

Utilization of ICT in University Teaching of China Towards Enhanced Classroom Instruction

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ABSTRACT

China is known in the whole world as one country which is advocating information communication technology in all facets of life. As such the country is propagating the advanced technology in all aspects of the country's operation. This is a no exception to the educational setting in China particularly in the classroom instruction. The utilization of Information Communication Technology in the classroom teaching has nothing to do with simple improvement of the traditional instruction, but to a radically new teaching; a change from the traditional instruction model of knowledge, transmitting towards self-sufficient, active and collaborative learning through students' engagement in ICT-based learning environments and shared learning resources.

Keywords: *ICT utilization, Communication technologies, Digital technology, Educational activity*

1. INTRODUCTION: BACKGROUND OF THE STUDY

In China specifically, ICT utilization in teaching is a pre-requisite to a better instructional delivery. At this age of technology, classroom instruction should be aided with the use of technology to provide a better understanding of the concepts to be learned.

Information and Communication Technologies are computer-based tools and applications used in collecting, recording, preserving, processing, researching, transferring and receiving information for teaching and learning. The pervasiveness of ICT in education is transforming the traditional pedagogy in the last three decades. The sustained innovations and access to digital technology offer tremendous prospects for various socio-economic sectors for improvements in living standards. The realization of these potentials offered by ICT requires the acquisition of ICT skills, strategies and dispositions to enable successful use of and adaptation to the rapid changes in technology-led developments. These skills would facilitate the usage of the Internet and other ICT tools to identify important questions, locate, critically evaluate the usefulness of that information, synthesize it to answer those questions, and then communicate the answers to others.

A successful utilization of ICT into tertiary education involves the utilization of ICT for teaching and learning across a range of subjects to achieve the educational objectives at that level. Teachers and educators must, therefore, be abreast of ICT to fuel lifelong learning. This requires more knowledge and skills than merely introducing teachers and students to the learning of programming and basic ICT skills.

The grade of utilization is set upon the cooperation between infrastructures, teacher motivation, introduction and development of education that is efficient for any activities designed to give knowledge and has relevance with student learning. A teacher should employ and involve the scholarly person in teaching, learning processes in integrating ICT for both gaining of information and using it. Information Communication Technology (ICT) should be used in educational activity, learning to access info, keep learning and communicate understanding. The significance of using technology is to educate the students about the importance of dedicating their knowledge for the flexibility, productivity, competitiveness and to develop the 21st century skills in teaching to strengthen students learning. As Confucius quoted "I hear and I forget, I visualize and I remember, I do, and I understand."

The embedding of ICT into the classroom environment as a set of tools can create more effective teaching and learning. Students take on greater responsibility for their own learning when they use ICT is working more independently and effectively. ICT offers assignments suited to individual needs and makes it easier to coordinate their own learning, using, for example digital portfolios (Balanskat, 2016).

In addition, the role of ICT helps the teachers to create and design different learning styles or strategies in the classroom, to use of learning materials that need sensory stimulation such as visualizing, hearing and the concrete and abstract materials where learners can easily understand and retain data. Using ICT, teachers can access information easily using different educational websites, create information and use spreadsheet, word processors and graphic tools.

Developments in Information and Communication Technologies (ICTs) have touched all sectors of society, including the breeding sector. In basic education, application of ICTs is already changing teaching and interpretation processes. The information processing system as an educational tool arrived in shoals with a great deal of prior enthusiastic claims about how it could be used to reform education. By arriving at schools more efficient and productive, by transforming teaching and scholarship in an engaging and active process connected to material life and preparing citizen for their future study at the same time. Utilization of ICTs in the affairs of any organization is a complex procedure that needs to be fully conceptualized and defined from the root. Nevertheless, this is not the case in many higher learning institutions in developing countries as most of them have embraced the ICT utilization process without clear plans to lead the direction. The institution ICT policy and strategic plan should be specified to provide a framework for the growth and execution of specific ICT projects. The diversity and competing interests of different stakeholders in the institution should be picked out when developing ICT policy and a strategic design.

2. RECOMMENDATIONS

In view of the summary of findings and the conclusions, the researcher highly recommends the following.

Teacher training may be provided based on the learning needs of each teacher to further improve their skills in integrating ICT in their teaching.

It can also provide teachers the technical support not only in the installation but in maintaining both the hardware and software to provide teachers an enabling environment to focus on teaching by minimizing their technical tasks.

The administration may consider giving incentives to teachers on innovative uses of ICT in teaching to make them more motivated to utilize ICT.

Assessment on the ICT effectiveness may be conducted regularly to further improve its utilization.

And it may also conduct benchmarking to other schools for their best practices that can be adopted by the subject institution to better support ICT in education practices.

3. UNIVERSITY-BASED GUIDELINES FOR IMPROVING THE INSTRUCTIONAL DELIVERY UTILIZING ICT

The first is the development of teacher capacity for implementing ICT-enabled lessons by providing personalized support to teachers.

The second is the provision for teachers with pedagogical and content support when professional development opportunities are lacking.

The third is the systemic monitoring of ICT use in the school through evaluation to determine whether the methods and tools are having the expected impact, and to allow critical adjustments of ICT infrastructure, hardware, and digital resources for teaching.

The forth is the gathering of feedback from the students to assess the effectiveness of the utilization of ICT in the teaching process.

4. CONCLUSION

Based on the findings, the following have been concluded:

Both the teachers and heads participated in the present study are mostly female of more than thirty five years of age holding Master's degree and have been in the service for quite some time. Teachers and heads believed that Information Communication Technology was fully utilized in

teaching. This indicates that access to information that focuses primarily on communication technologies are being provided to them in the delivery of instructions. Male teachers have better assessed the utilization of ICT in teaching in terms of entry stage while female teachers have seen better utilization in terms of adaptation. Both the teachers and the heads have relatively the same perceptions on how ICT was generally utilized in teaching regardless of their sex, age, educational attainment, and length of service. The teachers and heads have similar perceptions that ICT was fully utilized in the delivery of instructions.

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