

## THE IMPORTANCE OF EDUCATIONAL TECHNOLOGY IN TEACHING

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**Abstract.** Today, more than ever, the role of educational technology in teaching is of great importance because of the use of information and communication technologies. With the help of various applications for distance education, the Internet, teachers, and students themselves, they see the advantage of educational technology. The question is whether schools and teachers themselves are ready for the use of technology in education and whether they are aware of its benefits? In this paper, we try to give an overview of the importance and use of educational technology in the classroom.

**Keywords:** Educational technology, Technology and learning, School, Teachers, The impact of technology on learning.

### 1. INTRODUCTION

Educational technology is a systematic and organized process of applying modern technology to improve the quality of education (efficiency, optimal, true, etc.). It is a systematic way of conceptualizing the execution and evaluation of the educational process, i. e. learning and teaching and help with the application of modern educational teaching techniques. It includes instructional materials, methods and organization of work and relationships, i.e. the behavior of all participants in the educational process. The term "teaching resources" is commonly used, although they are not synonymous (Pedagoški leksikon, 1996). The word technology is derived from the Greek word "techno" which means the willingness, skills, knowledge of the way, rule, skill, tools and "logos" which means science, word, learning, mental state. There is no

single term for educational technology. Different countries use different terms and synonyms as educational technology, educational equipment, AV resources, the technology of teaching...

Terminological differences mostly occur on the grounds of the approach to the technical characteristics and the use of modern appliances, and not their actual application in teaching i.e. their actual pedagogical application. For this reason, there are different opinions among teachers in the field of social and technical sciences. Therefore, the application of educational technology requires knowledge from several areas: pedagogy, psychology, didactics, computer sciences, informatics... Because of this diversity, there are also different perceptions of educational technology, where every author defines the concept of educational technology, according to their needs. Educational technology is still not being applied sufficiently, mostly for reasons of lack of school equipment necessary resources and insufficient qualification of teachers for the implementation of these funds.

Educational technology has three domains of use:

- Technology as a tutor (computer gives instructions and guides the user),
- Technology as a teaching tool and
- Technology as a learning tool.

Depending on the use and benefits, the research by Lowther et al., (2012) suggests that education technology has not yet taken its place, in spite of their recommendations. This is probably the reason for the statute of the social company. Leu et al., (2009) state that children in poorer areas very rarely use the Internet as a learning tool. Today's children use modern technical equipment from an early age (Gutnik et al., 2011; Rideout 2011) so that their coming in with new educational technologies at school will not be a problem.

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# The Importance Of Educational Technology In Teaching

**Timothy J. Newby**



## **The Importance Of Educational Technology In Teaching:**

**The Role of Technology in Education** Fahriye Altınay,2020-03-11 This book has three sections on the role of technology in education The first section covers the merits of online learning and environment The second section of the book gives insight on new technologies in learning and teaching The third section of the book underlines the importance of new tendencies for the technology in education I have a firm belief that readers can find great insights on the role of technology in education from different reflections and research

**Fundamentals of Educational Technology** Shareef M. Shareef,Vinnaras Nithyanantham,2022-04-06 Educational technology refers to the preparation and use of electronic resources computer applications and audio visual aids which are used in the teaching and learning process For administrators the term also includes the planning organization validation evaluation and implementation of all kinds of educational programs Educational technology is now important for the selection of appropriate teaching media as well as the development and application of curricula Fundamentals of Educational Technology work explains the basic facts about educational technology to inform teachers and students The book includes 6 chapters which cover the subject in a simple manner suitable for learners in education programs Key Features 6 organized chapters on the basics of educational technology and media Simple reader friendly organization of contents with relevant diagrams Gives a historical perspective of the field Gives an overview of digital and electronic tools for educators Includes information about relevant teaching methods Gives an overview of the role of electronic and digital media in education Includes a section on the ethical use of educational technology Fundamentals of Educational Technology serves as a basic guide for educational instructors and administrators on educational technology and its role in teaching and designing educational programs at all levels

**Enhancing the Art & Science of Teaching With Technology** Sonny Magana,Robert J. Marzano,2011-07-01 Successfully leverage technology to enhance classroom practices with this practical resource The authors demonstrate the importance of educational technology which is quickly becoming an essential component in effective teaching Included are over 100 organized classroom strategies vignettes that show each section s strategies in action and a glossary of classroom relevant technology terms Key research is summarized and translated into classroom recommendations

**Educational Technology for Teaching and Learning** Timothy J. Newby,2006 The third edition of Educational Technology for Teaching and Learning introduces teachers to the approaches methods and procedures for integrating not only computers but also other media into the curriculum This concise book provides the basics for becoming a knowledgeable educator in the 21st century understanding the foundations of learning and technology planning technology media supported learning experiences integrating technology and media meaningfully into the curriculum and ensuring the success of technology media supported lessons

