

EXPLORING THE RESISTING FACTOR OF ICT IN EDUCATION AMONG TEACHERS: A CASE STUDY IN UAE

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Abstract:

While considerable attention is being paid to reforming education systems to prepare students for the challenges of globalization and a knowledge-based economy, teacher education models in the Asia Pacific remain insufficiently critiqued. There is an urgent need to rethink teacher education as, in spite of decades of investment and development, major problems of inequality, attrition, incomplete and inadequate learning continue to blight our education systems. It is proposed that teacher education needs to become more culturally authentic as teaching and learning are best viewed as culturally scripted activities. The utilization of indigenous knowledge will be central to this task. The article concludes with some suggestions for how the task may be started.

keyword : *cultural relevance, local knowledge, pedagogy, teacher education, teachers and teaching*

With new technology, the traditional approach to the didactic lecture can be redefined by combining it with online learning. Online learning has been found to be effective, especially when linked to face-to-face instruction in a blended learning format Bano, N. and Ganaie, M. Y. (2016) . One of the applications of blended learning is the pedagogical model of the Flipped Classroom, in which students engage with some course material prior to a class session Cross (2017).

Teachers can then use classroom time more effectively by guiding students through a process of problem solving. However, there is limited research in how students in university education react to this kind of flipping the traditional setting bano 2016. This descriptive study addresses an important issue in education, namely, the enhancement of the widely criticized lecture style of teaching by employing pre-lecture preparations which are delivered online.

Background of the Study

Introduction Digital technologies can do much for education, but it is suboptimal to ask ‘what problem can we solve with this technology?’ This is what happened when the first free online courses from top US universities attracted massive student numbers. Big numbers attract investment, and this led to the development of learning platforms to manage teaching activities on the large scale. Then the rhetoric needed the big problems to match the invention of the massive open online course (MOOC), and “Education For All” was the obvious candidate. Access to higher education is one of the very big problems in education. For example, by 2025 the global demand for higher education is predicted to double to 200 m per year, mostly from emerging economies (NAFSA 2010). The early excitement about MOOCs coalesced around the idea that they could potentially be a solution to this massive educational problem (Laurillard 2014).

Impact of ICT on education

Information and Communication Technologies (ICT) is a term which refers to technologies which are used for collecting, storing, editing and passing on information in various forms Essays, UK. (2013). A personal computer is an example of the use of ICT in education. Multimedia is also a frequently used term to refer to a combination of data carriers, for example video, CD-ROM, floppy disc and Internet and software in which the possibility for an interactive approach is offered.

The nature of professional development for teachers One of the critical issues identified in many studies of continuing professional development (CPD) for teachers, especially with respect to the adoption of learning technology, is lack of time to innovate, closely followed by lack of support or leadership another more general study identified an even more important factor: the lack of collaboration among educators within their department, across subject matter groups, and with educational science itself (Ho`kka` and Etela`pelto 2014).

Integrative learning ICT promotes an integrative approach to teaching and learning, by eliminating the synthetic separation between theory and practice unlike in the traditional classroom where emphasis encloses just a particular aspect Hernandez (2017).

Facilitating the acquisition of basic concepts that are the foundation for higher order concepts and creativity can be facilitated through drill and practice as repetition and reinforcement of content and skills are being focused Herrera (2015).

Combing traditional lectures with e-learning activities

The purpose of this study was to investigate how students perceived their learning experience when combining traditional lectures with preparatory e-learning activities that consisted of fill-in-the-blank assignments, videos, and multiple-choice quizzes. Custodio, J. (2014)..

1. One fill-in-the-blank assignment based on pictures created offline from existing lecture material and then uploaded as PDF files. Students were requested to download the material and complete the exercise using a recommended textbook).
2. One online video
3. An online quiz consisting of 10 multiple-choice questions..

The increased use of e- learning offers tools to enhance the delivery of effective education services though across the world, whilst Information technology (IT) has been used in various sectors of teaching , the teching sector is still failing to benefit fully from the potential advantages that IT can offer (Nakkas et al., 2015).

