



MERITS AND DEMERITS OF DIGITALIZATION: EDUCATION

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Abstract

Integrating technology in education is the prevalent emergence witnessed in recent years. Digital education had not been possible without technology. Technological advancements have played important role in incorporating digitalization in the field of education. From three dimensional objects used as learning materials, to using photographs for education, to having audiovisual devices in the classrooms, technology has made rapid advancement feasible in pedagogy. Apart from technology digital education also involves instructions and digital content. Besides everything else that has been endowed with digitalization, distant learning programs have also been made possible through the digitalization of education. Even though the concept of digital education has been around for quite some time, its importance has been accentuated in the past few years due to the pandemic. The study recapitulates the merits and demerits of digital education. This paper is an attempt to discuss the merits and demerits associated to the application of digital methods in education.

Rationale of the study

In today's environment, digital learning has become commonplace. With the advent of the internet, the modern world has been presented with a plethora of opportunities. Learning in schools was revolutionized by the digital education system, which replaced the conventional chalk and board method. It has made learning more mobile, dynamic, and engaging, encouraging students to pursue and sustain an interest in digital learning. Because of the current situation, most schools and institutions are adopting this technology as a remedy while the traditional education system is suspended for a period of time, hence the merits and demerits of digital education are discussed in this paper.

Objective of the study

This study aims to find in what way the digitalisation in education has impacted the traditional learning method by listing its merits and demerits

Methodology

The research methodology was completely based on secondary sources obtained from the internet.

.Introduction

Digital education puts into operation various technological contraptions like computers, smart phones, tablets, and more of the similar electronic hardware and software. It makes use of these technological gizmos to disseminate the andragogy to the students. Digitalization in education incorporates dimensions which are individuals, methodology, ideas, gadgets, and institutions to identify the challenges, formulation of plans, implementing them and managing solutions to those problems with a setup with purposeful and systemized learning.

The digitalization of education has witnessed a great amount of augmentation since the integration of technological gadgets with education and it is still moving forward. The application of digital equipment for education began in twentieth century by introducing silent films for instructional purposes. It was made feasible for the schools in 1910 to rent Catalogue of Educational Motion Pictures which had more than 1000 titles of films, published by George Kleine. Subsequent to 1931, films were an acceptable medium of education in schools, although it were never utilized to the maximum extent owing to the facts that the teachers were either lacking skills to operate the devices, or were unable to find suitable films to present. The cost of films, devices, and their upkeep, were another reason for the negligible utilization of films by the teachers.

The next technology to play the part in earlier years of digital education was the radio. Commercial and educational stations were first licensed by the Radio Division of the United States Department of Commerce in 1920. Schools began to receive radio programming from schools, colleges, departments of education, and commercial stations. In 1923, Haaren High School in New York City was the first to broadcast accounting classes over the radio. Similarly to the films, radio in like manner failed to play a noteworthy part as an agency for education. the reason being poor audio receptors and the equipment costing at

inestimable value. The efforts to implement the use of radio instructions in schools were later given up on completely with the expanding availability of the television.

The audio visual education gained rising demand during the world war 2. The projectors were utilized as means to train the military recruits and new occupational workers. The military also used overhead projectors for lectures, slide projectors for ship and aircraft recognition training, and audio equipment for teaching foreign languages in addition to films. The knowledge gained from the use of these media in wartime fueled their usage in classrooms in the decades that followed. Instructive television, on the other hand, seemed to thrive mainly in areas where there was strong public, corporate, or commercial support. Schools struggled to cover the high expenditures of programme development, as well as the acquisition and upkeep of equipment. Furthermore, despite numerous attempts, broadcasting lessons particular teachers required it proved practically impossible. Computers were the next players to participate in the field of digital education. Many schools and government officials did not become passionate about computers until the 1980s, when microcomputers first appeared. By January 1983, computers were being used in 40 percent of all primary schools and 75 percent of all secondary schools in the United States for educational reasons. However, these figures can be deceiving. In most situations, students had only limited access to computers, which was usually limited to an hour or so every week in a computer lab. The Office of Technology Assessment assessed in 1995 that a five-to-one computer-to-student ratio was optimal, while the National Center for Educational Statistics stated in 2000 that there was an average of one computer for every five students and 97 percent of the schools had internet connections.

