

## DIGITAL LEARNING TECHNOLOGIES AND THE STUDENTS' LEARNING ACQUISITION

*by:*

**RYSY MAY G. CONSTANTINO**  
*Teacher III, Limay National High School*

One of the challenging objectives of the modern school is to empower students to face the advanced world of information society. Teachers should establish a learning environment in which students can learn to search for, manage, and utilize information from various sources as well as how to use technological devices in a productive and innovative manner. This can be accomplished by preparing students at all levels of education to use technology in the classroom with a diverse range of topics. This endeavor's implementation results in long-term learning. Education productively evolves in response to the changing demands of the society under which it is carried out. The educational aspects or natural findings of the modifications of the social and technical provisions that encompass education influence the trajectory of these modifications. The education system must restructure its program education and school coursework in response to the students' learning demands. Schools and teachers must also transform into a system that supports students' educational goals.

Humans can be viewed as a system that decodes information. This is based on the concept of mankind's epistemology, which is known as a theory of knowledge. A person's behavior is influenced not only by recent information from all sources but also by cognitive structures, which are processed in the memory of knowledge acquired through learning and thinking. Humans are also self-sufficient and innovative. Learning and teaching must support individuals to process information and create a unique cognitive structure based on the gained information. Also, developing continuous learning skills to deal with rapidly innovative information resources leads the person to be sensitive to acknowledging sources.

Fields of education are distinguished by the accumulation of huge amounts of information from various sources. Teaching should not only be centered on transferring teachers' knowledge and the acquisition of facts by students, but also on providing students with the fundamental knowledge and skills that will allow them to find the information they demand. This implies that schools should innovate the encyclopedic learning approach and teach students how to acquire knowledge by improving their abilities in constant learning as well as finding reliable sources of knowledge and determining what data is necessary and appropriate.

Wenglinsky observed that when computers are utilized solely for academic purposes, they result in significant improvements in performance and enhance the social environment in the classroom. According to other research, the degree of manipulating ICT can be utilized to measure the effect of technology rather than physical access and frequency of use. Students' involvement in technology motivates them to improve their degree of autonomy and decision-making for technological innovation. Involvement with technology is also about how people enhance learning in a way that is appropriate, beneficial, and meaningful to them.

According to Boyd, "The development of critical thinking, inspiration, self-confidence, problem-solving skills, and innovativeness are all indicators of successful learning." Furthermore, the use of technology in learning contexts can enhance students' core strengths by enabling them to interact with classmates and teachers. Wenglinsky found in his research that the use of technology in early education enhances the level of attainment, improves instructional teaching, and provides opportunities for students to achieve higher-order thinking skills.

The number of technological tools and methods available for use can be overwhelming. The abundance of options does not always assist teachers in locating appropriate teaching aids. The selection of teaching materials should be appropriately considered, and it should be related to the structured learning activities. To fully support

diverse types of learning, the successful implementation of using technology in schools should focus on the overall structure of events, practices, tasks, context, and content, as well as the learning setting where technology equipment is properly utilized. The use of technology should be carefully tailored to the context of the learning needs and the specific learning environments in which it will be used.

*References:*

<http://www.diva-portal.org/smash/get/diva2:737018/FULLTEXT01.pdf>