Role of teachers in integrating technology in the classroom

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*Technology has an important influence on the way many people learn today and has certain benefits. The aim of the paper is to show that only existence of new technologies and equipment isn't sufficient for successful learning process and developing transferrable skills of learners. A number of factors are involved in determining whether and how technology should be integrated into the classroom and how likely it is to impact positively on learner motivation Among them are digital storytelling using **Animoto** and **Kaltura,** also using technologies such as **virtual** and **augmented reality, Learning Management System(LMS),** online apps such as **kahoot, quizlet, mentimeter, padlet** and others. However, successful, motivating use of technology depends on teachers and learners knowing how to realize its affordances. In this paper I used descriptive, qualitative method and resulted in that, teachers need to act as a learner, a leader, a citizen, a collaborator, a designer, a facilitator and an analyst to use technology productively in teaching process. As for learners, they need to know the following skills: Identifying learning needs; Setting SMART (specific, measurable, achievable, relevant, and time- bound) goals; Planning learning; Selecting Resources; Practice; Monitoring process; Assessment and revision(Reinders, 2010).*

So, support for teachers and learners is at the heart of realizing the potential benefits of technology for motivation and learning.

Key words: virtual and augmented reality, Learning Management System.

The era of 21st century is considered to be an era of technology as it prevails in almost every possible spheres of our life. It makes human workload easier and time consuming. Technology has an important influence on the way many people learn today and has certain benefits. However, it has not changed education or improved learning results as crucially as was once foreseen. It was believed that with the appearance of the personal computer, schools would no longer be in need, since learners could study from home with handy materials that would answer

their needs. The internet offered the promise of education for all, regardless of country, background, or wealth. Mobile phones would free learners from the limitations of place and time by providing anywhere–anytime access to education. Today, similar claims continue to be made about emerging technologies, such as **augmented reality** and **virtual reality**. What we have learned is that if some of these claims have been partly realized, it is not because of the technology itself but rather because of the ways educators have been able to draw on it meaningfully to enhance pedagogical practice (Chambers & Bax,2006). Realizing the benefits of technology for enhancing learner motivation involves much more than simply buying new devices or subscribing to a new learning platform. A number of factors are involved in determining whether and how technology should be integrated into the curriculum and how likely it is to impact positively on learner motivation. For example, if learners aren't sufficiently motivated or unwilling for some reasons to write, a teacher can apply a digital storytelling. This involves creating stories that integrate text, audio, music, animations, and video and then sharing them online to encourage audience responses (Reinders, 2011). Multimedia will make it easier for her learners to express themselves—since they do not have to rely only on words—and to do so in more personal ways. She assigns learners to one of several teams, each of which shares a single mobile phone. Each team is asked to find photos and videos and to create audio and video recordings using **Animoto** which is a cloud-based video creation service that produces video from photos, video clips, and music into video slideshows or **Kaltura** which allows publishers and content owners to publish, manage, monetize and analyze their video and other rich-media content. The main components of Kaltura's online video platform are based on open-source software, enabling any site to add advanced video and rich-media capabilities[1]. They will then create a digital story and upload it to the school's Learning Management System (LMS) - a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs. Learning management systems have faced a massive growth in usage due to the emphasis on remote learning during the COVID-19 pandemic. By using this facilities students' intrinsic and extrinsic motivation rise and they start to improve their skills this way. Successful, motivating use of technology depends on teachers and learners knowing how to realize its affordances. This requires an awareness of the potential benefits of using technology, as well as the risks and how

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[1] https://www.definitions.net/definition/kaltura

to avoid them. The International Society for Technology in Education (ISTE) has developed a set of standards that recognizes seven roles for teachers using technology: teacher as learner, leader, citizen, collaborator, designer, facilitator, and analyst[2]. These roles can be used as a starting point for considering how language teachers can develop and exercise the necessary skills and competences to enhance learner motivation through the use of technology. I'll describe these roles and suggest ways that teachers can find or create opportunities to fulfil them. The first role is **a learner**. It is important for teachers to learn to recognize the affordances of technology and experiment with its implementation in their own classroom practice. I myself learnt the features and usage of different online apps like kahoot, quizlet, mentimeter, padlet and others and use them very successfully for different purposes like teaching new vocabulary and grammar, spelling, developing listening skills. Competition raises motivation quite successfully among learners, especially when it is in gaming mode. Almost all my students have access to mobile phones. I have an overhead projectors in all auditoriums and high-quality broadband. If any student doesn't have a mobile on hand, I let them work in pairs which is none the less exciting and motivating. The second role is **leader**. Language teacher leadership refers to the ability to positively influence one's educational environment (Reinders,2022) and is vital for ensuring that the opportunities offered by technology are disseminated across an organization. Teachers exercise leadership when they empower and support learners to use technology to enhance motivation and when they help their colleagues learn about its benefits and drawbacks. The third role is **citizen**. Teachers have an important role in inspiring students and colleagues to contribute to and participate responsibly in the digital world, in safe, ethical, and legal ways. They can fulfil this role by advocating for equitable access to technology, and by calling for the adoption or development of standards for pedagogy, ethics, privacy, and security. **Teacher-as-collaborator** is the fourth role. In order to use technology successfully to motivate learners, teachers need to be able to collaborate with a range of people, including other teachers, curriculum designers, materials developers, administrators, and support staff. Teachers can fulfil this role by inviting stakeholders to join team meetings, asking for feedback on new projects, and involving different people in piloting them. The fifth role is a **designer**. Enhancing learner motivation involves more than simply adopting the technology that is provided in a school. Teachers also need to be

