

## Strategies for ICT Integration in Teacher Education

Anuradha Yadav<sup>1</sup>, Ram Kumar Pathak<sup>2</sup>, Ashok Kumar Upadhyay<sup>3</sup>, Ranjan Ganguli<sup>4</sup>, Roma Singh<sup>5</sup>

<sup>1,2</sup>Assistant Professor, Institute of Education and Research, Mangalayatan University, Aligarh, UP

<sup>3</sup>Librarian and Associate Professor, Department of Library and Information Science, Mangalayatan University, Aligarh

<sup>4</sup>Assistant Professor, Faculty of Computing & Information Technology, Usha Martin University, Ranchi, Jharkhand

<sup>5</sup>Assistant Professor, Department of Computer Science, Himalayan University, Itanagar, Arunachal Pradesh

### Abstract

In the present scenario, we can see that the development of technology has changed the world outside the classroom. The reason why ICT has troubled learners is that technology has promoted development in many ways – first, helping people to participate actively in society in all ways such as social, economic, and political life. The second is to leverage technological innovation as a means of human development leading to economic progress and increased productivity. ICT is becoming an integral element for educational reforms and innovations at all levels of education. It is recommended that the authority of the institution should leverage teacher trainers with ICT resources in the institution and sponsor them on training and retraining programs to produce ICT-compliant products. The advancements provided by ICT resources in higher education can be evident through access to quality resource materials and instructional delivery. This can be achieved only if it is comprehensively integrated into the teaching process in the teacher education system. Productive instructional delivery enhances learners' creative and intellectual development through the use of ICT resources, for example, the use of multimedia images, graphics, audio, text, and motion for high-quality learning.

**Key Words:** ICT, Teacher Educators, Utilization, Strategies for ICT , Availability, Accessibility.

### Introduction

As the world is rapidly moving into the age of digital media and information, it has established its stronghold in all aspects of life. the field of ICT has made a deep and strong impact on the quantitative and qualitative aspects of teaching and learning in educational centers. the use of ICT creates a win-win situation for both teachers and students. nowadays, intensive efforts are being made in almost every country to transform the teaching force and academic staff into technology-literate and skilled workers.

The Education Commission (1964-66) emphasized that in a world based on science and technology, it is education that determines the level of prosperity, welfare, and security of the people and that a sound program of professional education of teachers is essential for the qualitative improvement of education.

change is the only constant in nature. so, teachers are expected to keep learning new skills and to change and adapt themselves to keep pace with modern developments, so that they can make optimum use of information and communication technology in their teaching process. pertinently, the area of most rapid change is that of ICT. In today's world, teachers should mentor their students in how to learn, how to grow in the future, how to develop study skills, how to conduct fundamental research, how to examine, evaluate, and access information, and also how to question and then dismantle the unauthentic structure of knowledge and cognition, if need be. learning through the use of ICT can happen anytime and anywhere. similarly, there are many resources such as information collected from the internet for technology in teaching and learning. however, ICT integration in education is no longer dependent on printed materials alone. knowledge can be gained through video clips, audio sounds, visual presentations, etc ICT is being applied more in instruction, learning, and assessment, it is considered one of the powerful tools for educational change and improvement.

in this regard, the use of ICT in education includes the effectiveness of the use of ICT among teachers and learners, and the barriers or challenges associated with its use are also considered.

the objective of the study is to assess and gain more knowledge about the impacts of the use of information and communication technologies in education programs. there is also an emerging need or support for good technology as a powerful tool for the teaching and learning process, and to acquire advanced technical knowledge and skills required for teachers and learners in the above educational program, adaptive innovative methods of teaching also demand in-depth observation or evaluation of whether curriculum standards have been

achieved or not by teachers, learners and the education system to improve the potential barriers to integration of ICT in education and to respond positively to the developing changes in technology in teaching for quality education.

These processes lie at the very heart of Education. In recent years, educational access to digital ICT, tools, applications, networks, and media worldwide has grown dramatically. Educational systems around the world are under increasing pressure to use new information and communication technologies to teach students the knowledge and skills they need in the 21st century.

Modern developments of innovative technologies have provided new possibilities to teaching professions, but at the same time have placed more demands on teachers to learn how to use these new technologies in their teaching. Teacher Education Institutions are faced with the challenge of preparing a new generation of teachers, to effectively use the new learning in their teaching practices

### **Need of ict in the present scenario:**

The challenge for Teacher Education is to ensure that the new generation of teachers, as well as current teachers, are well prepared to use new learning methods, processes, and material with the new ICT tools for learning. ICT also approaches quality assurance. The quality of Teacher Education institutions and their programs is often judged by the performance of the teachers they produce. Demonstrated competence of Teacher candidates in the use of ICTs in Teacher Education has become increasingly important in making accreditation, certification, and program review decisions, so there is a need to harness to power of new ICTs and use it positively, consciously, and with design in order to meet defined learning needs.

### **Information communication technologies in education**

Information communication technologies have transformed education in numerous ways, offering new opportunities for teaching and learning. here are some of the ways ICT is used in education:

**Online learning and e-learning:** ICT enables the delivery of educational content through online courses and e-learning platforms. this can be in the form of full online degree programs, blended learning (combining online and in-person instruction), or supplementary online resources for traditional classrooms.

