YSDC 2020

BACKGROUND GUIDE: QUALITY EDUCATION COMMITTEE

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CHANGING LEARNING SYSTEMS TO MATCH A RAPIDLY CHANGING WORLD WITH TECHNOLOGICAL SHIFTS

Change is the end result of all true learning[1]

1. INTRODUCTION

The fundamental right of everyone to education is strongly recognized by the United Nations (UN), for the full development of every human being and the promotion of oneness across nations and all groups.[2] Often time, the word education is confused with schooling, but it is necessarily not that.[3] For as accurately stated by **Albert Einstein,** *education is what remains after one has forgotten what one has learned in school.* Meaning, that education extends beyond mathematics, physics, biology, government or whatever other subject is taught in schools. It is a social process; it is not preparation but life itself.[4] It is a vehicle of progress for every society.[5] It is a tool to improve the life of others, the community and the world.[6] In this light, we choose to define education as:

> *The act or process of imparting or acquiring knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.[7]*

The primary aim of a true education as established by a United Nations Educational, Scientific and Cultural Organization (UNESCO) study is therefore "the physical, intellectual, emotional and ethical integration of the individual into a complete man/woman"[8]. Education is broadly classified into formal and informal education. Formal education is simply the type of learning that occurs within a school environment and is regulated by a school curriculum.[9] Informal education on the other hand refers to any form of education that occurs outside a school

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[1] Leo Buscaglia
[2] Article 13 of the International Covenant on Economic, Social and Cultural Rights
[3] Smith, M.K. "what is education? A definition and discussion. The encyclopedia of informal education" available at http://infed.org/mobi/what-is-education-a-definition-and-discussion/ (accessed 10 December 2019)
[4] John Dewey
[5] Kofi Annan
[6] Marian Wright Edelman
[7] Education, available at http://www.dictionary.com/browse/generally (accessed 15 February 2020)
[8] Definition of Education; Tradition and Modern Concept of Education; Aims of Education
[9] "Types of Education: Formal, Informal & Non-formal" available at examplanning.com/types-education-formal-informal-non-formal/ (10 December 2019)

environment[10]. This mostly occurs through human interaction, adult literacy education, and vocational skills etc.[11]

While on one hand, the UN is trying to combat illiteracy by providing basic education for everyone, another issue that has become imperative to attend to is the provision of quality education for everyone. This is what goal 4 of the Sustainable Development Goals (SDGs) is aimed at, as only then would sustainable development be truly achieved. Quality education is achieved where there exists, essential teaching equipment, a conducive learning environment, affordable education and most importantly, a relatable and realistic learning system. This therefore necessitates a change in the prevalent learning methods because they seem somewhat archaic in our technology imbued world. We do not just live in a digital world; we live in the era of robots and artificial intelligence. Therefore, much reliance and emphasis placed on subjects like mathematics with no room for involvement in activities that encourage innovation, presents a situation whereby the students churned out are unskilled to match the modern job requirements. There is thus no equilibrium between the available jobs and the workforce. Having identified this, it would be essential that the theme of this committee which focuses on learning systems is properly elucidated. *The learning environment represents the current temporal, spatial and social learning situation and also includes the relevant cultural context*.[12] This definition explains that students learn at different times(temporal), in different places (spatial) and under different methods, as a result of different societies and cultures. It is essential that a powerful learning system is created as only then can there be a transition from the tabula rasa state of students to intellectually empowered participants of the society.[13] Interestingly, while physical equipment need to be present to create that conducive learning system, a lot of effort has to be put in by teacher as the teacher has to take into consideration certain components such as

- The characteristics of the learners
- The goals for teaching and learning
- The activities that will best support learning

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[10] *Ibid.*
[11] *Ibid.*
[12] H. Mandl, G. Reinmann-Rothmeier, "Environments for Learning" (2001) *International Encyclopedia of the Social & Behavioral Sciences*
[1313] Erik De Corte, "Powerful Learning Environments to Promote Transition to the Desired End State" (2015) 2 *International Encyclopedia of the Social & Behavioral Sciences*

- The assessment strategies that will best measure and drive learning
- The culture that infuses the learning environment[14]

Before progressing to the substance of this work, the relationship between education and technology is surely one matter that piques our interest. How about you?