The Evolution of American Educational Technology Paul Saettler,2004-03-01 The primary purpose of this book is to trace the theoretical methodological foundations of American educational technology It must be

emphasized that this work is essentially as history of the process of educational technology rather than of products in the form of devices or media Although media have played an important role in educational technology the reader should not lose sight of the central process which characterizes and underlies the true historical meaning and function of educational technology Moreover the assumption is made that all current theory methodology and practice rests upon the heritage of the past Indeed a common problem in the field has been the failure in many instances to take adequate account of past history in planning for the present or the future A related purpose of this book is to provide a selective survey of research in educational technology as it relates to the American public schools Such research reviews are not intended to be comprehensive but were included because of their historical importance and their relevance in understanding the process of educational technology

**Igniting Your Teaching with Educational Technology** Matt Rhoads, Bonni

Stachowiak, 2017-12-17 The authors of Igniting Your Teaching with Educational Technology are here to reduce the stress of learning how to use technology in the first few years of teaching As fellow educators we understand the challenges you may experience and have written this textbook to support you in your learning Ultimately we want you to be able to navigate the waters of educational technology without it becoming an additional burden on top of everything else on your plate as a preservice or first year teacher We have over one hundred years of combined total teaching experience in various capacities grade levels and content areas Igniting Your Teaching with Educational Technology addresses six core themes that are of great significance when using technology in one's teaching Chapter 1 Classroom Management explores classroom management tools for classrooms of all ages of students Chapter 2 Learning Management Systems discusses learning management systems that are likely to be central in your student teaching experience and as a first year teacher Chapter 3 Assessing Learning addresses measuring student learning using technology using both formative and summative approaches Chapter 4 Collaboration Tools outlines tools you can utilize with your students as well as your colleagues and professors to contribute to the creation of a resource together Chapter 5 Selection of Educational Technology describes how preservice teachers can select technological tools and applications for various experiences and situations they may encounter as teachers Chapter 6 Professional Development via Social Media provides information regarding how to use social media to network with other teachers as well as to grow professionally as an educator

*Educational Technology* Dr. Kowshik M

C, 2024-07-04 Educational Technology for Teacher Educators Enhancing the B Ed Curriculum is an essential guide for integrating modern technological tools and methodologies into the Bachelor of Education B Ed curriculum This book provides comprehensive insights into the role and application of educational technology in teacher training aiming to equip future educators with the skills and knowledge necessary to navigate and leverage the digital landscape in their teaching careers The book begins with an overview of educational technology tracing its evolution and the various forms it takes in contemporary education including digital classrooms online learning platforms interactive software and multimedia

resources It emphasizes the importance of understanding these technologies not just as tools but as integral components of modern pedagogy that can enhance learning outcomes and student engagement Handbook of Research in Educational Communications and Technology M. J. Bishop, Elizabeth Boling, Jan Elen, Vanessa Svihla, 2020-09-21 The 5th edition of the prestigious AECT Handbook continues previous efforts to reach outside the traditional instructional design and technology community to the learning sciences and computer information systems communities toward developing a conceptualization of the field However given the pervasive and increasingly complex role technology now plays in education since the 1st edition of the Handbook in 1996 the editors have reorganized the research chapters in this edition to focus on the learning problems we are trying to solve with educational technologies rather than to focus on the things we are using to solve those problems Additionally for the first time this edition of the Handbook reflects our field's growing understanding of the importance of design scholarship to inform practice by including design case chapters These changes for this edition of the Handbook are intended to bring educational technology research into the broader framework of educational research by elaborating on the role instructional design and technology plays as a scholarly discipline in addressing education's increasingly complex issues Provides comprehensive reviews of new developments in educational technology research and design practice Includes concrete examples to guide future research and practice in the ways emerging technologies can be used to solve educational problems Contains extensive references furnished to guide readers to the most recent research and design practice in the field of instructional design and technology Integrating Educational Technology Into Teaching Joan Hughes, M. Roblyer, 2022-06-28 For courses in educational technology Effective ways to teach with technology Integrating Educational Technology into Teaching gives teachers a solid foundation to incorporate transformative technology in their classrooms Learning theories and research based practices model how to effectively plan select and evaluate technology use across 12 content areas Hands on exercises and sample lessons help teachers develop the insight and skills they need to become technology leaders The 9th Edition keeps pace with the evolving role of technology in education reflecting current tools methods and research New features address digital inequity issues that affect children's educational success Hallmark features of this title A technology integration planning model provides a guide to design pedagogy that is responsive to instructional curricular or learning challenges Discipline specific chapters show how to use technology effectively in 12 content areas Technology Integration in Action scenarios model how to select and use technology to solve specific classroom problems Technology Integration examples offer lesson ideas that correlate to the ISTE National Educational Technology Standards for Students 2016 and or state standards Teacher Growth sections offer strategies for continued learning advancing leadership in technology integration and a self assessment rubric Technology Integration Workshops provide hands on opportunities to plan apply and evaluate lessons New and updated features of this title NEW Digital Equity and Justice features in each chapter highlight issues that affect children's learning Practical suggestions help teachers examine