**Digital learning materials:** textbooks and other educational materials are increasingly available in digital formats. e-books, interactive simulations, multimedia presentations, and open educational resources (OER) make learning materials more engaging and accessible.

**learning management systems (LMS):** LMS platforms such as Moodle, canvas, and Blackboard facilitate course management, content delivery, grading, and communication between students and instructors. they provide a centralized digital environment for organizing educational content and activities.

**Video conferencing and webinars:** tools like Zoom, Microsoft Teams, and Google Meet have become crucial for remote learning and virtual classrooms. they allow for real-time interaction, live lectures, and collaboration among students and educators.

**Digital assessment and testing:** ICT can streamline the assessment process with online quizzes, tests, and automated grading. this reduces the administrative burden on teachers and provides instant feedback to students.

**Personalized learning:** ICT can adapt to the individual learning needs and styles of students. adaptive learning platforms use algorithms to provide customized learning experiences, adjusting content and difficulty based on a student's progress.

**Educational apps:** mobile apps designed for education cover a wide range of subjects and grade levels. they can reinforce classroom learning or serve as standalone educational tools.

**Interactive whiteboards:** interactive whiteboards in classrooms enable teachers to present digital content engagingly. they can write notes, draw diagrams, and interact with educational software directly on the board.

**Augmented and virtual reality (ar/vr):** AR and VR technologies can provide immersive educational experiences. students can explore historical sites, conduct virtual experiments, or engage in simulations that would be difficult or impossible in the physical world.

**Social media and online communities:** online platforms, including social media and dedicated educational forums, can foster collaboration, discussion, and knowledge sharing among students and educators.

**Big data and analytics:** educational institutions can analyze data generated by students' interactions with digital platforms to gain insights into learning patterns, identify areas of improvement, and tailor instruction accordingly.

**Teacher professional development:** ICT tools and platforms are used for teacher training and professional development. educators can stay updated on the latest pedagogical techniques and technology trends.

**Global connectivity and collaboration:** ICT facilitates global collaboration between students, teachers, and researchers. through online communication, students can connect with peers from different parts of the world and work on collaborative projects.

**Accessibility and inclusion:** ICT can make education more accessible to individuals with disabilities. screen readers, speech recognition software, and other assistive technologies help learners with diverse needs.

**Security and privacy:** with the increased use of digital tools, ensuring the security and privacy of student data and online interactions has become paramount.

ICT has the potential to make education more flexible, engaging, and accessible. however, it also comes with challenges, such as the digital divide, cybersecurity concerns, and the need for effective digital literacy and online safety education. therefore, the integration of ICT in education requires careful planning, ongoing support, and a commitment to addressing these challenges.

### **Challenges in Integrating ICTs in Teacher Education: -**

Various challenges need to be considered by policymakers, planners, educators, and education administrators to determine the optimal level of integration of ICTs in Teacher Education. These are: -

- A detailed analysis of the existing system including the existing education objectives, institutional practice and arrangements especially the barriers and facilitators for ICT integration need to be identified,
- the other consideration is proper infrastructural requirements including building facilities for housing technology, availability of electricity and telephony, and proper security arrangements.
- Skilled teachers and proper leadership are other requirements for the integration of ICTs in Teacher Education.
- Specification of financial resources including grants, public subsidies, private donations, community support, membership fees, etc., and other resources and development strategies for long-term use of ICTs.

Teaching and learning material should have locally meaningful content for different regions and countries.

### **Availability of ICT in education**

the availability of information and communication technology (ICT) in education has been on the rise in recent years, with a growing emphasis on integrating technology into the learning process. The level of ICT availability in education can vary widely depending on the region, country, and educational institution. here are some key points to consider regarding the availability of ICT in education:

**Infrastructure and connectivity:** the availability of ICT in education is closely tied to the infrastructure and connectivity in a particular region or school. developed countries tend to have better access to high-speed internet and the necessary hardware, while developing countries may face challenges related to limited infrastructure.

**Hardware:** educational institutions may provide students with access to computers, laptops, tablets, or other devices. the availability and quality of this hardware can vary significantly. some schools have one-to-one device programs, where each student is provided with their device, while others may have computer labs that students can use during designated times.

**Software and digital resources:** educational institutions often utilize a variety of software applications and digital resources to enhance learning. this includes learning management systems (LMS), online textbooks,

educational apps, and multimedia content. the availability of these resources depends on the institution's budget and priorities.

**Teacher training:** to effectively use ICT in education, teachers need training and support. the availability of professional development opportunities for educators can influence the successful integration of technology in the classroom.

**Digital divide:** the digital divide refers to disparities in access to and use of ICT. it can exist at various levels, including access to devices, internet connectivity, and digital literacy skills. efforts are being made to bridge the digital divide and ensure that all students have equal access to technology.

**Government initiatives:** many governments around the world have launched initiatives to promote the use of ICT in education. these initiatives may include funding for technology infrastructure, training for teachers, and the development of digital educational content.