EDUCATION AND TECHNOLOGY

Contrary to the popularly held belief about the sudden relationship between education and technology, these two have had a relationship that dates as far back as 2500 years ago.[15] Formal education is said to have first begun with oral communication as it was not until the fifth century B.C that written documents were reported to exist in ancient Greece.[16] In the 12th Century A.D, India began to make use of slate boards and with the 18th century came the introduction of blackboards/chalkboards.[17] The infusion of technology into education was as a result of military activities. The United States Army after the World War II developed overhead projectors primarily for training, but it became commonly used for lecturing.[18] Later on, these projectors were replaced with electronic projectors and presentational software such as PowerPoint in the 1990s.[19]

Writing also has a long history in education.[20] It can be traced to the time of Moses in the Bible where he inscribed the Ten Commandments upon a tablet.[21] Socrates, Plato and Aristotle are also known for their written works.[22] However, the invention of the printing press in Europe in the 15th century strongly made writing materials available to the public.[23] The creation of a cheap and reliable postal system in the 1840s and the improvement of the transport system in the 19th

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[14] BCampus "What is a Learning Environment?" available at opentextbc.ca/teachinginadigitalage/chapter/5-2-what-is-a-learning-environment/ (2nd January 2019)
[15] BCampus "Chapter 6: Understanding technology in education" available at opentextbc.ca/teachinginadigitalage/part/chapter-8-understanding-technology/
[16] *Ibid.*
[17] *Ibid.*
[18] *Ibid.*
[19] *Ibid.*
[20] *Ibid.*
[21] *Ibid.*
[22] *Ibid.*
[23] *Ibid.*

century are also ways in which technology has been submerged in education.[24] From this did the text and email based communication originate.[25]

For broadcasting and video, the British Broadcasting Corporation (BBC) began broadcasting educational radio programs for school in the 1920s.[26] The first adult education radio broadcast was also organized by BBC in 1924 on a talk on "insects in relation to man"[27]. In the 1960s, use of television was employed for schools and for general adult education.[28] The use of television spread like wildfire in the 1970s and was quickly utilized by international agencies such as World Bank and UNESCO as an avenue to promote education in developing countries.[29] This was unfortunately stunted by problems such as lack of electricity, cost, and resistance from local teachers, security of publicly available equipment, local language and cultural issues.[30] Satellite broadcasting was also introduced in the 1980s and efforts were put into delivering lectures through it, sadly even this was quashed by the multitude of problems hovering around it.[31] India luckily was successful in delivering national education through the introduction of its satellite, the Indian National Satellite System (INSAT) in 1983.[32] The reduction in the cost of video recording and distribution in the 1990s helped popularize the use of lecture capture systems.[33] From there, we have had the use of YouTube; introduced in 2002 and also iTunes created by Apple.[34]

Computer software has also been tremendously developed and improved upon to facilitate learning.[35] The World Wide Web (WWW) was formally launched in the 1991 and remains the mother of all online learning environments.[36] Educational applications such as Udemy, Coursera, Edx etc. are also in high demand these days. Online courses can now be taken at the user's pace. In the same light, some exams written online. A very important online form for learning remains

[24] *Ibid.*
[25] *Ibid.*
[26] *Ibid.*
[27] *Ibid.*
[28] *Ibid.*
[29] *Ibid.*
[30] *Ibid.*
[31] *Ibid.*
[32] *Ibid.*
[33] *Ibid.*
[34] *Ibid.*
[35] *Ibid.*
[36] *Ibid.*

our social media platforms such as Facebook, Twitter, blogs, Wiki etc. as they enable users share very educative, hilarious and enlightening contents.[37]

From a cursory reading of this brief history, you would agree with us that technology and education have worked and are still working side by side. What distinguishes the digital age from previous ages is the immersion and abundance of technology driven activities. A situation as such therefore, requires that we explore and inculcate every inch of technology into learning.

