

ASSIGNMENT No. 2

Q. 1 Describe the role of provincial ministries of education in implementation and development of curriculum. Highlight major problems in implementation after 18th amendment in constitution.

Every State has its specific educational set-up based on its condition and ideology. Education is the key of all development and every State gives top priority to its educational field life an investment on human resource for future.

“State is an organized political community with government recognized by the people.” A very well organized society develops into a state. A State exists for the sake of good life.

In a democratic State, the people are the real master. The State is directly influenced by the educational level of its people. Prok. Laski says, “Education of the citizens is the heart of the modern States.” India must adopt a positive attitude towards the education of all. Article 44 of Indian Constitution provides free and compulsory education to the children between the ages 6-14.

Educational Functions of the State:

(1) Providing aims and objectives of education:

Different States may have different aims and objectives. Education aims at producing democratic citizens to protect democracy of a democratic State.

(2) Arranging for education at different levels:

The state opens schools and colleges where it is necessary. The state makes provision for higher education of all types-Liberal, Scientific, Commercial, Technical and Vocational.

(3) Making education compulsory up to certain age level:

The State tries its best to provide free and compulsory education up to the age of 14 years.

(4) Framing of curriculum and syllabus:

The State prepares the curriculum and syllabus for different classes taking the help of experts.

(5) Providing textbooks and teaching materials:

The State provides textbooks to the students of all classes. If it is not possible on his part to print, it may allow private enterprises to supply good books.

(6) Directing and controlling educational activities:

The State makes provisions and arrangements to control the educational institutions through different rules, regulations and administrative machineries.

(7) Financing educational institution:

The educational institutions are managed by both the government and private bodies. The State provides financial assistance to private institutions. The State has taken responsibility to make primary education free and compulsory providing necessary financial assistance.

(8) Supervising educational institutions:

The State has control over all the educational institutions of the State. There is the educational department through different levels to supervise the educational institutions.

(9) Providing in-service training:

The State arranges in-service training programmes in the form of seminars, meetings, conferences, workshops, refresher courses, summer orientation programmes. These programmes can be organized by NCERT, SCERT, DIET, etc.

(10) Appointing committees and commissions:

The State appoints from time to time, different committees and commissions headed by educational experts to survey and discuss various problems of education and to recommend measures for further improvement of education.

(11) Arranging educational research:

Research and experimentation are very much essential for qualitative improvement in education. The State provides assistance to those centers and persons who carry out research to improve various aspects of education. It is most essential because success or failure of educational schemes can be assessed. The NCERT, the UGC, the SCERT, etc. are making headway in this regard.

(12) Establishing State Institute of Education:

The Commission of 1964-66 also recommended the establishment of State institutes of education in all the States of India. The main functions of these institutes will be in-service education of department officers, improvement of teachers in education, preparation of curriculum and textbooks, development of guidance, research and evaluation programmes and publication of periodicals on educational problems in modern Indian languages for the use of teachers.

Reference:

<https://www.preservearticles.com/education/what-are-the-educational-functions-of-a-state/2612>

Q. 2 Elaborate the fundamental principles of curriculum planning. Analyze the need for development of uniform curriculum in Pakistan.

If you've never done it before, the very mention of planning your yearly curriculum can be enough to throw you into a panic. However, curriculum planning—whether for a full year or simply a unit—doesn't need to be scary. Here are a few key principles to keep in mind as you approach planning the curriculum for your course.

1. The longer the amount of time covered by a plan, the broader (more general) it will be. Thus a yearly curriculum plan will have far less detail than a unit plan, which will be less detailed than a daily lesson plan.
2. Curriculum plans of all levels are living documents. It is not a bad thing to make changes and adjustments as you go along. It *is* a good idea to keep track of these changes so you have them to use in the future. (No matter what you think, you won't remember everything!)
3. Curriculum plans are helpful for tracking time but also for tracking resources available. Keeping resource lists as up-to-date as possible is helpful.
4. When you are first starting out, your curriculum guides will be less detailed than those of people who have been teaching for years. That's okay. You can flesh yours out with time.

