



## Impact of ICT on Teaching & Art Education

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### Abstract

Information and Communication Technology (ICT) in Teaching is the mode of education that use information and communication technology to support, improve, and optimize the delivery of information. Universal study has shown that ICT can lead to a better student education and improved teaching methods. A report proved that an increase in the use of ICT in education with integrating technology to the syllabus has a major and positive impact on students' achievements. The results specifically showed that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterpart. e-learning is a rising trend. Students access information whenever and wherever they want, and institutions that provides such advanced technological area is rising in number day by day. By utilizing new media resources, students can expand their creativity through digitally simulated information. Flexibility of digital data is what makes new media of vital importance for the teaching of visual arts. By using automated media tools and graphic software, students can quickly see the results of their ideas. By applying ICT, the amount of work in creating visual information is minimized, so students will have more time for creativity, collaboration, research and assessment. Expansion visual art education for students to include the use of visual media-digital photography video, computer generated imagery-allows exciting possibilities for students to use information and communication technologies (ICT) for enhancing their visual art learning experiences. The underlying aim of this study is to contribute to enhancing creativity and innovation in society, technology, science and education. "Artists should be incorporated as activator for new ways of idea, not only about art, but about the world we live in, to change the way things are done, made, and developed in the world." 21st Century Education will, however, be defined by a fundamental shift in what we are teaching-a shift towards learner-centered education and creating creative thinkers.

**Keywords:** Information and communication technologies (ICT), art, art education

### Introduction

Since globalization, the whole world has turned into a 'world village' in which the exchange of information plays an important role. Everyone wants to get information about many things. ICT has done the job of facilitating the exchange of information. Information and communication revolution has made its place in every section of the society. Now information technology has an important role in all fields like health, education, religion, business, administration, government, industry etc. Today everyone is using ICT. But still many people are not aware of the term ICT or they do not understand its meaning. The full form of ICT is "Information and Communication Technology" In today's time ICT has become very important. It has made various tasks of the people much easier.

As information technology is developing in different countries. By the way, the benefits of ICT are also increasing. ICT has proved to be the most helpful in the Corona era. ICT has played an important role not only in the field of employment but also in the field of education. This is the reason that during the Corona period, various universities are taking exams through ICT Based Facility.

Information and communication technology has made a strong hold in the field of education, due to which education has become effective. The process of education and learning has become easier with the use of Video, Multimedia, Computer, E-books, Software etc. With the help of ICT it has become easy to understand various subjects. In teaching,

projectors are used to explain to the students. Not only this, distance has education become possible through ICT. In this, students are taking Virtual Classes without going to the university.

If developed and implemented properly, ICT enabled teaching can play a vital role in dissemination of knowledge and competencies which will continue to motivate the students for lifelong studies. Teachers, planners, researchers, etc., all seem to broadly agree that ICT has the potential to make a positive and significant impact on education. What is still being debated is the exact role of ICT in education reform and the best ways to harness its potential.

ICT is being used extensively as a medium of education for decades. There are three common ways of using ICT broadcasting in education:

- Direct classroom teaching, where temporarily broadcast programs take the place of the teacher.
- Broadcasting, where broadcast programs provide supplementary resources for teaching and learning that otherwise would not be there.
- Common educational programs at community, national and international platform that provide general and non-formal educational opportunities.

According to the research report, the right use of information and communication technology (ICT) can bring about fundamental changes in both content and educational

methodology and has also been at the center of educational reforms in the 21st century. If developed and implemented properly, ICT enabled learning can play a vital role in dissemination of knowledge and competencies that will continue to inspire students for lifelong learning. If used properly, information and ICT and Internet technology can lead to new ways of learning and teaching, rather than the teachers and students doing what they used to do. These new methods of teaching and learning actually stem from creative styles of learning that move the teacher from the center to the student center in the teaching system.

Information and Communication Technology enabled teaching and learning inspires tools of examination, calculation and analysis of information, giving students a platform to question and analyze information and create new information. In this way students learn while working. When children learn from real life problems Thereby, the process of teaching becomes less abstract and more relevant to life situations. In contrast to such learning based on memorization or rote learning, ICT-assisted learning provides a time-tested approach in which the learner can choose what he needs to learn, whenever required.

Information and Communication Technology-enabled learning fosters dialogue and collaboration between students, faculty and experts, regardless of where they are located. In addition to modeling real-world interactions, ICT-enabled learning allows learners to learn to work with people from diverse cultures, enhancing their communication and group abilities and their awareness of the world increases. It is a model of lifelong learning that widens the learning spectrum to not only peers, but also mentors and experts from various fields

The educational capabilities of Information and Communication Technologies depend on their use and the purpose for which they are used. Unlike any other educational tool, ICT does not work equally for all and cannot be applied in the same way everywhere. It is difficult to calculate the extent to which ICT has helped in dissemination of basic education as most of the experiments of this type have been done either on small scale or information is not available about them. At the primary level, there is little evidence that ICT has done anything.