The models of ICT: these models have been used in the developed countries where the cultural values are different from the cultural values held in the Arab countries (Ameen& Willis, 2015). Developing technology adoption models and testing them in developed countries, however, does not imply that they can be applied successfully in developing countries (Ameen & Willis, 2015). Previous research showed that there are significant cultural differences between Arab countries and other (non-Arab) countries as regards the adoption of technology (Zahlan, 2012). Studies Ghanem, Kalliny and Elgoul (2015) emphasized the significance of culture in the adoption of technology in the Arab region.

Furthermore, the perception of people towards ICT differs among users as the adoption of ICT depends on the cultural background of the users (El Zoghbi, et al. 2010). According to Mei and Boyle (2010), the cultural sensitiveness and differences of the user is required in designing an ICT based learning system. Cultural factors are significantly found as influencing the adoption of information technologies such as e-learning.

UEA culture is significantly different from that of the developed nations where ICT has been extensively adapted and used. Therefore, examining the ability of culture to moderate the adoption of ICT and its influencing factors is essential.

Problem statement:

The main problem statement of the study is stated as follows: The extent to which students are able to except dual study mode between face-to-face and e-learning.

In order to prevent students from working ahead on subsequent modules, we released the online assignments in sequential order immediately prior to their related lecture session. In this way, students had one week to access and complete the online assignments before face-to-face instruction. Students were free to access the online resources on or off-campus. There were no explicit time-slots for completing the online work. The preparatory assignments were not mandatory (students were not required to submit their work, nor was it graded); nonetheless, the assignments were presented as an integral part of their study were made aware that the completion and results of the online quiz were electronically tracked and could be checked by the teacher.

The transformation of ICT has allowed these to become educational tools that could further improve the educational quality of the student and revolutionize the way information is obtained, managed and interpreted Arkorful, (2015).

The impact of ICT on the knowledge-based society has brought about major changes. In terms of form and content, it has had a massive and multiplying effect, to such an extent that the purpose of knowledge has come to permeate the wider society, with education being among the broadest implications and developments brought thereby. L.Nazarenko (2015) claims that school is one of the venues where technology has had the greatest impact, which in turn has had an effect on the role of the teacher and become a part of the school everyday life. The integration of ICT into education has become a process whose implications go far beyond the technological tools nurturing the educational environment.

The ideas of teaching construction and the way one can build and consolidate meaningful learning based on technology are now being discussed, or the technological use of education, in strictly pedagogical terms (Díaz-Barriga, 2013).

Research Questions

1. What are the challenges of using ICT Tools in teaching and learning in the classrooms?
2. What is the extent of teachers' periphery in implementing the ICT tools in teaching and learning in the classrooms?

Research Objectives

- 1) To identify school teachers' perceptions in implementing ICT tools in teaching and learning in the classrooms.
- 2) To determine the challenges and extent teachers use ICT tools in teaching and learning in the classrooms.

Significance of the Study

One factor in the failure to integrate computer technology into subject teaching can be the unwillingness of teachers to depart from traditional methods with which they are familiar. Such attitudes were not surprisingly more prevalent among the "original teachers" (qualified teachers with five to ten years teaching experience, with permanent positions in the school) than among trainees on their semester practicum, which forms a compulsory part of their pre-service preparation. One experienced teacher, who was noticeably reluctant to use the LC, was observed to follow the "old" textbook-based, grammar translation method of teaching. He wrote vocabulary or grammatical points on the board, asked students to copy them into their exercise books and memorize them, and set assignments to be completed in their workbooks. He rarely used teaching aids, apart from the occasional poster. One of the English teachers in the first case study school expressed a marked reluctant to take students into the LC.

He reported that he did not think that kind of activity would lead to any progress in students' performance. He expressed similar doubts concerning language laboratories. Lukas Lochner (2016)

The significance of this thesis is derived from the importance of its subject, • Facing the real world with the help of digital movies or audio to deepen understanding.

- Experiential learning and class activities
- After getting information , students make reports with professionals’ help via the internet at school.

THE AIM IN THIS STUDY :

Objective and Aim of the Study

In this report, we analyze the aspects on the bases of which e-learning is considered better than the traditional learning or the classroom learning. Still after many years of the introduction of the e-learning people not properly understand that is it more beneficial than the traditional learning or not? Therefore, the aim and major objective of this research study is to discover the benefits of an e-learning and what the study process of the e-learning is.