As an example of how to get started in curriculum planning, let's look at a medium-sized curriculum guide—the Unit Plan.

Unit Planning

At the start of each unit, you want to use your yearly curricular plan to help you determine how many instructional days that you have to cover the material in the unit.

Step 1: Determine the content and skills that you need to cover during the unit and what resources you have available to help you do this.

- What do your students already know? Need to learn?
- Which standards will be addressed in this unit?
- Are there any mandatory field trips or activities you need to be sure to include?

Step 2: Write broad instructional objectives for your unit. By the end of this unit, what do your students need to know and be able to do?

- Write your objectives.
- Consider how you will assess these objectives. If possible, design your final assessment for the unit at this stage. If time is an issue, at least be sure you have outlined a workable plan for the final assessment.

Step 3: Using the number of instructional days you have allotted to the unit, determine how many days will likely be needed for students to reach these objectives. At this stage, you might consider the following:

- Have you left 1-2 days at the end of each unit “open” so that you have some wiggle room if you need to go back and reteach a concept?
- How much time is necessary for students to complete the unit assessment? This is especially important if you are assessing through:
 - presentations (How many students can present in a class period? Have you left enough days for this?),
 - projects (How much time do students need to complete the project after having been taught the material?) or
 - performances (How much class time do you need to set aside for students to rehearse?).
- Are there any interruptions in your instructional time, and how will this affect the students ability to succeed? (Is it fair for half the class to present their projects on Friday and the rest on Monday? Is there a holiday or other non-instructional day right before the unit assessment?)

Step 4: Lay out your unit plan, collect resources, and schedule the time for the final assessment.

- Lay out a tentative schedule of your lesson objectives on the calendar.
- Consider the final assessment. What content, tools, skills, practice do your students need to master before they will be able to succeed?
- Have you built in time for supplemental activities such as field trips, lab work, etc.?
- Consider outside factors that could affect the scheduling of these things. You may have to shift the order of your unit around slightly to accommodate factors outside of your control.

Use this plan to help pace your individual lessons. Keep it handy, and make notes on it as you actually teach the lessons. Which lessons (objectives) took longer to teach (master)? Which went faster than you expected? What should you consider adding/dropping from the unit? What new ideas do you have for the next time you teach it?

Keeping track of these unit plans and updating them at the end of the school year can be a very helpful exercise. Not only is this a quick way to assess whether all the mandatory material for the course has been covered, it also is helpful for preparing yourself and/or subsequent teachers to teach the course in future years. A little time spent now can save a lot of time (and worry) in the future.

the need for development of uniform curriculum in Pakistan.

While Pakistan's schools and universities remained aloof and untouched by any education-reform policy, their teaching to a great extent became purely traditional and formal, and they were rapidly losing touch with real life. It has been a long-standing vision of the current prime minister, Imran Khan, to provide a strong theoretical framework for how to introduce a uniform national curriculum. Thus for the first time in Pakistan, a uniform national curriculum has begun to take a modern shape, with the addition of education on values and character-building.

The new uniform national curriculum will overhaul the country's education system, and will put special emphasis on teaching values and character-building of the society. The major components of this emphasis will be critical thinking, citizenship, innovation and use of technology. Once the uniform curriculum is introduced, it will allow madrasa students to get the same education as offered by the private and public educational institutes.

There has been a demise in the quantity and quality of education in Pakistan, and of social accessibility to it, for many years. The division of Pakistani society into privileged and underprivileged makes the implementation of a uniform national curriculum an event of obvious importance.

Previous governments also gave thought to implementing changes in educational policies but they bowed down against the pressure from the elite class and they have been blamed for extinguishing the prospects of reforms even though such reforms were discussed in parliament.

The government plans to implement this reform next month, and provided it is launched as promised, this will end the decades-old disparities among different educational systems in the country. Children in every province, in cities as well as rural areas, across gender and across socioeconomic status will study the same things at more or less the same time and will be tested in the same way.

