

TECHNOLOGICAL VIEWS ON HUMANIZING NEW NORMAL IN EDUCATION

by:
Liza Marie G. Casilang

In this article, we intend to consider the amalgamating trends in education, namely, "technology" and "the new normal in education" in the Philippines. Let us have a quick heed of how important technology is in education.

The COVID-19 pandemic is quickly proving the vital role of technology-integration in teaching and learning. Educators may utilize online learning as a strong instructional tool by incorporating technology into existing curricula rather than treating it purely as a crisis-management tool (Technology, 2020). It is imperative to remember that technology is really a tool for education, not a goal in and of itself. Educational technology can be humanized among learners by fostering the following practices: (1) collaboration and communication; (2) personalized learning opportunities; (3) intrusiveness driven by engaging content; (4) localizing eLearning materials; (5) providing alternatives. Technology integration is a two-edged sword: it may empower us and help us overcome insurmountable challenges, but it can also create more barriers if utilized incorrectly (France, 2020).

Educational technology can be humanized among learners by fostering the following practices:

Collaboration and Communication

Teaching learners to think critically, collaborate effectively, and effectively communicate are laudable and feasible goals. Consistent participation in the classroom improves productivity and overall quality of discourse, which has a substantial impact on student learning. Educational technology can aid collaboration (Rider, 2015).

Throughout the lesson, teachers can communicate with students, but students can also speak with one another. Through online classes and learning activities, students work together to solve problems. In collaborative tasks, students can share their thoughts and ideas and encourage one another. At the same time, technology allows students to have one-on-one conversations with teachers. Students can ask questions about what they are studying in class and receive extra help with difficult subjects.

Personalized Learning Opportunities

Personalized learning is an educational strategy that centers learning on the needs, interests, and abilities of each individual student (Raudys, 2021). Differentiated instruction is offered to each student depending on their individual learning characteristics. Access to instructional information is available 24 hours a day, seven days a week. Classes can be completely completed online using a laptop or mobile device. Hybrid learning models combine remote access to technology with regular in-person classroom sessions. In both cases, it is possible to employ technology to adapt learning strategies for individual students. Teachers can design classes based on the interests and strengths of their students. Students can learn at their own pace, which is an enormous advantage. Students can review videos in the lesson plan when they need to study class material to gain a better understanding of key ideas. Teachers can use the data gathered by these online activities to determine which students struggled with specific courses and provide additional assistance and support.

Intrusiveness Driven by Engaging Content

It is critical to keep learners involved in the learning process if the learning experience is to be relevant. Teachers do not drive the learning process in virtual or remote learning, which is student-centered, but rather enable it. Most online courses and training programs are self-paced, and student participation is mostly determined by the learning material and how it is arranged or delivered. However, in the case of live lectures

or classes, the onus is shifted back to the teacher. Teachers can foster intellectual imagination and inquisitiveness by providing engaging and informative content, which has been linked to academic achievement in studies. Curiosity aids in the understanding of arithmetic and reading ideas in learners. AR, movies, and other forms of interactive material can all be used to create compelling content.

Localizing eLearning Materials

It is worth noting that eLearning localization works because it does more than simply translate the language in learning materials. It refers to tailoring every component of your course to ensure that all students acquire the same material and attain the same objectives. The current setting of a safe return to work and school gives us an opportunity to reconsider how we work. Localizing the eLearning content allows us to reach a much larger audience. It also let us have the same influence on learners from other cultures and backgrounds as the original, highly effective learning material had on their target audience. This is accomplished not just through the translation of words, but also through the adaptation of content and cultural references (Petrova, 2020).

Providing Alternatives

Most classes contain learners with diverse intellectual skills. Even within a gifted and talented classroom, such as mine, students' abilities might vary greatly. As teachers seek to fulfill each student's particular requirements, differentiation is crucial since it is about creating more possibilities for learners to flourish to their best potential. In the digital world, we can equip all our students with technological means to boost their learning, irrespective of their academic classification. Every student is unique, and they should be given a variety of options for demonstrating what they have learned in a way that matches their uniqueness. Providing a choice of route, a choice of texts and a choice of tasks is an effortless way to personalize learning and, therefore, to make them more humanistic.

We are all looking for some type of social intimacy in this age of social alienation. Fulfilling one of the most crucial tasks of education by humanizing digital instruction and using it as an opportunity to engage with students. Nonetheless, giving not only significant and structured academics, but also community – an essential and very needed social connection for those participating.

References:

France, P.E. (2020). 3 Tips for Humanizing Digital Pedagogy. Edutopia.

<https://www.edutopia.org/article/3-tips-humanizing-digital-pedagogy>

Petrova, M. (2020). Localizing Your eLearning Materials in the Context of Covid-19.

eLearning Industry. <https://elearningindustry.com/why-localize-elearning-content-due-to-covid-19>

Raudys, J. (2021). 7 Personalized Learning Strategies to Implement in Class & Examples.

Prodigy. <https://www.prodigygame.com/main-en/blog/personalized-learning/>

Rider, S. (2015). Let us Talk: Improving Communication and Collaboration in the Classroom. Leader in Me. <https://www.leaderinme.org/blog/improving-communication-and-collaboration-in-the-classroom/#:~:text=Teaching%20students%20how%20to%20think,significant%20difference%20for%20student%20learning>

Technology. (2020). How Important Is Technology in Education? Benefits, Challenges, and Impact on Students. Retrieved February 23, 2022, from <https://soeonline.american.edu/blog/technology-in-education>

Technology. (2020). How Important Is Technology in Education? Benefits, Challenges, and Impact on Students. Retrieved February 23, 2022, from

<https://soeonline.american.edu/blog/technology-in-education>