2. INTERNATIONAL AND REGIONAL FRAMEWORK

The SDG (Sustainable Development Goals) Fund promotes digital education, in collaboration with the ProFuturo project, it convenes partnerships between United Nations (UN) Agencies, governments and the telecommunications industry to better use of information technologies to advance SDG4. Affordable, reliable and context-sensitive digital education can promote equal opportunities for girls and boys and reduce inequalities by ensuring every child has access to high quality content. Digital education technologies improve fundamental skills such as collaboration, problem solving and global awareness. It can easily connect boys and girls from different parts of the world with the possibility of sharing their content with peers living country miles away. Equally important, learning technology can open future job opportunities.

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[37] *Supra note 16.*

UNESCO (The United Nations Educational, Scientific and Cultural Organization) supports efforts of member states to have an effective Information and Communication Technology (ICT) design for education; the organization supports each state according to their unique needs and gives special care to states with disadvantaged populace. Through its network of institutes and field offices and in partnership with public and private sector organizations, UNESCO works to ensure that ICT innovations and open learning opportunities are for all people across the globe, especially in contexts where education needs are most urgent.

In line with its priority areas, UNESCO works to:

1) Build international consensus and provide policy recommendations to leverage ICT for achieving Education 2030 through convening international debates and globally significant documents such as the 2019 Beijing Consensus on Artificial Intelligence (AI) and Education, the 2019 International Conference on Artificial Intelligence and Education, 2015 Qingdao Declaration and 2017 Qingdao Statement.

2) Supports the development of national ICT in education policies and masters plans to help governments and other stakeholders leverage ICT effectively throughout education systems to achieve SDG 4 for Education 2030. Project examples include "Leveraging ICT for Achieving Education 2030" and "ICT Transforming Education in Africa".

3) Ensure that teachers have the necessary skills and competencies to support learning and improve student outcomes and digital skills development through the use of ICT. This work is supported by the UNESCO ICT Competency Frame for Teachers (ICT-CFT)

4) Support the use of emerging technologies and digital innovations in education by producing forward-looking reports, promoting best practices in mobile learning and organizing international conferences including the Mobile Learning Week

5) Support the development and use of Open Educational Resources (OERs). Specific work includes developing indicators to monitor and evaluate the use and impact and OER and facilitating the creation of national OER policies

6) Recognize and reward innovation in the area of ICT in education, most notably through the UNESCO King Hamad Bin Isa Al-Khalifa ICT in Education Prize

7) The UNESCO Institute for Information Technologies in Education contributes to the design and implementation of UNESCO programs seeking to harness information and communication technologies for education.

UNESCO Bangkok's Asia Pacific Regional Program on ICT in Education supports Member States in effectively using ICT to advance progress toward Education 2030 targets. It focuses its efforts to implement the Asia Pacific regional strategy on using ICT to facilitate the achievement of education 2030 through four priority areas:

1) Secondary education, technical vocational education and training (TVET) and higher education

2) Quality of teaching and teaching practices

3) Inclusion and equality

4) Monitoring and evaluation

UNICEF (United Nations International Children's Emergency Fund), a United Nations' leading organization that specializes in helping children, launched a new guide book named the Child Friendly Technology (CFT) Framework. The Child Friendly Technology Framework can be used for a project with a technology component that is focused on children and adolescents. It consists of 52 worksheets grouped into seven sections. These worksheets serve as program guidance and can spark conversations among team members.

UNICEF and its partners are driving an innovative solution called Accessible Digital Textbooks for All, to make textbooks available, affordable and accessible for children with disabilities in all contexts.

Children with disabilities remain one of the most marginalized and excluded populations and, for them, access to quality education can often be challenging. By adding specific features to digital formats and following the principles of Universal Design for Learning, textbooks can be made accessible to all students who need them and features can enrich the learning experience for all children.

UNICEF has developed global guidance to ensure that technology can be a positive force for learning and children's rights. They include five key policy recommendations;

1) All UNICEF's ICT for education initiatives and policies must first focus on the intended educational outcomes rather than on the technologies.