Education Minister Shafqat Mahmood says the key targets of the comprehensive plan is to end the inconsistencies among the public and private schools and madrassas.

Arguably, education as a whole has suffered. What is remarkable is that the current government has considered reforming educational uniformity when the Pakistani elite are already reacting against the idea. Resistance and opposition sentiments seen among the elite class against the educational reforms merely expose their conviction that uniform learning is a dangerous thing in the hands of the lower social class, seminaries and madrassas.

The government sees uniformity as a way to address issues of equity. The problem is that a uniform curriculum, however it is implemented, may not reduce disparities.

Children have different socio-economic backgrounds, and they come from different households where parents have different levels of education. They have different endowments, they have

different language skills, they come from different cultural and religious backgrounds, and they live in very different geographical environments. The same curriculum, the same books and even the same examinations will not reduce disparities. In fact, it could even increase disparities.

Since education began, there has always been much debate about what children need to learn and how they should be taught. It is quite clear that the current government of Pakistan is looking more at conformity/uniformity rather than creativity and diversity. The new national curriculum and assessment initiatives are an example of this, as is the constant push toward trying to improve equity.

Equity issues have to be addressed while remaining within the framework of the diversity of circumstances, needs, abilities and ambitions of children. A uniform curriculum may not do anything here. In fact, to the contrary, it may exacerbate some of these equity issues.

Countries need creative, entrepreneurial talents, able to create value for others. A country's education system is an effective machine that could instill what the government wants students to learn, and it seems the proposed revolutionary plan is not nurturing creativity. This may result in Pakistan having a population with similar skills on a narrow spectrum.

Revolutionary educational reform is about to change the face of Pakistan. It will finally force the state to take seriously the provision of education, because industry will require much more than limited reading skills acquired through a moral catechism. However, progress in establishing a new education system in Pakistan could prove to be a perilous pursuit.

Reference:

<https://teachbeyond.org/news/2019/06/principles-of-curriculum-planning/>

<https://asiatimes.com/2020/03/pakistans-uniform-curriculum-may-fall-short/>

Q. 3 Discuss the role of Boards in examinations in Pakistan, suggest measure to improve the examination system.

Functions of the Board

The functions of the Board are:-

Hold and conduct all Examinations pertaining to Intermediate Education, Secondary Education, Classical and Pakistani Languages and such other Examinations as may be determined by Government.

Lay down the conditions for admission to its Examinations to determine the eligibility of candidates and to admit them to such Examinations.

Prescribe courses of study for its Examinations.

Lay down conditions for recognition of institutions.

Accord, refuse or withdraw recognition, wholly or partly.

Inspection of institutions and arrange for inspection of recognized institutions and call for inspection reports in respect of such institutions.

Institute and award scholarships, medals and prizes in the prescribed manner.

Grant certificates and diplomas to persons who have passed its Examinations and to withdraw such certificates and diplomas.

In order to enable the Board to perform these multifarious functions efficiently and effectively, these Boards were established as independent autonomous bodies with the Governor of the

province as the Controlling Authority. Professionally Board is the most competent body, as it comprises the highest functionaries of the provincial Education setup as members etc.

Small technical adjustments, dull detail and ongoing professional dialogue do not get politicians noticed. An ambitious Secretary of State needs bold ideas to capture the public imagination, a national disaster to avert, or a golden age to restore. And so Michael Gove has launched his campaign to restore rigour in education, end grade inflation, and propel Britain back up the PISA league tables of global educational performance. I applaud his ambitions even if I doubt some of his methods.

What our public exams really need, however, is not the politically inspired big bang of simultaneous A level and GCSE reform, but some professionally driven fine tuning that improves the functioning of the current system. Let's get the public exams system working on all cylinders before we decide whether it should be overhauled or not.

Here are five simple measures that could be introduced to make GCSE and A level work better.

