

THE BALANCE OF TEACHERS' KNOWLEDGE, TECHNOLOGY, VALUES AND SOCIAL COMMITMENT IN THE CONTEXT OF 21ST CENTURY PARADIGM SHIFT IN EDUCATION

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Abstract

The 21st century teachers are good in technology, using facilities, professional, etc. But the situation demands the teachers at all levels should keep a balance between all these along with their values social commitments and positive attitude also. This paper analyses the Value of 21st Century Education and Teachers, multiples intelligence, the learning styles, the four dimensions of education such as; knowledge, skills including technical skills, character and metacognition, etc. The Learner-Centered Classroom and Personalized Instructions, the concept of Students as Producers, Learn New Technologies, an attitude of Go Global and Be Smart and Use Smart Technologies, Connect, Create and Collaborate and build a Positive Digital Footprint, etc are the need of the hour in this era.

Key words: *Knowledge, Technology, Values, Social Commitment, Paradigm Shift, etc*

Introduction

Education is a process which draws out the best in man with the aim of producing a well-balanced personality - culturally refined, emotionally stable, ethically sound, logically correct, mentally alert, intellectually competent, technically advanced, morally upright, physically strong, socially efficient, spiritually mature, vocationally self-sufficient and internationally liberal. Education without formation will finally ends in deformation.

Without the development of character, no man can become an educated one. Gandhiji tried to develop courage, strength, virtue, the ability to forget etc, as good elements of character. Good acts and habits are the basis of good character and therefore character formation is a continuous process from birth to death. So far we have insisted on information or knowledge and not on the formation of mind and character. According to Dr. S. Radhakrishnan, the troubles of the whole world including India are because of the fact that education has been becoming a mere intellectual exercise and not the acquisition of moral and spiritual values. The significance of morality is a code of ethical principle, which is essential for leading a noble life. Moral values form an important part of the life of an individual. Morality is the base on which character is formed.

The Value of 21st Century Education and Teachers

Success looks different now than it did in the past. High-achieving people are frequently choosing to opt out of the traditional job market and create their own jobs. Recent technological advances have affected many areas of our lives: the way we communicate, collaborate, learn, and, of course, teach. Along with that, those advances necessitated an expansion of our vocabulary, producing definitions such as digital natives, digital immigrants, and 21st-century teacher. What does it mean to be a 21st Century Teacher? The characteristics are presented below:

- Facilitate and inspire student learning and creativity so that all students achieve in the global society.
- Enable students to maximize the potential of their formal and informal learning experiences.
- Facilitate learning in multiple modalities.
- Work as effective members of learning teams.

- Use the full range of digital-age tools to improve student engagement and achievement.
- Work with their students to co-create new learning opportunities.
- Use data to support student learning and program improvements.
- Be lifelong learners and global educators.
- Work with policy leaders as change agents.

Below are the prominent characteristics of a 21st-century classrooms and teachers:

Learner-Centered Classroom and Personalized Instructions - As students have access to any information possible, there certainly is no need to "spoon-feed" the knowledge or teach "one-size fits all" content. As students have different personalities, goals, and needs, offering personalized instructions is not just possible but also desirable.

Students as Producers - Today's students have the latest and greatest tools, yet, the usage in many cases barely goes beyond communicating with family and friends via chat, text, or calls. Even though students are now viewed as digital natives, many are far from producing any digital content. While they do own expensive devices with capabilities to produce blogs, infographics, books, how-to videos, and tutorials, just to name a few, in many classes, they are still asked to turn those devices off and work with handouts and worksheets. When given a chance, students can produce beautiful and creative blogs, movies, or digital stories that they feel proud of and share with others.

Learn New Technologies - In order to be able to offer students choices, having one's own hands-on experience and expertise will be useful. Since technology keeps developing, learning a tool once and for all is not a option. The good news is that new technologies are new for the novice and experienced teachers alike, so everyone can jump in at any time.

Go Global - Today's tools make it possible to learn about other countries and people first hand. Of course, textbooks are still sufficient, yet, there is nothing like learning languages, cultures, and communication skills from actually talking to people from other parts of the world. Allow them to used the online courses, digital platforms, global networking, etc.

Be Smart and Use Smart Technologies - Once again -- when students are encouraged to view their devices as valuable tools that support knowledge (rather than distractions), they start using them as such. The students have different needs when it comes to help with new vocabulary or questions; therefore, there is no need to waste time and explain something that perhaps only one or two students would benefit from.

Blogs and Web-sites - It is necessary to understand the importance of both student and teacher blogging, and at the same time using the sites and social networking provision for educational purpose.

Go Digital and use digital resources - Another important attribute is to go paperless and organize teaching resources/activities on one's own website and integrating technology bring students learning experience to a different level. Offering digital discussions as opposed to a constant paper flow allows students to access and share class resources in a more organized fashion.

Connect, Create and Collaborate - Connect with like-minded individuals. Again, today's tools allow us to connect anyone, anywhere, anytime. Have a question for an expert or colleague? Simply connect via social media: follow, join, ask, or tell. Technology allows collaboration between teachers & students. Creating digital resources, presentations, and projects together with other educators and students will make classroom activities resemble the real world. Collaboration should go beyond sharing documents via e-mail or creating PowerPoint presentations.

Project-Based Learning - As today's students have an access to authentic resources on the web, experts anywhere in the world, and peers learning the same subject somewhere else, teaching with textbooks is very "20th-century" (when the previously listed option were not available). Today's students should develop their own driving questions, conduct their research, contact experts, and create final projects to share all using devices already in their hands. All they need from their teacher is guidance.

