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TECHNOLOGY PROMOTES STUDENTS EXCELLENCE

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Abstract
"Teaching with technology" have varieties of different images depending on our own experiences as teachers, students, or even conference attendees. Teaching with technology involves course content, the teacher, the students and the technology tools like PowerPoint or student classroom response systems in lectures; others may think of podcasting lectures; and still others may think of specific disciplinary. The future of using technology is to focus on the improvement of student learning instructional uses of technology through research and evaluation which includes increased portability in the access to instruction and increased opportunities for interaction. The study is based on secondary sources of data, which will be collected through reference books, national and international journals, internet etc. The present study is based on the descriptive method. Today's technology, offers students all kinds of new, highly effective tools they can use to learn on their own from the Internet with almost all the information. To search tools to sort out what is true and relevant, for analyzing tools to help make sense of it, for creation tools to present one's findings in a variety of media, to social tools to network and collaborate with people around the world. Teaching with technology can strengthens student learning by supporting instructional objectives. Teachers have noticed an improvement on standardized tests when the students are learning through technological means. However, it can be challenging to select the "best" tech tools while not losing sight of your goals for student learning which enhances the Student driven discussion, a growing lecture improved social presence and student projects.

Keywords: Economic Education, Teaching With Technology, Tech Tools, Podcasting, Online Tests.

Introduction

Educational technology is a wide field. Educational technology can be considered either as a design science or as a collection of different research interests addressing fundamental issues of learning, teaching and social organization. Technology means the systematic application of scientific or other organized knowledge to practical task. Therefore, educational technology is based on theoretical knowledge from different disciplines (communication, psychology, sociology, philosophy, artificial intelligence, computer science, etc.) plus experiential knowledge from educational practice. "One definition of Educational Technology is that it is a systematic, iterative process for designing instruction or training used to improve performance"

"Teaching with technology" have varieties of different images depending on our own experiences as teachers, students, or even conference attendees. Teaching with technology involves course content, the teacher, the students and the technology tools like PowerPoint or student classroom response systems in lectures; others may think of podcasting lectures; and still others may think of specific disciplinary. The future of using technology is to focus on the improvement of student learning instructional uses of technology through research and evaluation which includes increased portability in the access to instruction and increased opportunities for interaction. Present technology offers students all kinds of new, highly effective tools they can use to learn on their own from the Internet with almost all the information. To search tools to sort out what is true and relevant, for analyzing tools to help make sense of it, for creation tools to present one's findings in a variety of media, to social tools to

network and collaborate with people around the world. Teaching with technology can strengthens student learning by supporting instructional objectives. Teachers have noticed an improvement on standardized tests when the students are learning through technological means. However, it can be challenging to select the "best" tech tools while not losing sight of your goals for student learning which enhances the Student driven discussion, a growing lecture improved social presence and student projects [1-5].

Today's technology, though, offers students all kinds of new, highly effective tools they can use to learn on their own – from the Internet with almost all the information, to search and research tools to sort out what is true and relevant, to analysis tools to help make sense of it, to creation tools to present one's findings in a variety of media, to social tools to network and collaborate with people around the world. And while the teacher can and should be a guide, most of these tools are best used by students, not teachers. Today's technology, though, offers students all kinds of new, highly effective tools they can use to learn on their own – from the Internet with almost all the information, to search and research tools to sort out what is true and relevant, to analysis tools to help make sense of it, to creation tools to present one's findings in a variety of media, to social tools to network and collaborate with people around the world. And while the teacher can and should be a guide, most of these tools are best used by students, not teachers [6-8]. Social media has allowed anyone to become a video producer. The result is an explosion of high-quality teaching videos. Thirty years ago a teacher might show a PBS video in class every once in a while, mostly just as a break from the usual routine. But today there are thousands of videos from which to choose. Some teachers are resistant to showing videos in their classrooms because they think of them as cheating. Teachers get paid to use up class time, and filling it with something made by someone else seems like shirking their duties [9-10]. The study is based on secondary sources of data, which will be collected through reference books, national and international journals, internet etc. The present study is based on the descriptive method. The future of using technology is to focus on the improvement of student learning instructional uses of technology through research and evaluation which includes increased portability in the access to instruction and increased opportunities for interaction. Reeves et al, 2000 suggests that the growing demand for educational research to be more relevant and increasing concerns about the generalizability and utility of research findings are related to the concept of "socially responsible research" and identifies problems with educational technology research. Outlines major types of educational technology research goals and research methods. Discusses research goals and social responsibility; developmental research; and prospects for change [11].