1. Introduce earlier entry deadlines for exams. With entry deadlines as late as March for May exams boards only have two months' notice of the number of candidates sitting a paper. This is workable in a stable situation, but once schools start moving between boards or switching qualifications exam boards can find themselves deluged with candidates at short notice. This was the case with some IGCSEs this year. Far better that candidates are entered six months prior to an exam, so that boards know what they are preparing for, and have time to recruit and train sufficient examiners.

2. Work with schools to professionalise marking. Increasingly top universities are using paper marks as well as overall grades in their admissions processes, so precise, accurate marking is essential; futures depend on it. Most scripts are fairly marked, but some are not. Schools need to encourage their best teachers to mark, where possible. They could consider granting leave of absence to examiners, so that they can examine free of interruptions and distractions. (This should be possible, for example, for the schools that lose Year 11 and Upper Sixth classes in June). Examining is a high stakes game and it is too important to be done at five in the morning or eleven at night around the demands of a full day's teaching.

3. Reduce the minimum number of scripts that examiners have to mark. Many boards have such a minimum limit. In one way this makes sense as more reliable results can be achieved by fewer examiners marking more papers. However, the minimum script requirement has meant that many experienced teachers have dropped out of the assessment process because they couldn't complete their allocation in the time available. These experienced teachers were not only good markers, but as experienced practising professionals they provided valuable feedback on exam questions and specifications. Without them the exam system becomes divorced from the school system, and the potential for future problems increases.

4. The government was right to end January modules, but it is wrong to remove all public exams from the Lower Sixth year. For many students these exams are a huge motivator that significantly increases the Lower Sixth work ethic which in turn raises academic attainment. Lower Sixth students know they have to get things right in order to declare good AS module results on their university application forms. Universities value Lower Sixth results as part of their selection process. Without them they will have to fall back on selection techniques which will favour students from well-resourced schools that can provide additional preparation. This may lead to further inequalities in university admission. However, in keeping AS and A2 the boards should invert their timing. With no January modules to interrupt teaching the Upper

Sixth will be ready to sit their A levels in May. However, Lower Sixth students would benefit from as much teaching time as possible so a late June sitting would work for them.

5. Release A level results to universities a week before they are released to students. Currently universities get to see A level results a few days before students. They use this time to review the cases of students who have narrowly missed their offers. This process takes time and requires careful consideration. Unfortunately this year a few universities have taken a long time to decide on the fate of students who narrowly missed their offers. These students find themselves in a very unfair state of limbo where, because a university has not taken a decision, they cannot apply for places in clearing. Instead they have to sit by and watch the best clearing options disappear before their eyes. While some of the delay this year may have been due to universities playing a tactical game to attempt to secure 'better' students, providing A level results to universities just a few days earlier would improve the situation.

A final thought on rigour. Education Secretaries like to focus on the exam system because it appears a relatively easy way of influencing what happens in the classroom. But making exams harder does not in itself raise standards. Ultimately rigour comes from teachers, and in particular inspirational staff who demand high standards from their pupils and who will not settle for second best.

https://www.biseatd.edu.pk/about_us.php

<https://www.perse.co.uk/blog/easy-steps-to-improve-the-public-exam-system/>

Q. 4 Elaborate the methods of human resource development in education. Highlight important issues in Human Resource development with examples

Human Resource Development

An organized learning experience, which is given in a limited time period. So that the job performance and growth can be improved, is referred as human resource development (HRD). Training is a component of human resource development. Particularly in which special programs are designed to provide specified employees knowledge. As well as skills that are helpful in performing various functions of the job. Here below are discussed the activities and methods of human resource development along with its importance for HRM.

HRD Activities

Following are some of the activities that are included in the area of human resource development.

Training and Development

Organizational Development

Career Development

Training and Development

Training is related with the provision of certain skills and knowledge. Actually that is helpful for the trainees to overcome their deficiencies of job performance. On the other hand development is related with the provision of certain skills to the employees. So that the organization would use them in the future.

Organizational Development

It is the application of knowledge of behavioral science in the organization. So that strategies, processes and structures are improved through proper development and reinforcement.