Build a Positive Digital Footprint - It might sound obvious, but it is for today's teachers to model how to appropriately use social media, how to produce and publish valuable content, and how to create sharable resources. Even though it's true that teachers are people, and they want to use social media and post their pictures and thoughts, we cannot ask our students not to do inappropriate things online if we ourselves do it. Maintaining professional behavior both in class and online will help build positive digital footprint and model appropriate actions for students.

Innovate – we need to use our teaching toolbox and try new ways you have not tried before, such as teaching with social media or replacing textbooks with web resources. Not for the sake of tools but for the sake of students.

Four Dimensions of Education

The four dimensions include knowledge, skills including technical skills, character and metacognition. In the knowledge domain, he speaks about the need for young people to become both specialists and generalists, learning a field of study in depth and yet also appreciating and understanding how their specialty connects to other disciplines. In addition he argues that we must introduce students to interdisciplinary knowledge critical to tackle many of the challenges facing society today. In the sphere of skills, he underscores the significance of four skill categories: critical thinking, creativity, communication and collaboration. He also notes the importance of supporting students to utilize these skills to apply their knowledge to new problems. Finally, knowledge and skills are not sufficient in today's world. We must support students' character development to ensure that they develop the qualities necessary to contribute to shaping a better world. These include: mindfulness, curiosity, courage, resilience, ethics and leadership.

Generally speaking, the Cognitive, Affective, Psychomotor, Digital and Social dimensions of education and learning offer the comprehensive model of education. Affective dimension based education is the need of the hour. Teaching learners in the affective domain demands strong educational skills that go beyond the cognitive domain competencies. Affective domain strategies fit well when teaching staff about institutional values, such as mission or philosophy. Most educational systems measure students' performances by their mastery of cognitive objectives instead of the affective goals. This is a neglected area because affective characteristics are 'hidden', not easily expressed, subjective, imprecise, developed slowly, personal, private and difficult to observe and measure.

Affective topics in educational literature include attitudes, motivation, communication styles, classroom management styles, learning styles, use of technology in the classroom and nonverbal communication. It is also important not to turn students off by subtle actions or communications that go straight to the affective domain and prevent students from becoming engaged. In formal classroom teaching, the majority of the teacher's efforts typically go into the cognitive aspects of the teaching and learning and most of the classroom time is designed for cognitive outcomes. Similarly, evaluating cognitive learning is straightforward but assessing affective outcomes is difficult. Thus, there is significant value in realizing the potential to increase student learning by tapping into the affective domain. Similarly, students may experience affective roadblocks to learning that can neither be recognized nor solved when using a purely cognitive approach.

Concept of Multiple Intelligence

The concept of intelligence is not a matter of a simple brain exercise to perform memory and mathematical calculations. It has various dimensions and goes beyond our common thinking. According to Howard Gardner the concept of intelligence constitute the following dimensions. *Linguistic Intelligence, Logical Mathematical Intelligence, Spatial Intelligence, Musical Intelligence, Bodily Kinesthetic Intelligence, Intra personal Intelligence, Inter personal Intelligence, Naturalist intelligence, Existential intelligence*, etc. The final, and obvious, candidate for inclusion in Howard Gardner's list is *spiritual and moral intelligence*. Spiritual intelligence is described as the intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place our actions and our lives in a wider, richer, meaning-giving context, the intelligence with which we can assess that one course of action or one life-path is more meaningful than another. Howard Gardner suggests, 'moral intelligence is a concern with those rules, behaviours and attitudes that govern the sanctity of life - in particular, the sanctity of human life and, in many cases, the sanctity of any other living creatures and the world they inhabit'. 'Morality' is a statement about personality, individuality, will, character - and, in the happiest cases, about the highest realization of human nature.

Students and Learning styles

Learning styles are simply put, various approaches or ways of learning. They involve educating methods, particular to an individual that are presumed to allow that individual to learn best. It is commonly believed that most people favour some particular method of interacting with, taking in, and processing stimuli or information. Based on this concept, the idea of individualized "learning styles" originated in the 1970s, and has gained popularity in recent years. It has been proposed that teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. The Learning styles were directly aligned to the stages in the cycle and named *Activist, Reflector, Theorist and Pragmatist*. These are assumed to be acquired preferences that are adaptable, either at will or through changed circumstances, rather than being fixed personality characteristics.

According to David A. Kolb, experience is the source of learning and development and these experiences provide different steps in the learning process, such as:

- Concrete experience (feeling): Learning from specific experiences and relating to people. Sensitive to other's feelings.
- Reflective observation (watching): Observing before making a judgement by viewing the environment from different perspectives. Looks for the meaning of things.
- Abstract conceptualization (thinking): Logical analysis of ideas and acting on intellectual understanding of a situation.
- Active experimentation (doing): Ability to get things done by influencing people and events through action. Includes risk-taking.

The methods of teaching, the techniques of learning and strategies for handling the children also should be based on the learning style they possess. The parents and teachers should consider the concept of learning style of their children and should develop their styles to handle them.

Conclusion

Growing up with this level of technology means growing up with a completely unprecedented amount of information at your fingertips. There are kids who have never been more than a few seconds away from the answers to their questions, with everything just a quick search away. They are able to teach themselves about any topic they are interested in without even leaving their bedroom. The current cohort of students come from Generation Z and Generation Alpha. These two generations have grown up with advanced technology as a given in their homes and classrooms. They are digital natives, as comfortable using apps and code as their grandparents were flipping pages. The most important thing is education is keeping a balance between different dimensions of life and learning. Balancing technology with knowledge, values, morality, social sensitivity, hardwork, etc gives the rights type of education suited to this century.

'Moral leadership requires a disposition to do the right thing and influence others also to do the right thing. If the child misses the value-based education in the school, no government or society can establish a transparent society or a society with integrity'. Dr. A.P.J. Abdul Kalam