Methodology

The proposed research work carried out in the field of education with technology in the higher education system in India to promote students excellence. Researchers in educational technology adopt different stances of what it means to practice academic research. One may initially distinguish a series of levels going from the conceptual to the technical,

1. Fundamental research: Many researchers in the field choose to adopt a more fundamental research stance focusing on small well-defined problems such as "under which conditions can multimedia animations be effective".
2. Technology-supported instructional design applied to various domains of education; major categories are distance teaching, blended teaching, computer-enhanced classroom teaching, industrial training. Other specializations may concern subject matters (e.g. science or language teaching) or approaches (direct instruction vs. project-oriented learning for example).
3. Research on the design and application of technologies. Researcher may specialize on subjects like the use of computer simulations in education or more technically, how to build authoring and learning environments for simulations.

Some researchers may combine a fundamental research perspective with a particular kind of instructional design and a particular kind of technology. Depending upon these options, research interests and research methodology will not be the same. From the possible combinations there are probably two major strands of thought that can be identified. Educational technology as part of the learning sciences Research is inspired by and contributes to modern learning theory. This strand includes research communities like computer-supported collaborative learning, intelligent tutoring systems, ubiquitous computing. Educational technology as instructional technology, it is inspired by and contributes to instructional design theory and methodology. This strand includes research communities on e-learning, distance teaching, multimedia design. Educational technology can be considered as a design science and as such, it has developed some specific research methodology like "Design-based research". However, since it addresses also all fundamental issues of learning, teaching and social organization, educational technology makes use of the full range of modern social science and life sciences methodology. Globally speaking, research methodology for educational technology relies on general research methodology, in particular on approaches of the social sciences.

Educational Technology is synonymous for {Pedagogy, Learning, Instructional design, etc.} with technology and therefore also an engineering discipline, a design science or craft. We may ask ourselves what constitutes an instructional design and what disciplines look at these constituents. Even from a pure "engineering perspective," it doesn't make much sense to talk about Educational Technology just in terms of Instructional design models or instructional design methods. An instructional designer also feels concerned by more fundamental disciplines like general learning theory or pedagogical theory. These theories provide interesting insights on issues like the relation between learning types or learning level and appropriate pedagogic strategy, how affect and motivation may influence the learning process, what multimedia design can learn from theories on human information processing or cognitive load, why metacognition and collaborative learning is important etc.

More design-oriented educational technologists rather look a cross-section of several phenomena, i.e., they adopt an interdisciplinary approach that will ultimately lead to better pedagogical designs in a given area.Educational technology research always had an ambitious agenda. Sometimes it only aims at increased efficiency or effectiveness of current practise, but frequently it aims at pedagogical change. While it can be considered as a design science it also addresses fundamental issues of learning, teaching and social organization and therefore makes use of the full range of modern social science and life sciences methodology. "Technology provides us with powerful tools to try out different designs, so that instead of theories of education, we may begin to develop a science of education. But it cannot be an analytic science like physics or psychology; rather it must be a design science more like aeronautics or artificial intelligence. For example, in aeronautics the goal is to elucidate how different designs contribute to lift, drag maneuverability, etc. Similarly, a design science of education must determine how different designs of learning environments contribute to learning, cooperation, motivation, etc." Educational technologists would not therefore consider the computer as just 'another piece of equipment. If educational technology is concerned with thinking carefully about teaching and learning, then a computer has a contribution to make irrespective of its use as a means of implementation, for the design of computer-based learning environments gives us a new perspective on the nature of teaching and learning and indeed on general educational objectives. There are substantial reasons why many evaluators embrace theory-based evaluations. A primary reason is might be the hint of promise theory-driven evaluations show for strengthening the validity of evaluations. Uses of program theories to guide evaluation activities, however, have primarily been a practice of the health promotion and risk prevention fields. Education has been slower to employ theory in evaluation—and

scarce is the application of theories to guide the evaluation of teacher development programs especially in the remarkably visible and rapidly growing domain of educational technology.

A Demand Driven Model of Teacher Development

There are many reasons to believe that the value of educational technology lies in helping teachers meet the increasingly numerous and complex tasks required of them in the classroom. Were it to purposefully serve teacher needs, technology's infusion into professional development would match teachers' real-life concerns, be available just at the time they need it most, build on the paths that other educators have forged, align with teachers varying skills levels and be ongoing. The use of technology for facilitating teacher learning contrasts with current situations where teachers toil all day with very little intellectual stimulation to learn. Technology opens new avenues for thinking together.