2) UNICEF should play a stronger global role in advocating and ensuring that international and national ICT for education policies and practices should first of all focus on the poorest and most marginalized.

3) Issues of security and the dark side of using ICTs for education are insufficiently addressed in most ICT for education initiatives, and should be of the highest priority for UNICEF given its commitment to child safety and security.

4) UNICEF should take a global lead in working in collaborative and consensual partnerships, especially with other UN agencies and,

5) Language really matters. UNICEF should ensure that there is consistent use of language relating to the use of ICT in education and for learning throughout the organization

3. STATISTICAL ANALYSIS OF THE TOPIC

According to a 2014 Pew Research Study, 58% of American adults have a smartphone, 32% own an e-reader, and 42% own a tablet; people are adapting to new and emerging forms of technology, and the use of technology has become such a big part of the world we live in that many jobs that traditionally did not require the use of technology are now incorporating it.

A survey by University of Phoenix College of Education in America proves that 63% of K–12 teachers use technology in the classroom daily, tech use is up from 55% in 2016, while a whopping 86% of educators indicate they use laptops in classrooms the most, the use of other tools is also on the ride, about 58% of teachers use educational apps, 41% use social media and 21% use 3D printers. 47% of teachers say they are embracing social media to collaborate with other teachers.
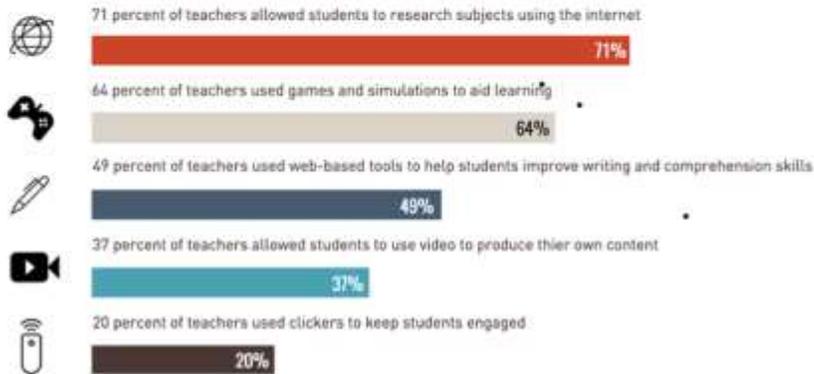
Even with this increase in tech use, 25% of teachers indicate they are intimidated by students' knowledge and use of tech. This shows that teachers in America are introducing technology in education carefully.

## How Technology is Being Used in the Classroom

Devices Used in the Classroom

Laptops/Computers (86%)   Interactive White Boards (67%)   Tablet Computers (65%)   Handheld Technology (38%)   Audience Response Systems (25%)

Ways Technologies are Being Used in the Classroom

71 percent of teachers allowed students to research subjects using the internet
71%

64 percent of teachers used games and simulations to aid learning
64%

49 percent of teachers used web-based tools to help students improve writing and comprehension skills
49%

37 percent of teachers allowed students to use video to produce thier own content
37%

20 percent of teachers used clickers to keep students engaged
20%

According to a recent report by Smoothwall, a staggering 96% of teachers believe technology has had a positive impact in the way children participate and learn in lessons. A further 56% of respondents in their survey said that pupils were noticeably more engaged when technology is

Despite Increased Use of Technology, Many Educators Remain Wary of Technology in the Classroom

Seven in 10 (71 percent) Teachers Feel Personal Devices Distract Students
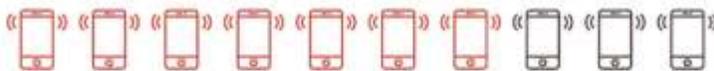
25 percent of teachers feel intimidated by students' knowledge of technology
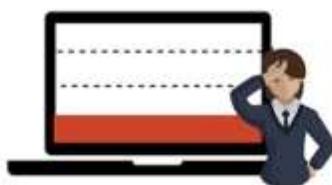
used.

