USE TECHNOLOGY LEARNING TO CHALLENGE CURRENT PROFESSIONAL KNOWLEDGE

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Abstract: Many technological resources offer to learn reports, helping faculty to identify, individually or collectively, where the subject matter is the most successful in which students need to study more.In addition, the current situation surrounding the Covid-19 virus, which greatly affected how teachers around the globe work, has influenced the teaching environment and turned it into a virtual reality, where many teachers and lecturers are forced to work with more innovative programmers such as, Zoom, Loom, Learn-Cube and so on, which let them present classes to students, while applying strategies aimed at reducing anxiety.

Educational technology is not without its difficulties, notably in implementation and usage. Issues regarding excessive screen time, the efficacy of instructors' use of technology, and concerns about technology fairness are also raised. The content has become more significant as a result of the COVID-19 problem. Educators must generate and comment on online educational content, encouraging students to analyses a topic from several angles in particular. Furthermore, while some students thrive in online learning settings, others struggle due to various factors, including a lack of support. For example, a student who has previously suffered in face-to-face circumstances may suffer far more in the current situation. These people may have been reliant on services that are no longer accessible. Digital technologies allow students to experience the globe and go to faraway places from the comfort of their computers. Inviting a guest speaker to talk to the class about their expertise is terrific to spice up any lesson plan. Video conferencing systems make it simple to bring a subject matter expert face-to-face to our classroom, no matter where they are. We can easily organize a classroom video conference with kids from an- other institution. Online polls and other digital technologies engage all students, timid kids who would not ordinarily raise their hands in class. Online engagement tools enable checking in with students regularly to solicit input on course materials and assignments. Student insights can also be utilized to identify areas where students may be struggling. Student response systems promote digital citizenship in the classroom by allowing students to participate in class while also being rewarded. Schools serve an essential role in our communities, and their closure has far-reaching consequences for the psychological

well-being of many families and children. Digital technologies can easily take up this challenge. Online learning allows students to learn at their speed, pause and rewatch videos, and explore course content independently. Quizzes are another active learning strategy that educaion technology may help. Students may begin working on a project together in class and fluidly collaborate, communicate, and bounce ideas off one another utilizing social media, interactive whiteboards, and other technology. Physical and social constraints allow students to collaborate from any- where and at any time. Technology has also enabled students to join in spontaneous discussions and obtain immediate answers to any difficulties or questions regarding a subject. Because of self-paced learning and individual variances, students will virtually always complete their work at various times. When this happens, maintaining students' attention is as simple as giving them access to educational films, course-based games, or interactive learning tools.

Future research is warranted to examine the process of establishing and supporting technology inquiry groups, the knowledge participants learn and develop, and the impact of their learning on their teaching practice and students' achievement. This field is seasoned for the development of other innovative learning approaches that integrate these principles, affording teachers engaging learning opportunities that, ultimately, will allow students to use technology for deep subject-matter learning.

What kinds of technology can be used in an educational setting?

Education technology.

Video conferencing platform.

Smart video cameras.

Hybrid technology.

Asynchronous learning tools.

Synchronous learning tools.

Online textbooks.

Learning Management Systems.

Principles of Technology Use in Educational Settings

Teaching is not only transmitting virtual content or assigning online homework. Educators also need to know the Principles of Technology. These principles involve knowing your students, choosing the right materials, language use, and be aware of the challenges that might pop out during teaching practice.

Know Your Students

It is important to understand the students and what technology they use and are familiar with. Teachers can use surveys and assessment types to gauge the students on their understanding. Technology and the English language can't be taught at the same time.

Choosing Materials

What do we need to consider when selecting digital learning materials?

1. Relevance. The material has a strong connection to the curriculum or the topics you are using it for. ...

2. Navigation. Ease of use and a low learning curve is what you are looking for when you try a new tool. ...

3. Customization. ...

4. Interaction. ...

5. Accessibility..

Choosing the right materials is also very important. There are stages in choosing technology for ELLs that go along with what they are ready for and introduce the right subject at the right time. It is important for the teacher to recognize where the students are at in the process. When choosing technological material the teacher should consider the students interests and how they already use technology in order to capture their interest.

Students Working With Technology

Students working with technology is one of the biggest challenges of technology integration in the classroom. Technology-enhanced classrooms have been found to promote the discovery of learning, learner autonomy, and learner centeredness. The teacher can promote learner autonomy through the infusion of ITs and allow the students to work collaboratively in pairs or small groups.

