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The influence of Information Communication Technologies on individuals

As it is known, there is always a positive and negative side of every phenomenon. The effects of Information CommunicationTechnology (ICT) are far reaching and can not be overemphasized. The Effectsof ICT lens looks at how our lives have been changed, for better and for worse, by the impact of ICT. Itincludesbothpositiveeffects and negativeeffects and looksat how individuals organisations and society are affected. In addition, the use of ICT to access information has brought new opportunities for leisure, entertainment, the facility to make contacts with people around the world, and the ability to obtain goods and services from a wider range of suppliers.

ICT also improve saccess to education in distance learning and on-line tutorials, it provides theability to perform ‘impossible’ experiments’ by using simulations,the possibility for students to have individual learning programs within a topic, rather than everybody having to do the same thing at the same time at the same pace. Some students can be given more challenging work, less able students can access remedial lessons.It supplies new ways of learning; interactive multi-media and virtual reality. New job opportunities, such as jobs in the communications industry, virtual offices, flexible and mobile working.

The next huge effect of ICT is that it gives access to new tools that did not previously exist. There are many examples of stand-alone ICT systems: ICT can be used for processes that had previously been out of the reach of most individuals, such as photography and ability to help people overcome difficulties.

Negative impact of ICT one ducation is also noticable: there are large costs involved and poorer students / educational establishments can end up being disadvantaged. This is often referred to as being a factor in the digital divide. Students, and sometimes teachers, can get hooked on the technology aspect, rather than the subject content. Just because a topic can be taught via ICT, does not

mean that it is taught most effectively via ICT. Even if a subject can be taught effectively, and there is the money available, it does not always follow that thereis any advantage to it. There have been a lot of studies / assessments carriedout, looking to seeif ICT usage improves learning. The results are mixed. Much simplified, it would appear that the wider resource range remains a positive factor, students get a wider range of resources and experience some extramotivation, the motivation effect soon fade sasusing ICT becomes the new normal.

There are some well documented positive effects in specific. e.g. simulation and modelling is effective in improving science standards, use of word processing and communication software is effective in developing language skills, but there is concern that large areas of the curriculum are not benefiting.

The manner in which the subject is taught probably has a larger effect than the mere use of ICT.

The attitude of society / government can have a large impact of how ICT is perceived and thus how effectively it is used. Countries where the government encourages ICT usage and where the majority of the people use ICT on a daily basis are likely to make better use of ICT in education as well as in the larger society. On the other hand, in countries where some uses of ICT are restricted because of gepolitical or religious reasons, the use of ICT in education becomes less effective and may even be seen as a threat to those in power and thus actively discourage.

References

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