49% of teachers admit that tech has made them more efficient at planning and giving lessons, a third of 1000 teachers claim it makes marking easier, 54% of teachers said tech allows them to plan more varied and exciting lessons, 53%, technology makes the classroom more vibrant and fun.

However, it has been met with some disapproval, it has been identified from the report that a third of teachers are worried about using technology in class because they are concerned they cannot control what each child is doing. Adding to this, more than one quarter of teachers are concerned about children being able to access inappropriate material online. As a result, parents were asked what they think about the use of technology in school. About 5,279 parents around the UK were surveyed, the survey found that, parents are happy for their children to use technology in the classroom. 64% of parents assert that tech has become more integrated into the way teachers teach and students learn, with 93% believing technology is a valuable tool in student learning, further 68% say technology has increased their ability to help their children with school work.

Even with assignments, 42% of student work is done using paper and pencil, according to a new study conducted by MidAmerica Nazarene University. The study involved 1,000 K–12 teachers who've been in the profession for a minimum of five years. It found that teachers are overwhelmingly positive about technology in the classroom, with 66% saying it makes students more productive and 60% saying it stimulates them more intellectually. A full 82% said technology tools "have not only brought the classroom into the modern age, but they have also enhanced learning and teaching." 73% of teachers said their students use tablets or laptops daily, 66% of respondents said the school supplies the device, with 25% saying students bring the devices themselves. (The remainder said their schools don't permit laptops or tablets.), 86% of teachers have Wi-Fi in their classrooms, 62% said students use their own technology in the classroom, 70% said phones cause "tension and disruptions in the classroom." Typical rules for phone use include silencing them and putting them away during exams, 36% said they deal with phone disruptions on a daily basis, 61% said tech makes students physically less active.

The nature of teaching and learning has become much more collaborative in recent years with the rise in technology available to schools, we are stepping into a whole new world of innovation and creativity with technology.

4. SUB TOPICS

GOAL 4 OF THE SUSTAINABLE DEVELOPMENT GOALS
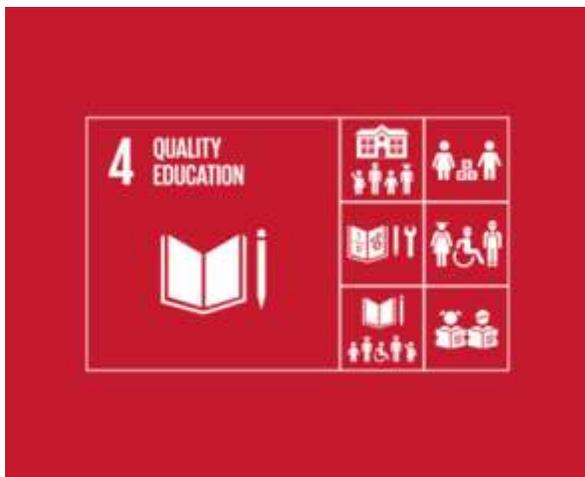
The sustainable development goals are a total of 17 goals with 169 targets adopted by all member states of the UN in 2015 for the perpetual peace and prosperity of the people and the planet.[38] Of concern to this committee, is goal 4 which is tagged quality education. It strives to ensure inclusive and equitable quality education and to promote lifelong opportunities for all.[39] This goal is indispensable to sustainable development because knowledge is indeed, power. Only when people are armed with education can we be able to pool all human resources into combating poverty, climate change, ensuring good health, raising the standard of living and providing infrastructure.