Evaluation

Though only a glimpse of the not yet completely articulated demand-driven approach to teacher development is provided here, it is enough to consider how we might go about evaluating such an approach to teacher development. These criteria evolve from the model itself with a specific attempt to avoid becoming a list of fixed knowledge competencies. The rapidly evolving nature of educational and telecommunications technology suggests that fixed competencies are relevant only for the acquisition of general foundational skills. The criteria presented here attempts to keep teacher and learning foremost. The criteria listed below are framed as evaluation questions. They are overlapping with an attempt to build some internal consistency between the dimensions. These questions, however, can take a variety of forms and should not be limited by what is asked here. Each criterion is accompanied by brief elaboration.

Table: Evaluation criteria Vs Elaboration

Evaluation Criteria	**Elaboration**
Provide ubiquitous access to telecommunication tools?	Access to the hardware and software that support change is critical. Interaction in the form of coaching, mentoring, and critical friendship encourages teacher professionalization.
Encourage	Much of technology focused
Teacher understanding of the research process?	and infused professional development is solution oriented. The focus on the research process puts knowledge into teachers' hands through the process of inquiry.
Involve teachers in collaborative, knowledge-building communities?	Leveraged in the right way, the powerful connectivity of network resources can bring teachers together to share collective knowledge on educational policy, subject area, and professional community.
Model authentic, inquiry-based, engaged learning?	New technology tools can help us create the kind of situations where teachers are taught exactly the same way we hope they teach their students. That is, to model the process along with the content.
Honor the K-12 teachers' knowledge base?	A quality professional development approach finds ways to reflect back the wisdom of the most talented teachers. Structures are

	needed (mentor/communication) that pass that knowledge to new generations of educators.
Encourage teachers to integrate and share the documentation of their practice?	There is increasing teacher awareness that documenting practice in the place where they work is an important and powerful tool to help teachers understand how to improve their teaching. Development that not only helps teachers document their practice, but finds ways to make it interchangeable helps leverage relevant knowledge—which is a repeated theme throughout this approach. Evaluators can be of special help here by helping build a common pattern language among practitioners and between practitioners and evaluators for identifying learning outcomes.
Respond to issues unique to the context in which the technology is embedded?	Learning itself contains so many interacting variables that without unique learning goals and benchmarks that measure them, the penetrating effects of the technology may not be fully noticeable.
Show how technology is and isn't capable of facilitating learning outcomes?	Technologies adaptations are limited and knowing those limitations are key to helping teachers manipulate the technology to serve their own and their students learning needs.
Address teachers' personal assumptions about teaching, learning, and schooling?	Most development programs link technology integration to external factors such as administrator support or time to practice. An understanding of how teachers' perceptions about schooling are affected by technology integration is a basis for productive development activity.
Clearly show how other teachers address problems, situations, and opportunities on common occasions and in common areas of interest?	This question inquires after the presence of a dynamic intelligent data base that gathers, organizes, and displays teacher experiences in addressing common issues. A registry of collective, evolving wisdom.

These criteria are not unique to many past and present evaluations. And a few of these criteria have found their way into evaluations of technology programs on a somewhat consistent basis. But taken together, as a set of guiding evaluation questions that target learning experiences as opposed to hours of training on certain types of applications, these criteria are rather distinct

Conclusion

As an agent of immense change, technology has heralded our present knowledge economy and given rise to a generation of students who have never known life without a computer. Over the next decade, advanced technologies will put education within the reach of many more individuals around the world, and will allow greater specialization in curriculum and teaching methodologies than ever before. With these benefits comes the challenge of ensuring that university infrastructure and operations are in place to support the adoption of technology on campus. Indian experiments in taking computers to schools involved the participation of a large number of institutions for tasks such as the supply of hardware and software, the development of Computer Assisted Learning (CAL) packages, and the training of teachers. A very important factor impelling change has been the technological explosion, particularly in the area of ICT (Information and Communication Technologies). Such technologies are double-edged words. They allow people to contact one another and exchange ideas very

easily in order to create communities built around common interests and common causes. They also make it possible for global corporations to move billions of dollars around the world with the click of a button. Most computer education programmes degenerate into teaching students the art of punching the right buttons, which ends up making them glorified data-entry operators. The creative potential of the computer, and the liberating potential of the Internet, can only be unleashed when we actively make these kinds of demands of these technologies. The students of the future should be oriented to this possibility, allowing them to stand their ground amidst the technology-mediated onslaughts of the modern world. Integrating ICT into education will require that these aspects of the technology are catered to as a whole.

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