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[2] https://www.iste.org/standards/iste-standards-for- teachers

able to design authentic, learner-driven activities and environments which make use of that technology. **Teacher-as-facilitator** is the sixth role. In this role, teachers need to foster a culture that encourages flexibility, creativity, and collaboration through the use of technology. To promote autonomy in their learners and help them develop the necessary skills for managing their own learning, teachers need to be willing to move away from an exclusively directive role and towards a more facilitative, learner-centred one. The last role is an **analyst**. Using learning analytics can help teachers to understand the impact of their teaching practices on learner motivation. Such tools are powerful in that they can give teachers access to information which may previously have been unavailable to them and which can inform their teaching. The data can also be shared with learners, as their readiness grows, to help them make decisions about their learning.

When teachers develop the skills and competences set out above and model appropriate use of technology for their students, this can make learners more aware of the ways they can use technology to support their own learning. However, as we have seen, learners often do not have the skills to do this effectively. Teachers therefore need to provide some form of induction and ongoing support. This applies to learners' use of technology not only in class but also, crucially, beyond the classroom, in learning spaces that are not under the direct observation or guidance of teachers, and where learners need to direct their own learning and generate and sustain their own motivation (Ushioda, 2011). Reinders has identified eight key skills which learners need in order to be able to manage their own learning. 1.Identifying learning needs; 2-Setting SMART (specific, measurable, achievable, relevant, and time- bound) goals; 3- Planning learning; 4- Selecting Resources; 5-Selecting practice; 6- Practice; 7- Monitoring process; 8-Assassement and revision (Reinders,2010).

In conclusion, support for teachers and learners is at the heart of realizing the potential benefits of technology for motivation and learning. It is important for teachers to develop the skills and confidence to fulfil the roles that will help them to implement technology effectively in their teaching. Meanwhile, learners need opportunities for learning that are continuous and collaborative, that are driven by their needs and interests, and that give them the tools to assume greater responsibility for their own learning. In this sense, teachers and learners are on a similar journey of discovery.

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ეკატერინე ვაწაძე

ქუთაისის უნივერსიტეტი

მასწავლებლის როლი საკლასო ოთახში ტექნოლოგიების ინტეგრირებაში

რეზიუმე

დღეს ტექნოლოგია მნიშვნელოვან გავლენას ახდენს უამრავი ადამიანის სწავლის პროცესზე და გარკვეული სარგებლობაც მოაქვს მათთვის. ჩემი სტატიის მიზანია ვაჩვენო, რომ თავისთავად ტექნოლოგიის არსებობა არაფერს ნიშნავს წარმატებული სასწავლო პროცესის წარმართვისათვის და შემსწავლელისათვის ტრანსფერული უნარების განვითარების თვალსაზრისით. არსებობს რამოდენიმე ფაქტორი, რომელიც განსაზღვრავს, თუ როგორ უნდა იყოს გამოყენებული ტექნოლოგიები საკლასო ოთახში და რამდენად შესაძლებელია, რომ მან დადებითი გავლენა მოახდინოს მოსწავლის მოტივაციაზე. მათ შორის არის ციფრული ამბის მოყოლა, ანიმოტოს და კალტურას გამოყენებით, ასევე ისეთი ტექნოლოგიების გამოყენებით, როგორიც არის გავრცობილი და ვირტუალური რეალობა და სწავლის მართვის სისტემა, ონლაინ აპლიკაციები- კაჰუტი, ქვიზლეთი, მენტიმეტრი, პადლეტი და სხვა.

თუმცა, ტექნოლოგიების წარმატებული, მამოტივირებელი გამოყენება დამოკიდებულია მასწავლებლის და მოსწავლის ცოდნაზე, თუ როგორ განახორციელონ ეს შესაძლებლობები. სტატიაში გამოყენებულია არწერილობითი და ხარისხობრივი კვლევა, რომლის შედეგადაც დადგინდა, რომ ტექნოლოგიების წარმატებულად გამოყენებისათვის მასწავლებელი უნდა იყოს შემსწავლელი, ლიდერი, მოქალაქე,თანამშრომელი, შემოქმედი, ფასილიტატორი და ანალიტიკოსი, ხოლო მოსწავლეს ჭირდება ისეთი უნარების ფლობა როგორიცაა: სწავლის საჭიროების იდენტიფიცირება, კონკრეტული, გაზომვადი, მიღწევადი, რელევანტური და დროული მიზნის დასახვა, დაგეგმვის შესწავლა, წყაროს მოპოვება, პრაქტიკა,მონიტორინგის პროცესი, შეფასება და გადამეორება(რეინდერსი, 2010). ამრიგად, მასწავლებლის და მოსწავლის ხელშეწყობა მოტივაციისა და სწავლის პროცესში ტექნოლოგიების პოტენციურად გამოყენების მთავარი გასაღებია.

რეცენზენტი: პროფესორი მანანა მიქაძე