Language Use

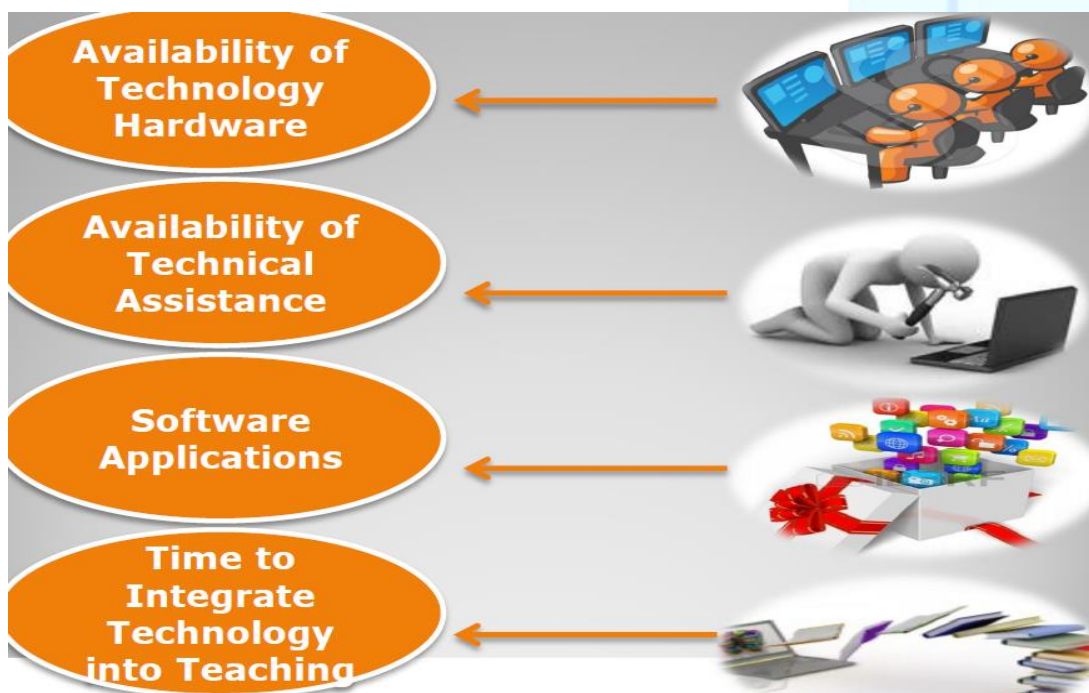Challenges of Technology use in classrooms

It is also important for the teachers to understand that they are no longer going to be the center of the classroom. The students are able to work independently with the teacher being there to monitor. Research in language learning and IT use in classroom settings has, over the years clearly come out in favor of its beneficial effects on second language development. The use of technology allows students to communicate freely and helps native and non-native speakers to develop a better sense for the language.

Educational technologies are advantageous in providing
• safe, controlled environments that eliminate risk to patients.
• enhanced, realistic visualization.
• authentic contexts for learning and assessment.
• documentation of learner behavior and outcomes.
• instruction tailored to individual or group needs.
• learner control of the educational experience.
• repetition and deliberate practice.
• uncoupling of instruction from place and time.
• standardization of instruction and assessment.

Listed below are four of the major issues classroom teachers identify when they discuss the challenges of infusing technology into their teaching and some brief thoughts you as an aspiring educator might consider in order to prepare yourself to meet those challenges

Challenges of technology use in the classrooms are always going to be presents when working with technology. There are technical difficulties which might frustrate teachers. The most common problems are:
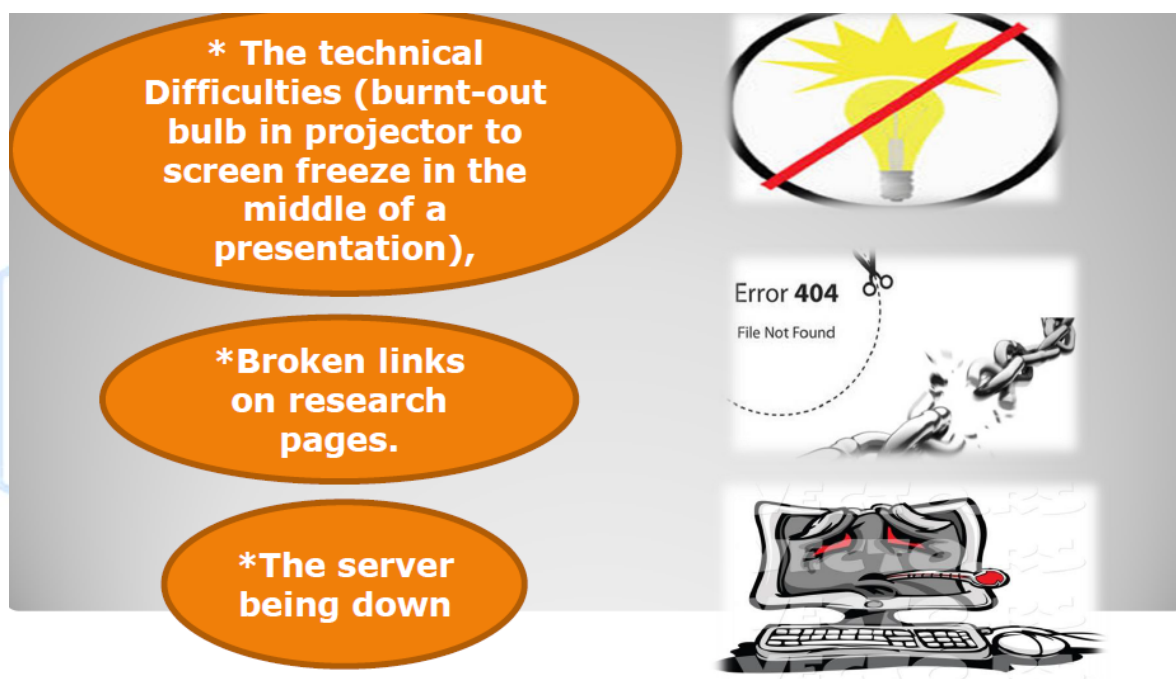
Classroom teaching is a demanding job. Most people outside education probably think teachers spend most of their time teaching, but teachers are responsible for many tasks that have little to do with classroom instruction. Beyond planning and implementing instruction, teachers are also expected to be managers, psychologists, counselors, custodians, and community "ambassadors," not to mention entertainers. If teaching sounds like an unreasonable, almost impossible, job, perhaps it is.