Merits

Availability of contemporary data

Digitalization is conducive to provide contemporary set of data which was an uphill battle before the coalition of technology with education. Before digitalization it was like getting blood out of a stone to get one's hands on

resuscitated data for the populace. In today's bustling world it has become conforming to accepted standards to acquire up-to-the-minute cognizance.

Active participation

Getting the modern day learners to skip out on their gadgets is like herding cats. Hence it is preferable to use those gadgets for learning itself. The conventional classroom only extended to three factors: the textbooks, students and the pedagogues which is not the case in digital education. Digital education gathers together technological tools that goes as far as digital images, videos, virtual reality etc. which assists in making digital learning more monopolizing.

Blotting out confinement of students entirely to classrooms

In traditional education system, the learners were bound to classrooms which have been totally transubstantiated in the scenario of digital education. Digital education provides liberty to the learners to learn everywhere possible. It provides the learners and the educators the option to participate from any place of their liking, as it maybe their home, institutional campus, or an amusement park for that matter.

Constricting the disparity

There are rich countries and developing countries, countries with easily accessible schools and countries with failing education systems in our planet. Digitization helps to level the playing field in education around the world by delivering current technologies to the most remote locations.

Gearing up for the future

With greater technology entering the marketplace, the application of digitalization in teaching helps to prepare pupils for a long-term future. Important skills such as focusing on preparing a presentation, maintaining good etiquette, composing emails, and so on can be instilled in the classroom. It raises learners' awareness of the corporate world ahead of them, albeit at a slow rate.

Demerits

Generation gap

Teachers, especially older teachers, may be less prepared for digitization than students and even parents. Professors must begin employing technologies

that they are typically less familiar with than their pupils, as some techniques that they have used for years have become obsolete. It leads to conflict and ineffective use of new technologies. The technologically educative school network is often a generation behind the student's parents. Due to a lack of technology, parents of students will be unable to assist them in providing the necessary supervision. Due to a lack of awareness and understanding in the home digitalization of their learning procedures, children will be completely at a loss when they are unable to rely on their parents for their educational needs or fundamental necessities such as schoolwork.

Lacking social skills

Digital teaching gadgets are used as coaching equipment in smart learning. Students who are accustomed to learning through smart technology will lose touch with their teachers. The value of a skilled instructor diminishes as a result of this shift in learning. Students will be riveted to their computers and laptops, treating professors as if they were a simple entity in their opulence. It's as simple as that: the more time kids spend with devices, the less time they spend with each other, communicating openly and working in groups.

Dependency on technology

The failure of an electronic device is sufficient to justify the loss of instructional hours. Because some of these are fragile gears, restoring them to working order requires time and money. Teachers are required to return to the conventional blackboard approach of training in such circumstances, which might cause dissent from the students. Such technical issues can detract from the learning environment and put a strain on teachers. Teachers must not only prepare for the day's topic but also switch between the two forms of teaching suddenly and forcibly in such an unforeseen situation. More severe situations can also lead to reversal of the educational development for about a decade back.

Cost of updation

We have witnessed the hesitancy of the schools in the past to fully embrace a technology in education due to its high updation cost. Digital learning can be quite costly, and school administrators may have to dig deep into their

resources to keep their institution up to date with new teaching technology. A new version of software is released every day, making it challenging not only to keep up but also to fund these assets. Budgetary concerns arise when universities spend money on training their faculty, given that all types of instructors are unable to adapt to the usage of electronic teaching aids. When instructors are not knowledgeable about the latest coaching technology, pupils' learning can suffer significantly.

Conclusion

It can be concluded that no matter how much development transpires in the field of digital education, its a long way from replacing the traditional student-teacher relationship. Digital education can be viable to take the traditional way of learning t the next level. But it can in no near future will be able to replace teachers.

Suggestions/ recommendations

Although technology has become the integral part of the recent education system, it is not recommended to abandon the traditional methods completely. Traditional way of education is also necessary to carry out the education process successfully.

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