

Role of a Teacher in Innovative Education and Development of Institute

By

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Abstract

Innovation is defined as “the process of making changes to something established by introducing something new.” Over the years there have been many changes in the way education is designed and delivered in parts of the world. How can innovation and technology offset the barriers of access and mobility that has been a deterrent to education in many parts of the developing world?

Keywords

Technology, Education, Innovation, Barriers, Access, Opportunity, Programmes, Learners And Educators

Introduction

Today, technology is a significant driver behind change, and sometimes plays an important role in innovations in educational design and delivery. There are immense possibilities for greater and wider-spread change with the use of present-day technological advancements, as well as with the implementation of innovative educational programs. The challenge is to ensure that innovation plays a constructive role in improving educational opportunities for billions of people who remain under-served in a rapidly developing world.

Technologies that are now available in most Commonwealth countries increase the potential to support learners and educators, and can help remove the barriers of time and distance. New information and communications technologies (ICTs) do not replace all previous ones, nor do they replace the need for good educational design and delivery. However, appropriate technologies can provide additional possibilities for learner support, interactivity, and access to education.

Methodology

The objective of convenience Research is to decide the choice of sampling units based on their convenience. The primary and secondary data were collected for the survey. Primary data were collected through questionnaires and secondary data were collected from survey.

Innovation for 'Learner-Centred' Education

How can innovation and technology offset the barriers of access and mobility that has been a deterrent to education in many parts of the developing world?

With the emergence of smart phones, eBook readers, 'Podcasts' and 'Vodcasts,' Internet and low-cost computers, as well as solar electricity, cell phone access, and other technologies, comes the opportunity to provide education to assist individuals and communities in places under-served by traditional educational institutes. Technology and other innovations enable educational design and delivery to be adapted to the needs and environment of students

enrolled in Open and Distance learning (ODL) and traditional educational programmes. Thus, technology can also help programmes shift to a 'learner-centred' approach to education.

Needs Driven Approach to Innovation

The focus must be on achieving education and development objectives, not on popularizing technical gadgets. However, learners have demonstrated the ability to gain technical proficiency in variety of software, hardware, and other information and communications technologies (ICTs). How can education systems assimilate this into programme design and delivery of education to large numbers of people? How will the convergence of communications technologies affect the potential for providing improved learner support?

In an environment in which the postal system is slow or unreliable, traditional ODL can face challenges in programme delivery. Today Internet and email has enabled changes in the design and delivery of ODL in many parts of the world. What technologies are accessible for learners in developing countries? In many places, cell phones are in very widespread use, and text messaging is popular for work and personal communications, yet few institutions have adopted this tool. How can instructors and institutes more closely match their educational design and delivery with the technologies to which learners have regular access?

Keeping Abreast of Technological Change

Today, educators have the challenge of monitoring changes in technologies, determining if they apply to learners living in 'the real world,' and seeking ways to use technologies to complement and support instructional methodologies and practices.

Who will educate the educators? How can educators keep abreast of technological advancement that support innovations and improvements in instructional design and deliver? What can institutions, governments, and international organizations do to help educators to master new technologies and tools for creating and facilitating educational opportunities?

Challenges, Opportunities, and Barriers

Given the challenges of insufficient numbers of teachers being trained, teachers leaving the profession, and too few classrooms in developing countries, can technology enable more

people to access education? Will the next generation of low-cost computers make it feasible for more student in developing countries to have access to this technology? It is not the technology, but the potential it provides for access, efficiency, and enhances learning opportunities. Computers better enable learners to access education through ODL. Learners can use Internet technology to communicate with other students or instructors across a city or around the world. Teachers and students can access information through virtual libraries and the World Wide Web, and use software to master technical as well as academic skills.

The opportunities are immense, but there are also technological limitations in many parts of developing countries. Barriers to technological innovations for supporting education include inadequate telecommunications bandwidth, lack of trained support staff, and the cost and the availability of simple telephones, cell phones, computers, and electricity.

Here are some questions to ponder in applying innovation to enable access to education:

1. What processes are needed to provide electricity and broadband access for all educational institutions (e.g. schools, colleges, universities);
2. What process are needed to provide broadband access to all lifelong learners (adults who can pay reasonable rates for access);
3. What alternatives do institutions have if they are unlikely to be connected to a reliable electricity service in the foreseeable future;
4. What alternatives are there for introducing computers or increasing their numbers in schools and institutions of higher learning; and
5. If computers are to be installed in institutions, what processes are under way to ensure full training and support for teachers and learners to effectively integrate these into the teaching, leaning and school management processes?
6. What are the innovations in education that can help meet the three-billion people challenge?

Innovation for Education for Development

The challenge of closing the ever-widening gap between the haves and have-nots may rest with the willingness of the education community to view education from a new perspective- and to innovate. This may include making use of affordable and accessible technologies to expand access to education. It may also require other innovative process or service strategies

that do not rely on technology. It may require a shift in focus, to target educational and training programmes to align more closely with what people identify as their most urgent needs.

Conclusion

Providing education in new and unconventional ways is only one of a number of solutions, but it is through innovations and its uses that we can meet the challenges of improved efficiencies, lower costs, increasing accessibility, and greater success in achieving development goals through education.

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