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[38] "Sustainable Development Goals" available at https://sustainabledevelopment.un.org/sdgs (7th January 2020)
[39] Sdgcompass.org/sdgs/sdgs-4/ (7th January 2020)

Goal 4 of the SDGs is not solely focused on formal education. It gives room for vocational education as it recognizes that the utilization of all avenues and empowerment of all individuals is the only path to combating poverty, curbing crime, encouraging youth participation in government, taking people off the streets and in the end, achieving sustainable development

IMPORTANCE OF TECHNOLOGY TO EDUCATION

It is imperative that technology and education are fused together because of the many benefits of the former to the latter which include:

1) Technology increases engagement: Most students do not enjoy going to school, but the inclusion of technology in classrooms suddenly makes learning an exciting prospect.[40] This has been confirmed by a study by Educause which revealed that college students prefer to have technology integrated into their curriculum.[41] Furthermore, since technology excites the students, it is bound to make teaching easier as well as ensure retentive memory of students. For instance, with the help of projectors, computer presentations and audiovisual presentations, difficult theoretical concepts can be broken down by the teacher and easily understood by students.[42] In essence, technology affords increased participation which might be difficult to achieve in a traditional learning system.[43]

2) Technology personalizes the educational experience: Technology makes it easier for the teacher to track the student's progress.[44] What is more, technology allows every student learn at his or her own pace, particularly struggling or disabled students.[45] As technology recognizes the three critical forms of intelligence present in children today: emotional, creative, and instructional, it (technology) takes a step further from the traditional classroom environment (which typically encourages lecture-based lessons, and thus

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[40]Natalie Regoli   "22 Advantages and Disadvantages of Technology in Education"   available at https://futureofworking.com/10-advantages-and-disadvantages-of-technology-in-education/ (6th January 2020)

[41]   Centre Technologies "The Importance of Technology in the Classroom" available at https://centretechnologies.com/importance-of-technology-in-the-classroom/ (6th January 2020)

[42]Stephanie Norman "7 Benefits Of Technology Integration in the Education Sphere" available at https://elearningindustry.com/benefits-technology-integration-education-sphere (6th January 2020)

[43]   Pano   Savvidis   "Top   6   benefits   of   using   technology   in   the   classroom"   available   at https://www.webanywhere.co.uk/blog/2016/02/top-6-benefits-technology-classroom/ (6th January 2020)

[44] *Supra note 40.*

[45] *Supra note 41.*

focuses more on the latter option) and develops all of this intelligence by employing standardized tests and similar ranking tools.[46] Access to technology can help kids who excel outside of the standard learning setup still achieve their full potential[47] as it (technology) allows them (children) to exhibit their curiosity in multiple ways.[48] They can try new things without embarrassment because technology access gives them a level of anonymity. This process allows kids to work, through trial-and error if they wish in order to see if a different strategy helps them to learn more effectively.[49]

3) <u>Instant access to knowledge</u>: Technology grants access to unlimited educational resources. Why get stuck with an old rusty encyclopedia when you can access a plethora of easily accessible information on the internet. From educational applications to videos, to online reading materials, gathering of essential and updated information is a lot easier for the teacher.[50] Already, students are familiar with the concept of "googling". Technology not just aids teaching but points students in the direction of acquiring more knowledge.[51]

4) <u>Educational technology is good for the environment</u>: One has lots count of the millions of trees sacrificed to use for the production of books.[52] If we were to go digital in education, we would be killing two birds with one stone. How so? Firstly, we would have improved our educational system and most importantly, we would help build and strengthen a green environment to combat threatening life issues of climate change and global warming.

5) <u>Readiness for work place:</u> Being digitally literate is more than obtaining "isolated technological skills," according to the NMC Horizon Report: 2017 Higher Education Edition. Rather, it's about "generating a deeper understanding of the digital environment, enabling intuitive adaptation to new contexts and co-creation of content with others."[53] Thus, familiarity of students with technology from the classroom makes it easier for them to use in their workplaces.[54] Technology in classrooms goes beyond digital literacy; it

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[46] *Supra note 40.*
[47] *Ibid.*
[48] *Ibid.*
[49] *Ibid.*
[50] *Supra note 43.*
[51] *Supra note 41.*
[52] *Supra note 42.*
[53]Vawn Himmelsbach "Technology in the Classroom in 2019: 6 Pros & Cons" available at https://tophat.com/blog/6-pros-cons-technology-classroom/ (6th January 2020)
[54] *Supra note 41.*

promotes workplace soft skills like critical thinking, independent research, and cross-technology proficiency.[55] Technology equips students with 21st century vocational skills.[56]

6) <u>Technology encourages collaboration</u>: People hardly forget what they experience. Therefore, practical lectures are a preferable option to abstract concepts. Technology enables teachers' pair students into groups, gives them task to carry out and brings about great innovation.[57] This form of teaching achieves greater memory retention and teaches students the importance of teamwork.

