CHAPTER 5
DISCUSSION

CHAPTER V DISCUSSION

The results of this study show teaching and learning based on ICT pedagogical tools is more effective in compare to traditional classroom. This is because, using ICT tools and equipment will prepare an active learning environment that is more interesting and effective for both teachers and students. Today, in the 21st century understanding is more important than ever. That is why it is vital for educators to use methods or techniques in teaching that will enable learners to use their knowledge efficiently to solve problem in their daily lives. Traditional pedagogy approach to teaching and learning, involves the directed flow of information from teacher as sage to student as receiver. The traditional pedagogy can be also defined as a pre-technology education context in which the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. Typically it is based on pre-packaged learning materials, fixed deadlines, assessment tasks and criteria determined by teachers. In terms of the delivery medium, the educator can deliver the message via the "chalk-and- talk, marker-and-white board" method and overhead projector (OHP) transparencies (Innovative Methods of Teaching, Dr. Damodharan V. S. ACCA, AICWA and Mr. Rengarajan.V AICWA). The method has its foundations embedded in the behavioral learning perspective (Skinner, 1938) and it is a fashionable practice, which has been used for decades as an educational approach in all institutions of teaching and learning. In this type of teaching methods the teacher as the monopoly of prescribing the activities, students are there only to listen and follow what is asked for them to do in the classroom. The learners depend on the teacher who directs what, when, how a subject is learned and tests what has been learned. In this method the learner's skill, knowledge and practice is of

little value. Therefore teaching methods are educational and people learn what society expects from them. So the curriculum is homogeneous. It has been found by many teachers and students in most institutions that the conventional lecture approach (traditional pedagogy) in classroom is of limited effectiveness in both teaching and learning.

It is true that teaching 21st century learners requires strong pedagogy. Traditional Pedagogy approaches have resulted in a divergence between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems. The pedagogy enabled by ICT provides problem based learning and enable students to be independent, have a critical thinking. It is obvious that by the use of ICT's, instructors will develop strategies that will promote deep learning and change the learning environment into the learner-centered environment. The impact of ICTs on learning can be approached in various ways to meet the need of learners. Differently from traditional pedagogy, that has one particular way of teaching (direct flow of information from teacher to the students) ICT's offer diversities of models in teaching and learning. Diverse types of ICTs uses can be visualized as: computer assisted learning, web-learning, computerclasses, online training, distance education, visualization software, eLearning, virtual learning, digital training, etc. All these techniques used by ICTs shift in the role of a teacher to that of a facilitator. The existence of ICTs can enable teachers to transform their teaching practices. Research has shown that the use of different approaches offered by ICTs will transform the learning environment into the one that is learner- centered and promote deep learning.