**Online learning:** The COVID-19 pandemic accelerated the adoption of online learning in many parts of the world. this crisis highlighted the importance of ICT in education and led to increased investment in digital learning platforms.

**Challenges:** despite the potential benefits of ICT in education, there are challenges, including concerns about screen time, privacy issues, and the need for digital citizenship education to teach students responsible online behavior. the availability of ICT in education is a complex issue influenced by factors such as infrastructure, funding, teacher training, and government policies. efforts are ongoing to expand access to technology and leverage its potential to improve learning outcomes. however, disparities still exist, and addressing the digital divide remains a priority in many regions.

## ICT integration in teacher Education

the integration of information and communication technology (ICT) in teacher education is crucial to prepare educators for the digital age and equip them with the skills and knowledge needed to effectively use technology in their classrooms. here are key aspects of ICT integration in teacher education:

**Curriculum integration:** teacher education programs should incorporate it into their curricula. this includes courses and modules that focus on digital literacy, educational technology, and the pedagogical use of ICT. teachers need to understand how to integrate technology seamlessly into their teaching practices.

**Hands-on training:** practical training is essential. teacher candidates should have opportunities to use various educational technologies, software, and hardware. this hands-on experience helps them become comfortable with technology and its applications in education.

**Pedagogical training:** teacher candidates should learn how to use technology to enhance their teaching methods. this includes understanding different teaching strategies, assessment methods, and classroom management techniques that incorporate it effectively.

**Critical thinking and digital literacy:** teacher education programs should promote critical thinking and digital literacy skills. teachers must be able to evaluate digital resources for quality, accuracy, and relevance, and teach these skills to their students.

**Adaptive learning:** teacher candidates should be exposed to adaptive learning technologies that can personalize instruction based on individual student needs. understanding how to leverage adaptive learning platforms can help teachers address diverse student abilities.

**Online and blended learning:** given the growth of online and blended learning, teacher education programs should offer experiences in designing, delivering, and facilitating online and hybrid courses. this prepares teachers for diverse educational settings.

**Modeling best practices:** teacher educators should model effective technology integration throughout the teacher training program. this includes using technology for communication, collaboration, assessment, and content delivery in their teaching.

**Collaborative learning:** encourage teacher candidates to collaborate with peers using technology. collaborative tools, like online discussion forums, shared documents, and video conferencing, can enhance the learning experience and prepare future educators for collaborative teaching environments.

**Assessment and feedback:** teacher candidates should learn how to use technology for formative and summative assessment, as well as provide timely and constructive feedback to students.

**Professional development:** teacher education programs should emphasize the importance of ongoing professional development. teachers should continue to update their technology skills and stay informed about emerging educational technologies.

**Research and evaluation:** teacher candidates should be exposed to research on the impact of technology in education. they should understand how to critically evaluate research studies and apply evidence-based practices in their teaching.

**Inclusive education:** ICT integration should also address the needs of students with disabilities. teachers need training on using assistive technologies and creating inclusive digital learning environments.

**Ethical and responsible use:** teacher candidates should be educated on the ethical and responsible use of technology, including issues related to online safety, privacy, and digital citizenship.

**Professional learning networks:** encourage teacher candidates to build and participate in professional learning networks (plans) to connect with other educators and share ideas and resources related to educational technology.

**Support and resources:** teacher education programs should provide ongoing support and access to resources, such as workshops, tech support, and access to a variety of educational software and hardware. the integration of ICT in teacher education should be ongoing and responsive to evolving technologies and educational practices. it should produce teachers who are confident, competent, and innovative in their use of technology to enhance teaching and learning.

## Conclusion

The integration of information and communication technology (ICT) in teacher education is not only important but also increasingly essential in preparing educators for the modern classroom. ICT offers a wide range of tools and resources that can enhance teaching and learning, promote innovation, and improve educational outcomes. here are some key takeaways regarding the availability of ICT integration in teacher education:

ICT integration in teacher education is an ongoing and evolving process. it is not only about preparing teachers to use technology; it's about equipping them with the knowledge, skills, and mindset to use technology as a powerful tool to enhance the educational experience for their students. As technology continues to advance, the availability and effectiveness of ICT integration in teacher education will remain a critical aspect of modern teacher preparation. "The potential benefits of technology can only be achieved if policy planners & teacher educators and aware of the importance and specific contributions to must not refer to Technology Integration as an optional, superfluous activity, "to be done when we have time. "Instead, They Must Adopt an Attitude of "Cultural, Sociological, Pedagogical And didactic Awareness to Understand the Future Make-up of Schools, Students, And Their Curriculum".

the ICT has the potential to provide students with disabilities with unprecedented levels of access to education, skills training, and employment as well as the opportunity to participate in the economic, and cultural, without access to ICT, which includes assistive technologies or specially developed ICT accessibility, learners with disabilities are disenfranchised and are denied equal access to education, the use of ICT accessibility in education allows the removal of many of the remaining barriers faced by learners with disabilities in their schools or universities. ICT is increasingly integrated into every aspect of the modern world; these ubiquitous technologies have become a positive force of transformation to inclusion and/to integration and a crucial element Of Any Personal Development and Empowerment.

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