issues in locally relevant ways and advocate for their students NEW Emphasis on the value of social constructivism in digital learning While both directed and social constructivist theories are discussed in detail social constructivist approaches situate children in more active hands on learning NEW Coverage prepares teachers to teach in online or hybrid classrooms due to physical separation during disasters like the global COVID 19 pandemic or local forest fires Chapters highlight ways to provide high quality online learning experiences for every student UPDATED Examples and research based perspectives reflect real educational technology practices in real schools UPDATED Top 10 Must Have Technologies written by subject matter experts detail recent and helpful educational technologies in each content area The LMS Compatible Assessment Bank streamlines assessments and grading NEW Learning outcome quizzes application exercises and automatically graded chapter tests can be assigned from a packaged file Questions give students feedback and model responses based on their answers Features of Pearson eText for the 9th Edition UPDATED NEW Video Examples including authentic classroom videos and interviews with experts in the field expand on principles or concepts in each chapter helping put the reading into context UPDATED Artifacts promote deeper understanding with links to self assessments the RAT Matrix a Technology Impact Checklist and a Technology Lesson Plan Evaluation Checklist Other artifacts like the Multimedia Checklist and the Online Discussion Rubric can be adopted or adapted into lessons Associated questions guide students to think and make decisions like a teacher UPDATED Interactive Glossary lets students quickly build their professional vocabulary as they read

**Evaluating Technology in Teacher Education** Walt Heinecke,Pete Adamy,2010-06-01 Overall we come away from this project with a renewed sense of the complexity of evaluating the implementation and impact of technology in teacher education In the post PT3 period the federal government turned to large scale experimental and quasi experimental evaluations of educational technology but these have produced little in the way of understanding what types of technology work in various content areas under various conditions PT3 and its approach to evaluation can be viewed as the pioneering period of educational technology evaluation in teacher education It was a time when evaluators were just beginning to develop appropriate standards that could be used as evaluation criteria It was a time when the accumulated wisdom of the evaluation field with regards to the primacy of mixed methods and multiple indicators of outcomes was just beginning to take hold PT3 evaluators understood the importance of treading the line between summative and formative evaluation and the relationship of evaluation to the improvement of educational practice In a world where the policymakers now clamor for simple quantitative evaluations linking teacher preparation to pupil achievement scores we are reminded that the causal chain from teacher preparation to in service performance and student achievement is fraught with externalities complexities and a less than equal playing field Collectively we still have not figured out how technology may be adding value to education beyond any potential impact on superficial standardized test scores We have as a nation ignored the call of cognitive psychologists who in 2000 called for a new frame of reference for learner centered community centered assessment centered

and content centered educational processes They understood that the high stakes accountability systems hinder educational innovation and the release of technology s potential to unlock new ways of knowing and learning Looking back now on the accomplishments of the PT3 program within our current political context we see a need for more nuanced evaluation models that examine the relationship between pedagogy and technology integration with a realization that teacher preparation programs will vary in their approaches to both Some will focus on skills based approaches others on the relationship between pedagogical content knowledge and technology integration The PT3 program served as an important incubator and test bed of appropriate evaluation practice we are already looking back at the program for lessons on how to move forward We hope this volume may serve as a reminder of lessons for the future

### **Integrating Educational Technology Into Teaching** M.

D. Roblyer, Joan E. Hughes, 2018-01-15 Long recognized in the field as the leading educational technology text *Integrating Educational Technology into Teaching* links technology integration strategies to specific learning theories shows pre and in service teachers how to plan for technology integration and offers opportunities to practice integrating technology by designing curriculum to meet teaching and learning needs Carefully selected exercises sample lessons and recommended resources encourage teachers to reflect on their practice as they develop the insights knowledge and skills they need to infuse technology across all disciplines Throughout the book content is updated to align with the latest ISTE Standards for Educators and Students and showcases the most current tools methods and ideas shaping the role of technology in education From product description