The determination of this research study is to describe the opinion of the traditional and the e-learning between the students and a business learners. The secondary objective of this study is to analyze the difference between the traditional learning and the e-learning to understand their effectiveness and benefits in the better way

To investigate practices and challenges affecting an emerging m-learning environment from the perspective of teachers and m-learning support staff. The research aimed at creating interventions at a higher institution of learning.

In further discuss how the practices and challenges affect use of m-learning content management systems in terms of access to and use of electronic learning resources. The use of mobile learning management systems in formal learning settings is a relatively new technological advancement and few studies have explored this area of research (Han & Shin 2016).

Our contribution is not only sharing practical experiences which can serves as examples for practitioner in LDCs but we also contribute to literature by discussing some of the challenges and practices. The study is part of an action research project (MobiClass) that took place at Makerere University in Uganda during the academic year 2013/2014.

Scope of the Study:

The scope of this study is limited to Combing traditional lectures with e-learning activities, and activities carried out in selected school in UEA to be included in the estimates. Statistical issues related to deficiencies in the basic data collection programme will not be addressed either.

The finding of this research study will be utilized not merely to improve the design of the courses on basics of the operational amplifiers and major skills but also serve as a platform that supports the development of more effective and greater learning outcomes in all fields like engineering, medical, business, etc. Generally, more of the investigation is needed to authenticate the available findings in an e-learning method; this research study will assist as the precursory information and evidence as regards of effectiveness and the flexibility of an e-learning in the arena of education and business training and learning courses.

Outline of the Study:

To adjusting already existing resources, lectures can be combined fairly easily and cost-effectively with preparatory e-learning activities. The creation of online components promote well-structured courses, can help minimize ‘student passivity’ as a characteristic element of lectures, and can support students in distributing their studies throughout the term, thus suggesting enhanced learning. Further research work should be designed to confirm the afore-mentioned findings through objective measurements of student learning outcomes.

Definition of Terms

Critical terms that needs to be defined for clarity and understanding and additional terms which may be helpful, including the more specific types of ICT in education as shown in table 1.1 .

Table 1.1: Definitions of Terms

Term	Definition
Study 1	ICT competence
Study ii	ICT competence ,digital divide
Study iii	Adaptive student expertise , learning environment.
Study iv	School challenge ,teacher community ,learning environment, pedagogical ,practices teacher’s competence.
Study v	Learning object affordance pedagogical and knowledge practices teacher’s competence.
New Technology	Using of new technology Across Gender and Generation Comparing the Development of student’s and teacher’s ICT skills and practices o using ICT
Teacher	Docs gender have a role in ICT among teacher and student
Network	Intensive use of ICT in school : Developing differences in student’s ICT experiences
Study	Case study of Privets school development with ICT
Study vii	Case studies of learning Objects using school setting
Location	Locations on the privates school in UAE

Summary :

The overall focus of this dissertation study was on the effects of ICT in school, and wanted to investigate the topic widely from different perspectives and levels, both from students’ and teachers’ perspectives, as well as from the classroom and the school level. What then are the novel phenomena when ICT is implemented in teaching and learning practices? To answer this, I have felt like a traveler, following Kvale’s (1996). suggestion of a metaphor for an ethnographic researcher:

There have had the privilege to observe several teachers and students in their everyday life in schools and in classrooms as they were implementing new pedagogical practices and technologies. In

addition to these case studies, which were mainly based on data from observations and interviews, the dissertation consists of statistically analyzed surveys, which were conducted in order to find out the distribution of various aspects of ICT among teachers and students. Ghadah Al Murshidi (2017)

When Educational Technology is integrated into classroom, students are able to access more information faster and in an efficient manner. In the absence of these fundamental changes to the teaching and learning process such classrooms may do little but to accelerate the ineffective processes and methods of teaching Victoria L. Tinio(2015). The impact of ICT on learning process therefore excites and engages learner's interests. Today, everything that is required for reading, looking up, studying, training, revising, constructing, arranging and informing, saving and reminding, browsing or navigating is available at the click of a mouse and also using :

- (1) Motivation;
- (2) Distinctive instructional abilities;
- (3) Higher productivity of teachers;
- (4) Essential skills for the Information Age and
- (5) Support for new teaching techniques Salman, Salim A S(2016).

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