Career Development

Career development is defined as the assistance of the organization for the acquisition of the required knowledge. Along with skills by the employees to perform current job as well as some future job effectively. The organization develops certain policies for its employees. Such as promotion, opportunity to perform excellently in future and counseling the employees etc. So that the employees can develop their career. It includes knowledge, skills, experiences, reinforcement and behavior modification techniques. In fact that make employees to perform better and add value.

Human Resource Programs

Human resource programs are classified into the following three kinds:

Training

Education

Development

Training

The employees receive the training so that they can be potential enough. Even to perform the duties of their current job effectively.

Education

The employees that are considered as potential and efficient enough to be promoted are given the training called education. Education is provided to the promoting employees so that they can perform well for a different job. Either in the upward level of hierarchy or in the lateral one.

Development

In order to provide a new viewpoint, technology or horizons. Training is given to employees to make them proactive by fulfilling the expected performances by the organization.

HRD Methods

The ability of the employee can be developed though both on the job methods and off the job methods. Following are the details about these methods of human resource development.

Job Rotation

In this method effort is made to increase the knowledge, skills and abilities of employees by moving them to different positions. Employees can be rotated both vertically and horizontally. Although vertical rotation is also called promotion.

Assistant to Position

Sometimes an efficient employee is moved under the supervision of a successful manager of the organization. In this way the abilities and skills of employees are groomed under the direction of a successful manager. So that the learning employees can be prepared for higher level duties.

Committee Assignment

An employee can avail the opportunity of development through committee assignment by sharing the decision. Also making process, by ascertaining certain problems of the organization and by watching others.

Lectures and Seminars

It is the old method in which the lectures and seminars are arranged. Even through which employees can get knowledge and develop their analytical and conceptual abilities.

Simulations

Simulators are complex devices that can create artificial situations similar to real one. Even by creating duplicates of real situations. Therefore training is provided to employees by performing some tasks in the situation.

Outdoor Training

Outdoor training is considered as one of effective methods of human resource development. Trainees are trained to work together in the form of a team. In such cases the main aim is to understand the response of employees when they face natural difficulties.

Preparation of Succession Plan Program

Succession plans include the details of the job posts that are currently opened in the organization. Moreover, the jobs that will post in near future. If the decision of management is to fill the positions from inside the organization. Then training and development is required to make employees efficient enough for the promotion. If the management decides to fill the position from the outside environment. Then there is a need for careful analysis of the labor market. So that qualified and potential replacements can be made.

Role of Line Managers in Human Resource Development

The line manager performs the following roles with respect to the human resource development.

He gives the employee orientation training to the new employees.

The training needs are assessed and resulting developmental strategies are planned by the line manager.

He is responsible for on the job training

He ensures that proper training is transferred to the trainees.

The Role HR Department in HRD

The HR department is directly involved in the human resource development in the organization by performing the following Functions:

The employee orientation training is provided by the department.

The preparation of management development programs are supported by the department.

Proper training and development is provided to the needy employees by the department.

The training is evaluated to ascertain the effectiveness of the training programs.

No doubt, Human Resource Development is an important area of an organization. That is held and managed by the HRM department of the organization. Therefore it is useless to say a lot of the success of HRM depends on the HRD.

Issues such as cash flow, competition, and revenue growth are top of mind for small business owners and their teams. Along with these challenges comes another area many companies struggle with: human resource management.

Human resource management (HRM) includes:

- Job design and analysis
- Workforce planning
- Training and development
- Performance management
- Compensation and benefits
- Legal issues

HRM can be a challenge for small businesses especially, which typically don't have an HR department to rely on. They may be limited to one HR person, or this responsibility may still belong to the CEO. Regardless, small business owners need to understand the challenges facing them so they're prepared to tackle HR issues as their company, and workforce, grows.

Here are 10 of today's most common human resource challenges along with solutions you can quickly implement in your business.

#1 COMPLIANCE WITH LAWS AND REGULATION

Keeping up with changing employment laws is a struggle for business owners. Many choose to ignore employment laws, believing they don't apply to their business. But doing so could mean audits, lawsuits, and possibly even the demise of your company.