### **The Impact and Transformation of Education Policy in China** Alexander W.

Wiseman, Tiedan Huang, 2011-12-08 Examines the transformation of education policy in China with an emphasis on transformations in the post 1978 period This title also emphasises on policy change and its subsequent impact on different aspects of education at various levels of educational institutions particularly in areas of educational financing and curriculum reform

### **The Role of Educational Technology in Teacher Education** C. Neville, [Technology in Education](#) Raymond

S. Nickerson, Philip P. Zdziarski, 2013-05-13 Some of today s educational experts were asked to envision the year 2020 when technology has assumed a major role in elementary and secondary education The informed conjecture that followed is contained in this volume contributors offer visions of the future as well as specific steps that could turn those visions into realities Innovative ideas for research development hardware software teacher training technical assistance organizational and cultural change are offered as a means to illuminate the potential role of technology in the educational systems of tomorrow *Technology in Education* is a thought provoking statement of what can and should be done to advance the application of technology to education over the next few decades As such it should be read by all researchers and professionals in educational technology

### **Educational Technology and Curriculum** Sebastian Kennedy, 2018-12-01

This book introduces how technology is essential for teaching learning process in today s world Educational technology especially computers and computer related peripherals have grown tremendously and have permeated all areas of our lives Given the

vital role of technology in today's world this critical issue will examine the value of effective technology use in classrooms curriculum Educational technology is a field involved in the facilitation of human learning through systematic identification development organization and utilization of a full range of learning resources and through the management of these processes Educational technology is a complex integrated process involving people procedures ideas devices and organization for analyzing problems and devising implementing evaluating and managing solutions to those problems involved in all aspects of human learning Instructional technology is the theory and practice of design development utilization management and evaluation of processes and resources for learning Curriculum can be envisaged from different perspectives What societies envisage as important teaching and learning constitutes the intended curriculum Information and communication technology has quickly become a key part of the infrastructure of classrooms and schools From preschool to higher education computers laptops smartphones smart boards and tablets are powerful mediums through which to get information and communicate In the 21st century technology plays a role in every facet of education as students teachers and administrators turn to their computers to access information create and express themselves communicate and collaborate and track the achievement of learning outcomes *The Progress of Education*, 1996-08 *Breakthrough Teaching and Learning* Tracy Gray, Heidi Silver-Pacuilla, 2011-03-24 The many technology related educational changes of the past decade have been propelled by even greater changes in the general consumer technology landscape Education has become increasingly entwined with the digital consumer landscape We are no longer asking whether digital materials and tools should be integrated into teaching and learning but how and how well Meanwhile the overall academic performance of U S students has not kept pace with our international peers Many policymakers have called for increased attention to students 21st century skills and work readiness pointing to the critical role technology should play in educational innovation These changes mean that many mainstream accessible technologies can be used in the classroom to benefit a diverse population of learners including students with disabilities and English language learners reflecting the national shift from separate special education programs to more inclusive classrooms Changes to policies and standards have pushed assistive and accessible technologies to the forefront including the Higher Education Opportunity Act of 2008 which requires teacher preparation programs to address educational technology and principles of universal design for learning UDL and the National Instructional Materials Accessibility Standard NIMAS which creates a public private infrastructure to provide more timely delivery of digital text to students with physical and print disabilities This volume represents pioneering ideas that examine how accessible educational technologies can be harnessed for breakthrough learning for all students Chapters will cover innovation trends in educational and assistive technologies cognitive and neuroscience findings on how individual differences impact technology use and choice the intersection of educational leisure health habits and exergaming the use of social networking tools by students with and without disabilities the use of social networking for teacher professional

learning communities the future of assessments for decision making and an analysis of the habits of mind and work traits of innovators NCTI has interviewed over the past five years *The Sind University Journal of Education* ,1998 **Garkuwa Journal of Education** ,1999 **Handbook of Research on Mobile Devices and Applications in Higher Education Settings** Briz-Ponce, Laura,Juanes-Méndez, Juan Antonio,García-Peñalvo, Francisco José,2016-07-13 Mobile phones have become an integral part of society as their convenience has helped democratize and revolutionize communication and the marketplace of ideas Because of their ubiquity in higher education undergraduate classrooms have begun to utilize smartphones and tablets as tools for learning The Handbook of Research on Mobile Devices and Applications in Higher Education Settings explores and fosters new perspectives on the use of mobile applications in a classroom context This timely publication will demonstrate the challenges that universities face when introducing new technologies to students and instructors as well as the rewards of doing so in a thoughtful manner This book is meant to present the latest research and become a source of inspiration for educators administrators researchers app developers and students of education and technology

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### **The Importance Of Educational Technology In Teaching Introduction**

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