taking leads to a sense of initiative and entrepreneurship. The student acquires the ability to turn ideas into action as well as the ability to plan and manage projects in order to achieve objectives .

3. **Teamwork:-** Information technology plays a key role in the ease with which individuals and groups collaborate. Email, faxes, voice mail, audio and video conferencing, chat rooms, shared documents, and virtual workspaces can provide timely, iterative collaborations. In today's wired, networked society it is imperative that students understand how to communicate using technology. This includes asynchronous and synchronous communication such as person-to-person email interactions, group interactions in virtual learning spaces, chat rooms, interactive videoconferencing, etc. Such interactions require knowledge of etiquette often unique to that particular environment. Other dimensions introduced through global communication include scheduling over time zones, cultural diversity and language issues.
4. **Learning to Learn :-** Learning to learn is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance.
5. **Global Awareness :-** Global awareness and international collaboration during schooling period results in more rounded individuals, encouraging students to see things from different perspectives and helping them to make informed decisions, acquiring transferable skills that will be useful to them and will remain with them for life. According to the UKs Association of Graduate Recruiters companies cannot find enough applicants with the requisite skills to operate in an international market place, indicating that greater efforts by schools in fostering global awareness and international collaboration are needed to best prepare students for life and work in the 21st century .

**Building the Future Classroom of the Knowledge Age :-**

Technologically speaking, the school classrooms will become the cradle of the knowledge workers, thus the student and his teachers. From the teachers' point of view it demands understanding and creative use of Information, Communication And Technology tools, organizational and administrative competences, use of up-to-date teaching scenarios, intuitive assessment methods, project, change and conflInformation, Communication and Technology management skills and most of all a "lead and teach by example" attitude. Building the future classroom is all about delivering competent and effective people to the society, people that will be the key stakeholders in a world that seeks innovation and creativity in order to keep going socially, scientifically, conomically, etc.

From the students' point of view all that is needed is courage, willingness and perseverance. Finally, from the parents' point of view an open-minded and proactive outlook that will permit them to spot and choose the proper schooling environment for their children. In order to provide to the students significant 21st century skills, a pleiade of Information, Communication And Technology tools is needed such as an efficient infrastructure (internet

access, multi-touch LCD interactive boards, tablets, email accounts, collaboration and e-learning platforms, video recording and editing equipment, live video-to-video supporting interactive infrastructures like those proposed and implemented by LiveCity EU program, etc.) as well as the proper educational content. The book-based paradigm, which has dominated the organization of schooling for two centuries, can't really become much more efficient.

**Conclusion**

Information, Communication And Technology and Smart social networking requires critical-thinking and metacognitive skills and the ability to integrate and evaluate real-world scenarios and authentic learning skills for validation. Technology in the 21st centuryserves as an extraordinary tool to shape and enhance the learning environment. Digital literacy skills are absolutely necessary to ensure the technology is used to supplement—and not substitute for—high-quality instructional methods. Preservice teachers using digital technology with valuable skills is the most powerful tools in teaching in the 21st century. In short there is a great challenges before education

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