Solution:

No matter how large or small your business, it's important to make sure you're in compliance with local, state, and federal labor laws. There are regulations on everything from hiring practices, to wage payment, to workplace safety. Take a few minutes to read through the U.S. Department of Labor's [Employment Law Guide](#).

#2 MANAGEMENT CHANGES

As a business grows, its strategies, structure, and internal processes grow with it. Some employees have a hard time coping with these changes. A lot of companies experience decreased productivity and morale during periods of change.

Solution:

Business owners should focus on communicating the benefits of the change for everyone. Regular staff meetings are a good place to start. When your team understands the why, how, and when of the change, they'll be more likely to get on board.

#3 LEADERSHIP DEVELOPMENT

A recent study showed more than a third of companies are doing an average job, at best, at implementing leadership development programs. Thirty-six percent of companies surveyed in Brandon Hall Group's State of Leadership Development Study admitted that their leadership development practices are below average.

Solution:

Leadership development is critical in keeping your management team engaged and motivated, and prepares them to take on more responsibilities in the future. Make it part of the culture. Create opportunities for them to use their strengths every day. Accomplishing goals will motivate them and give them a chance to develop their skills.

#4 WORKFORCE TRAINING AND DEVELOPMENT

Investing in the training and development of lower-level employees is another common HR problem. Some businesses have trouble finding the resources to do so. Employees on the front lines are some of your hardest workers, and may not have the time to take a training course.

Solution:

Training and development doesn't have to take a lot of time or money. Recruit managers and senior leadership in mentoring their subordinate employees. You could also provide online training courses so people can go at their own pace. Invest in your workforce and you will have a loyal, productive team.

#5 ADAPTING TO INNOVATION

Technology is constantly changing. Businesses must be quick to adapt, or risk being left in the dust by their competitors. The challenge for small business owners is getting employees to embrace innovation and learn new technology.

Solution:

Communication is critical. With any change, make sure your team understands the why, when, and how. Set clear goals for the adoption of initiatives, and provide employees with the training they need to get comfortable with it.

#6 COMPENSATION

Many companies are struggling with how best to structure employee compensation. Small businesses have to compete not only with businesses of a similar size, but also with corporations with big payroll budgets. Plus, you have to factor in the cost of benefits, training, taxes, and other expenses, which can range from 1.5 to 3 times the employee's salary.

Solution:

Even though salary is important, it isn't always the most important factor for job candidates. Creating a system to reward employees for excellent performance is one way to make up for a lower salary. In addition, consider offering incentive programs such as profit sharing or bonuses, which can be a win-win for the employee and the company.

#7 UNDERSTANDING BENEFITS PACKAGES

The Affordable Care Act has been a pain point for many small businesses in the past few years. Rising healthcare costs mean companies must either pass these costs on to employees, or take a hit to their bottom line. Since good benefits packages can be a deciding factor for potential hires, understanding them is key.

Solution:

For small business with fewer than 50 employees, there are many options for offering healthcare benefits. One option is purchasing a plan through the Small Business Health Options Program (SHOP) marketplace. Doing this gives you the opportunity to take a tax credit, which can help offset costs.

And don't forget about benefits such as:

- Unlimited vacation time
- Flex time
- Free snacks
- Wellness programs

- Commuter benefits

These benefits are affordable ways to offer extra perks—and they’re extremely popular with today’s workforce!

#8 RECRUITING TALENTED EMPLOYEES

Attracting talent is a huge investment of time and money. It’s difficult for entrepreneurs to balance between keeping a business running, and hiring the right people at the right time. In addition, it’s impossible to know whether a candidate will actually be a good fit until they’ve worked for you for a period of time.

Solution:

One of the best ways to find the right people for your business is to use a staffing company. They provide temp-to-hire solutions that allow you to try out new employees with little to no risk. You’ll save time, money, and frustration, and maybe even find a future executive or business partner.

