

## DEVELOPING TEACHER'S COMPETENCY IN UTILIZING TECHNOLOGY

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Teachers can use technology to make learning more collaborative and to extend learning outside of the classroom. Teachers can form learning communities made up of students, fellow teachers in schools, museums, libraries, and after-school initiatives around the world, specialists in different disciplines, participants in community organizations, and families. This improved collaboration, made possible by technology, provides access to course resources as well as the knowledge and tools needed to create, operate, and evaluate their quality and effectiveness. To put this vision into action, schools must assist teachers in gaining access to the necessary technology and learning how to use it efficiently.

Despite the fact that teachers have the greatest effect on student learning, we cannot presume individual teachers to take full responsibility for delivering technology-based educational experiences into schools. They need ongoing, updated assistance, such as professional growth, mentorship, and structured partnerships. In fact, many teachers indicate that they need more digital tools in their classrooms and report that one of the greatest hurdles to integrating technology into their teaching is a lack of training. Learning institutions that are accountable for pre-service and in-service professional growth for teachers should emphasize formally the importance of ensuring that all teachers are capable of choosing, assessing, and employing technological tools and resources to produce experiences that promote student engagement and learning.

They should also take valuable responses to ensure that teachers understand the privacy and security concerns that come when utilizing technology. This goal cannot be

met unless technology-based learning is integrated into the school programs. The transition to innovative practices and professional growth will necessitate rethinking teaching approaches and techniques, instruments, and the skills and competencies of teachers who impart in these programs for many teacher growth institutions, education state offices, and others. This reconsideration should be based on a comprehensive understanding of educators' roles and practices in environments where learning is supported by technology.

Teachers can engage outside of the limits of their classrooms. Thanks to technological advancements, teachers are no longer limited to cooperating only with other educators in their schools. They can now relate to other teachers and specialists in their communities and around the world in order to broaden their viewpoints and generate opportunities for student learning. They can collaborate with community organizations that specialize in real-world issues to create learning experiences that allow students to investigate local needs and priorities. All of these factors contribute to more relevant and authentic classroom learning. Likewise, teachers from huge urban to small rural school districts can participate and collaborate with specialists and colleagues from all over the world by using digital tools like videoconferencing, chatrooms, and social media sites to create virtual professional learning communities.

A teacher might ask students to solve identified problems using technology to create an interactive and important lesson that involves students using content knowledge and critical thinking skills. Students may establish an online community meeting, a public demonstration, or a call to action in response to their suggested solution. They can utilize social networking sites to obtain information and resource recommendations. Learners can use animated presentation software or multimedia formats such as videos and blogs to structure and demonstrate their learning. This work can be shared in online learning portfolios and in online discussions with content experts.

Technology will assist educators by connecting them to people, data, content, resources, expertise, and learning experiences that will empower and inspire them to provide more effective teaching for all learners.

The same requirements that apply to teacher preparation also apply to ongoing professional learning. Professional learning development programs must develop and promote educators' individuality as proficient users of digital tools, interactive and innovative critical thinkers, and adaptive, socially conscious experts all through their career paths. Courses must also address issues related to the use of digital tools for learning: on-the-job professional growth should be integrated and accessible at all times.

Preparing students for future success necessitates comprehensive and adaptable learning facilities able to support innovative types of engagement and provide ubiquitous access to digital tools that enable students to build, design, and discover. Consider the essential elements of facilities capable of delivering transformational learning opportunities.

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