**Assignment 2**

If you choose a particular model in education/ teaching/ learning, what factors are needed to be considered? Provide the reasons by referring this section of reading.

Educational technology describes the use of a technology or a technique toward achieving an educational outcome. Without an educational focus, the technology is only a device. The technology may provide educational value only because it is the most convenient and efficient delivery medium and its characteristics serves a specific teaching or learning goal.

To illustrate the development of education, we need to see the context of our own cultural traditions and then relate them to our life and times. Our narrative begins in preliterate times, before the invention of reading and writing, when our ancestors transmitted their culture orally from one generation to the next. We can find the origins of informal learning in our own families and appreciate why it remains so powerful even today. Although we live in a time when information is stored and retrieved electronically, an examination of preliterate education can help us understand why universities often tend to resist change as teachers train the students in essential survival skills.

For culture to continue, it must be transmitted from adults to children. Over time, groups developed survival skills and passed these on to their young. Thus children learned the group’s acceptable behaviors as well as its forbidden behaviors. We know that our ideas, concepts, knowledge are determined largely by the nature of language. Where human rights legislation deals with education, its central concern is equity: the objective of increasing equality in learning outcomes, access and retention. This ambition reflects a belief that all students can develop basic cognitive skills, given the right learning environment.

Higher levels of educational attainment are strongly associated with higher employment rates and are perceived as a gateway to better labor opportunities and earnings premiums. Our university has strong incentives to pursue more education, and governments have incentives to build on the skills of the population through education, particularly as national economies continue to shift from mass production to knowledge economies. Graduating from upper K-12 education has become increasingly important in our country, as skills needed more knowledge-based and to adapt to the rapidly changing educational technology. So, the adult education in university reflects the variety of systems and programs available.

Adult education has its share of behaviorist, humanist and critical approaches. Adult education is an essential part of socio-cultural, political and historical transformation. It helps to begin by thinking about the main elements of education systems and how they interact. To this end, we might characterize the central dimensions influencing the core processes of teaching and learning as follows: learner characteristics dimension; contextual dimension; enabling inputs dimension; teaching and learning dimension and outcomes dimension.

**Learner Characteristics :**How students learn – and how quickly – is strongly influenced by their capacities and interesting. Important characteristics can include socio-economic background, health, place of residence, cultural and religious background and the amount and nature of prior learning. It is therefore important that potential inequalities among students, deriving from gender, disability, race and ethnicity, status and situations should recognized. These differences in learner characteristics often require special responses if quality is to be improved. The learner is at the center of the educational experience, in a context also characterized by respect for others and for the environment. Good-quality education as a human right supports a rights-based approach to all educational activities. To improve the level of the *learner*, education needs to seek out and acknowledge learners’ prior knowledge, to recognize formal and informal modes, to practice non-discrimination and to provide a safe and supportive learning environment.

**Context :**The opportunities to increase resources for education are likely to be constrained and national policies for education also provide an influential context. Education can help change society by improving and strengthening skills, values, communications, link with personal opportunity and prosperity, personal prosperity and freedom. Goals and standards, curricula and teacher policies set the enabling conditions within which educational practice occurs. These contextual circumstances have an important potential influence upon education quality. International aid strategies are also influential in most developing countries.

**Inputs :**It is obvious that universities without teachers, textbooks or learning materials will not be able to do an effective job. In that sense, resources are important for education quality. Inputs are enablingin that they underpin and are intrinsically interrelated to public current expenditure and the proportion of education. Enabling university-level governance concerns the ways in which the university is organized and managed. The quality of education is seen as encompassing access, teaching and learning processes and outcomes in ways that are influenced both by context and by the range and quality of inputs available.

**Teaching and Learning :**Teaching and learning is the key arena for human development and change. If is the impact of curricula is felt, then teacher methods must check work well or not and that learners are motivated to participate and how to learn. The actual teaching and learning processes include student learningin the classroom, assessment methods for monitoring student progress, styles of teaching, the language of instruction and classroom organization strategies.At the level of the learning system, a support structure is needed to implement policies, enact legislation, and distribute resources and measure learning outcomes, so as to have the best possible impact on learning for all.Important factors having an indirect impact on teaching and learning are strong leadership, a safe and welcoming university environment, good community involvement and incentives for achieving good results.

**Outcomes :**When thinking about the quality of education it is useful to distinguish between educational outcomes and the processes leading to them. Teachers’ working conditions affect their ability to provide quality education. Many aspects of university life and educational policy go into teachers’ perceptions of their employment. Learning students to read, write and calculate is often considered the primary purpose of formal education, but students’ regular attendance and attention in university does not guarantee this outcome.

The principle of continuity in its education, learning and teaching application means that the future has to be taken into account at every stage of the educational process. What we want and need is education pure and simple, and we shall make surer and faster progress when we devote ourselves to finding out what education, teaching and learning are and what conditions have to be satisfied in order that education may be a reality and not a name.The educational system must move one way or another, either backward to the intellectual and moral standards of a pre-scientific age or forward to ever greater utilization of scientific method in the development of the possibilities of growing, expanding experience. So, we should consider the following factors:

* Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
* Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life and knowledge.
* Relevant education inputs facilitate active student learning outcomes generally sought by educational systems happen in quality learning environments.
* Processes through which trained teachers use student-centered teaching approaches in well-managed classrooms and universities and skillful assessment to facilitate learning and reduce disparities.
* Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Deep understanding of subject matter transforms factual information into usable knowledge. We (teachers) must systematically consider our learning goals and our students, the subject matter we want students to learn, and select pedagogical strategies that will enable student learning. Those strategies ought to be selected thoughtfully, which can vary in our approaches, and refined over time through reflection. Good teaching requires teachers to create and use, expand and reject, construct and reconstruct theories of learning and teaching. In addition to learning about our students, we need to learn much more about the subject matter. We also understand how to represent knowledge to our students. Some would argue that teachers have always learned from their practice.

Although all five facts think academic achievement is an important indicator of university effectiveness, teachers attach much more importance to university outputs. Students also emphasize the importance of learning skills and values diffusion. Theories about shared knowledge and the effects of the community on one’s learning have become increasingly important in education. To develop competence of education, teaching and learning, students must have opportunities to learn with understanding and interesting.

The aboveapproaches of educational purpose have also been widely acceptable: to develop the intel­lect, to serve social needs, to contribute to the economy, to create an effective work force, to prepare students for a job or career, to promote a particular social or political system.The main purpose is to prepare the students for future responsibilities and for success in life (teaching), by means of acquisition of the organized bodies of information and prepared forms of skill (learning), which encompass the need of new technology challenges (technology).