#9 RETAINING TALENTED EMPLOYEES

Competition for talented employees is fierce. Startups and small companies don’t have big budgets for retirement plans, expensive insurance plans, and other costly items that their larger competitors do—at least, not yet. Employee turnover is expensive and can negatively impact business growth.

Solution:

Onboarding is highly effective for employee. Research shows having a structured onboarding process means employees are 58 percent more likely to stay with a company for three years or more. Read our article on 5 Employee Onboarding Technology Solutions Your Company Needs to Be Using to learn about your options.

#10 WORKPLACE DIVERSITY

Multiple generations. Ethnic and cultural differences. These are just a few of the many factors that make workplace diversity a continual challenge for small businesses. The risk of lawsuits for failing to protect employees from harassment is real.

Solution:

Creating a culture of teamwork and respect will keep the work environment positive and productive. In addition, implementing a diversity training program is a must. Employers are responsible for setting standards of behavior in the workplace. Standards and a system of accountability should be set up early on.

Reference:

<https://www.businessstudynotes.com/hrm/human-resource-development-methods-and-activities/>

<https://atlasstaffing.com/blog/10-todays-common-human-resource-challenges/>

Q. 5 Write notes on following:

- a) **Integration of Technology in Education**
- b) **Recognition of Work/Experience based Education**

Integration of Technology in Education

The future of the educational system is practically determined by the development of technology. Some educators and experts are against the trends of implementing EdTech tools and apps in every single aspect of the schooling system, mainly because technology is a source of distraction for students. However, proper technology integration guides students towards greater understanding of all concepts covered in class

Advantages Of Technology Integration In The Education Sphere

The teaching strategies based on educational technology can be described as ethical practices that facilitate the students' learning and boost their capacity, productivity, and performance. Technology integration in education inspires positive changes in teaching methods on an international level. Are you still wondering whether or not you should start relying on different apps and tools? The following list of benefits will help you come to a final conclusion.

1. Technology makes teaching easy!

Aren't you tired of giving theoretical explanations your students cannot understand? You simply cannot discover a way of presenting tough concepts that makes the concept clear for each and every student in the class. Technology has that power! Thanks to audio-visual presentations, your students will understand exactly how the knowledge is applied in practice. You can use projectors and computer presentations to deliver any type of lesson or instruction and improve the level of comprehension within the class.

2. Technology helps you track students' progress!

You are no longer limited to a plain-old diary and notes about every student. That would only get you confused. Today, you can rely on platforms and tools that enable you to keep track of the individual achievements of your students. [MyStudentsProgress](#) and [theTeacherCloud Progress Tracker](#) are great online tools that enable you to do that, but your school can also develop personalized software that would serve that purpose.

3. Educational technology is good to the environment!

Can you imagine the amount of paper and number of trees that would be saved if every school decided to introduce digital textbooks? Of course, that goal is far from realistic at this point, but you can make a change when you start from your own class. For example, you can instruct your students to take online tests and submit their papers and homework through email. You can also encourage them to use eReaders to go through the literature you assign.

4. Thanks to technology, students enjoy learning!

Students are addicted to Facebook, Pinterest, Instagram, Digg, and other websites from a very early age. The internet can distract them from the learning process, but you can also use their inclination to spend time online for a good purpose: Making learning enjoyable. Use

touch-screen technology and online presentations to make the classes more interactive. You can also rely on technology when you want your students to take part in discussions. Set up a private Facebook group for your class and inspire constructive conversations!

5. Technology makes distance learning more accessible than ever!

Without the wonders of the internet, people wouldn't be able to get access to any type of information at the very moment they think of it. Today, distance learning is one of the most trending learning methods. Virtual lessons are slowly taking the place of traditional lectures. Students can organize their time in a way that works for them, and they can easily gain the knowledge they are interested in. For example, let's say one of your students shows great interest in Astronomy, but the traditional curriculum does nothing to feed that hunger for knowledge. You can recommend him/her to take beginner's course at [Coursera](#), [Udemy](#), or any other online service that offers high-quality virtual lectures.