Most teachers enter the profession expecting to spark the joy of learning in their students. Unfortunately, it has a lot of challenges. We imagine digital technology as a teacher's liberator to help reestablish the role and value of the individual classroom teacher. To do so, two things must happen. First the perspective of the classroom must change to become learner centered. Second, students and teachers must enter into a collaboration or partnership with digital technology in order to create a "community" that encourages, and supports the learning process[1].

Digital technology in education is often perceived in terms of how many computers or videocassette recorders are in a classroom and how they might be used to support traditional classroom activities, but this is a misleading and potentially dangerous understanding. It does not only place an inappropriate focus on hardware, but fails to consider other potentially useful "idea" technologies resulting from the application of one or more knowledge bases, such as learning theory. Educational digital technology involves applying ideas from various sources to create the best learning environments possible for students. Educational technologists also ask questions such as how a classroom might change or adapt when a computer is

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[1] Davies G. & Higgins J. (1982) Computers, language and language learning, London: CILT.

integrated into the curriculum. This integration means that the curriculum and setting may also need to change to meet the opportunities that the digital technology may offer.

Digital technology in educational setting is often considered, wrongly, as the same with instructional innovation. Therefore, digital technology uses developing knowledge to adapt and improve the system to which the knowledge applies. Although education has witnessed a huge number of both digital technology and innovation over the past 50 years, the educational system has hardly changed during that time. Yet, a teacher from 50 years ago would probably feel right at home in most of today's classrooms as most technologies and innovations introduced during this time have been unnecessary. It is difficult to account for the rapid abandonment of technologies and innovations in education over the past 50 years. There have been many attempts to understand patterns of adoption in education. In this section, one of such model in simplified form is presented in order to better understand both traditional and contemporary applications of digital technology in education. The model, as illustrated in Figure 1, has five steps or phases: Familiarization, Utilization, Integration, Reorientation, and Evolution. The full potential of any educational digital technology can only be realized when educators progress through all five phases, otherwise, the digital technology will likely be misused or unnecessary. The traditional role of digital technology in education is necessarily limited to the first three phases, whereas contemporary views hold the promise to reach the Evolution phase.
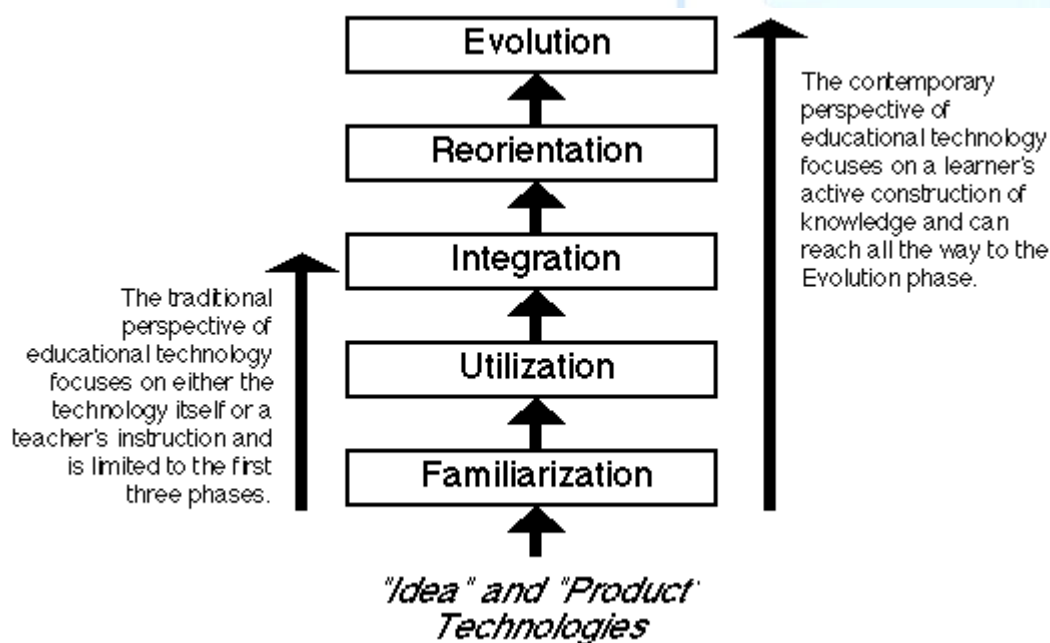
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