There is some evidence in higher education and adult training opening up new learning opportunities for individuals and groups who cannot attend traditional universities. The impact of ICT on the quality of basic education is still not a subject of much research, but research has shown that it is as effective as classroom teaching. Its findings show that it has proved to be very effective in raising the standard of education. Evidence of this is the increased marks and attendance rate. In contrast, the assessment of the use of computers, the Internet and related technology tells the same story. In his research review, Russell says that there has been no difference between the scores of those who studied face-to-face and those who studied through ICT. However, others claim that such a generalization is conclusive. He says that all the articles written on Information and Communication Technology ICT enabled distance education do not take into account the experimental research and case studies. Some other critics point out that ICT enabled distance education has high dropout rates.

There have also been studies that seem to support the claim that the use of computers enhances the existing curriculum. Research shows that the use of traditional pedagogical methods, along with the use of computers for lessons, drills,

and instructions, increases professional competencies, including traditional knowledge, and helps to score higher in some subjects that the traditional system cannot. Students also learn quickly, are more attracted and are more enthusiastic when working with computers. On the other hand, some people believe that these are all minor benefits and that there is a fundamental problem with the methodology on which these claims are based. Similar research suggests that the use of computers, the Internet, and associated technology, along with adequate learning support, can actually make the learning environment more focused on the learner. These studies are criticized for being more descriptive and lacking in practicality. He says there is no evidence so far that a better environment can lead to better studies and results. If anything, it is the qualitative data that has been created taking into account the positive attitudes of the students and teachers that underline the positive impact on the learning process as a whole.

One of the major problems with evaluation of this question is that the standard exams tend to omit the benefits that are expected from a learner-centered environment. Not only this, since the use of technology is completely embedded in a broader learning system, it is quite difficult to determine independently whether the technology has been used to determine whether it has resulted in any benefit or it is due to a single factor or a combination of factors. A 21st century teacher should have an edge over the traditional teacher. Due to the existing constraints in the adoption and implementation of ICT in the education system in India, there is a need for multi-stakeholder synergy and collaboration. To include the currently unaffiliated learner, there is a need for joint action by policy makers, multilateral organizations, educational institutions, communities and the learners themselves. The importance of shared vision, common agenda, understanding of systemic issues and their impact on disadvantaged communities, challenges of project implementation and results-focused sustainable models are the keys to bridging the digital divide.

### Discussion

Information and communication technology has become an irreplaceable tool in many professions, even in the arts. Work in any branch of applied art is inconceivable without a computer: architecture, interior, graphic design, multi-media design, industrial design, and advertising are just some of the tasks that involve two-dimensional and three-dimensional design techniques with the help of computers. In classical art disciplines, painting, graphics, drawing and sculptures of ICT can be directly involved in the process of creating a piece of art or indirectly. One of the driving forces of modern media is their ability to connect people through multiple sensory experiences, and this new ability of the media to connect their users has led to a change in the way people communicate. Communications in today's world increasingly emphasize interconnected multimedia messages for both personal and professional use, students should learn to critically interpret media messages, transfer their ideas through multimedia art forms in a collaborative environment, show creativity and innovative ideas, possess information and communication skills media literacy, use ICT, be flexible and adaptable, productive and responsible with interdisciplinary and multicultural education.

### Conclusion

By utilizing new media resources, students can expand their

creativity through digitally simulated information. Flexibility of digital data is what makes new media of vital importance for the teaching of visual arts. By using automated media tools and graphic software, students can quickly see the results of their ideas. By applying ICT, the amount of work in creating visual information is minimized, so students will have more time for creativity, collaboration, research and assessment. Expansion visual art education for students to include the use of visual media-digital photography video, computer generated imagery-allows exciting possibilities for students to use information and communication technologies (ICT) for enhancing their visual art learning experiences. The underlying aim of this study is to contribute to enhancing creativity and innovation in society, technology, science and education.

"Artists should be incorporated as activator for new ways of idea, not only about art, but about the world we live in, to change the way things are done, made, and developed in the world." 21st Century Education will, however, be defined by a fundamental shift in what we are teaching-a shift towards learner-centered education and creating creative thinkers. In the current age, the role and importance of ICT is very much needed in teaching and learning process of the Visual Art Education. It's desperately needed... it's very important because when they (the students) go into their career, they (the student) are required to apply ICT into their routine job.

*"Technology can become the "wings" that will allow the educational world to fly farther and faster than ever before—if we will allow it".*

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