6. Students and teachers can access information at any time!

This is possibly the most obvious benefit of technology. When old-school teachers were students, they had to spend hours in the library looking for the information they needed. Today, technology integration makes everything different and simpler. Students can easily access newspapers, scientific articles, studies, and any other type of content online. They can write better, deeper academic papers because they can support their arguments with more evidence. When you give a lecture the students don't understand, they can find simpler instructions and information with a single Google search.

7. Technology makes collaboration more effective!

Think about the way collaboration looks like in a traditional classroom setting. You organize groups, assign the projects, and suddenly the class becomes a complete mess. Some students express their opinions too loudly and firmly, while others don't get an opportunity to be heard.

Online tools and apps offer a unique setting for students to engage in a group project. They can do the work from home; the team is connected through the Internet and everyone is inspired by the focused environment.

Don't Underestimate The Power Of Technology

You stand no chance of being called “the cool teacher” if you keep neglecting the use of educational technology in the classroom. The benefits of technology integration described above should convince you of the fact that this form education is great for both students and teachers.

b) Recognition of Work/Experience based Education

Experiential learning is a well-known model in education. Kolb's Experiential Learning Theory (Kolb, 1984) defines experiential learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience."

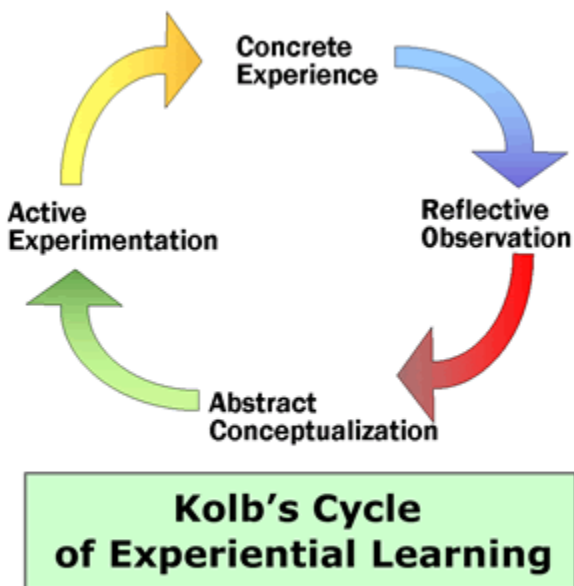


Image by Karin Kirk

Kolb's Experiential Learning Theory presents a cycle of four elements

1. Concrete Experience

2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation

The cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviors. This begins the cycle anew as students have new experiences based on their experimentation (Oxendine, Robinson and Willson, 2004) . Although this continuum is presented as a cycle, the steps may occur in nearly any order. This learning cycle involves both concrete components (steps 1 and 4) and conceptual components (steps 2 and 3), which require a variety of cognitive and affective behaviors.

The Essential Components of Experience-Based Learning

Andresen, Boud and Choen (2000) provide a list of criteria for experience-based learning. The authors state that for a project to be truly experiential, the following attributes are necessary in some combination.

- The goal of experience-based learning involves something personally significant or meaningful to the students.
- Students should be personally engaged.
- Reflective thought and opportunities for students to write or discuss their experiences should be ongoing throughout the process.
- The whole person is involved, meaning not just their intellect but also their senses, their feelings and their personalities.
- Students should be recognized for prior learning they bring into the process.
- Teachers need to establish a sense of trust, respect, openness, and concern for the well-being of the students.

Implications for Environmental Topics and Projects

Some examples of experience-based projects include role playing, service learning, internships, studying abroad, open-ended projects (guided discovery), group projects and field study. The more open-ended and non-formulaic an assignment is, the more likely students will rely on their own experience and reflection and immerse themselves in the topic. Environmental subjects are especially suited to experience-based learning because humans play a role in just about every environmental issue. Thus using an experience-based approach to an environmental topic invites students to examine their own effects on the environment, whether positive or negative. Once students have become concretely aware of the ways in which they impact their environment, they can reflect on that and experiment with different environmentally-conscientious behaviors.

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