

# Role of ICT in education: Assessment and Evaluation

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## Abstract

Information and communication technologies (ICT) have grown into common existence in all spheres of life. Through the past years the use of ICT has primarily changed the practices and procedures of closely all forms of endeavor. In the education, ICT has begun to have its existence. Education is a very socially focused activity. The use of ICT in education provides more student-centered learning sets. We cannot stop the world from moving forward on the path of progress. The world is progressing day by day into digital media and information. The contribution of ICT in education is becoming significant and this significance will continue to grow and develop. This paper highlights the marked influence of ICT on modern education and discovers potential future developments. This paper discusses the role of ICT in transforming teaching and learning and pursues to explore how this will influence on the way programs will be offered and delivered in the universities and colleges of the future.

**Keywords;** modern, constructivism.

## Introduction

- In the present set-up when we talk about ICT – we find its effect on each and every field of life i.e. from day to day tasks to utmost peak of education pursuits. However, since we as educationalists are more concerned to education and thus tried to access its role in our educational sector in general and in higher education in particular.
- Through this paper of mine I tried to explore the positive impact of ICT in our higher education sector.
- Traditionally, our education was content based, however the modern system promotes proficiency and performance. In this system we have first hand access to variety of information in varied fields Barron and Berge (1998).
- Teacher's acts as guides than experts as students and teachers gain access to higher bandwidths, more direct forms of communication and access to sharable resources, the capability to support these quality learning settings will continue to grow (Collis 2006; Duffy & Cunningham ; 1996).

- ICT not only convert the content but also the ways by which such contents are being learned by the learners. Hence, the learners are supposed to take responsibilities of their own and there may be certain changes yet to come for both teachers as well as students. For e.g. increased use of the Web as an information source, Internet users are able to choose the experts from whom they will learn (freeman 1997; jonassen & Ravessen 1996).
- Modern learning theory is based on the belief that learning is a dynamic process of constructing knowledge rather than attaining knowledge and that instruction is the process by which this knowledge building is supported rather than a process of knowledge communication. The strengths of constructivism lie in its importance on learning as a process of personal understanding and the development of meaning in ways which are dynamic and explanatory (swakins, Kennedy and Mcknight; 1997).
- ICT also, provides rich variety of approaches and protocols of programme delivering and knowledge acquiring process which was otherwise absent formerly.
- The communications abilities of modern technologies provide chances for many students to enroll in courses offered by external organizations rather than those situated nearby.
- In concern with geographical flexibility, technology-facilitated educational programs also eliminate many of the temporal restrictions. Students are starting to appreciate the ability to take on education wherever, anytime and anywhere (leffy, et.,al 1998, lebow,1993).
- The determined and more increased use of ICT's in education in coming years, will serve to boost the temporal and geographical opportunities that are presently experienced.

### **Conclusion:**

There are however various concerns which are yet to address, so to discover the use of this new emerging technology fully. Through the possibility and potentiality of technology, nowadays we have a much extended pool of teachers with changing roles able to provide support for learners in a variety of flexible situations. Through the flexibilities provided by technology, many students who earlier were unable to take part in educational events are now finding chances to do so.

To conclude my topic, I would like to summarize it as; the role of ICT in education as we develop into the 21st century. Inferring current activities and practices, the constant use and development of ICTs within education will have a strong influence on:

- What is learned?
- How it is learned;
- When and where learning takes place;
- Who is learning and who is instructing.

To make sure that the opportunities and advantages are realized, it will be significant as it is in every other walk of life to ensure that the educational research and development is continuous so that education at large can learn from within and that experiences and activities in different establishments and sectors can inform and

guide others without the repeated need for re-invention of the wheel. Once again ICTs serve to provide the means for much of this activity to realize the capacity it holds.

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