7) <u>Technology encourages learning for all age brackets:</u> Technology affords everyone the opportunity to learn; from a toddler to an adult literate or illiterate. Different contents can be learnt every day.

Because life is not a bed of roses, certain challenges impede the realization of these benefits:

TECHNOLOGY CHALLENGES FACING EDUCATION

The most common set of challenges are centered largely on reluctance on the part of administrators and teachers, lack of preparation, and lack of support or funding. Apart from these challenges other challenges have been noted:

1. <u>Professional Development</u>: Key among all challenges is the lack of adequate, ongoing professional development for teachers who are required to integrate new technologies into their classrooms yet, who are unprepared or unable to understand new technologies. All too often, when schools mandate the use of a specific technology, teachers are left without the tools (and often skills) to effectively integrate the new capabilities into their teaching methods.

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[55] *Supra note 41.*
[56] *Supra note 40.*
[57] *Supra note 40.*

2. <u>Resistance to change</u>: Resistance to technology comes in many forms, but one of the key resistance challenges identified is "comfort with the status quo." According to researchers, teachers and school leaders often see technological experimentation as a phenomenon outside the scope of their job descriptions.

3. <u>Failures of personalized learning:</u> There's a gap between the vision of delivering personalized, differentiated instruction and the technologies provided to make this possible. So while teachers seem to see the need for personalized learning, they aren't being given the tools they need to accomplish it, or adequate tools simply put, are unavailable.

4. <u>Failure to use technology to deliver effective formative assessments:</u> Assessment is an important driver for educational practice and change, and over the last few years we have seen a welcome rise in the use of formative assessment in educational practice. However, there is still an assessment gap in how changes in curricula and new skill demands are implemented in education; schools do not always make necessary adjustments in assessment practices as a consequence of these changes. Simple applications of digital media tools like webcams that allow non-disruptive peer observation, offer considerable promise in giving teachers timely feedback they can use.

HOW DO WE SOLVE THIS?

To achieve a technology-powered learning system, there has to be the provision of essentials such as a stable power supply, standard ICT laboratories in schools, affordable, efficient and speedy data, access to smart phones and computers by making them affordable etc. However, an area that would be dwelt on in this guide is the teacher's ability to use technology and willingness to utilize it. Earlier in the course of this work, it has been highlighted that some teacher's resist technology; these are therefore ways by which they can fuse it into their teaching as the goal of all teachers should be the success of their students.

WAYS IN WHICH TEACHERS CAN USE TECHNOLOGY TO FUEL LEARNING.

1. <u>Firstly, teachers need to be digital literates</u>: That is, they need to familiarize themselves with technological aids to education. This can be achieved by taking courses, attending seminars and workshops and most importantly continuous use of these instruments.

2. <u>Include videos in lectures</u>: Adding a multimedia element not only makes the lecture interesting, but also, research has proven that the use of animated videos can positively impact a child's development in several competence areas including memory, creativity, critical thinking and problem solving.[58]

3. <u>Playing podcasts</u>: Podcasts are interesting pieces to add to lectures because they engage auditory learners and serve as learning stations.[59] Examples of podcasts that can be played include:
   a. Interviews with the author of a reading text
   b. Lessons about studying techniques and strategies
   c. Exploration of a curriculum related topic[60]

4. Send adaptive content: Content can be shared via the smartphones of students.

Gather student's feedbacks: this can be achieved by quick polling applications such as Twitter.[61] Online surveys and questionnaires can also be created for students to fill.

5. <u>"Gamify" it:</u> A way to include technology in education is by "gamifying " lectures through the use of educational games such as puzzles, scrabbles etc. [62]

6. <u>Encouraging students to create</u>: Encouraging students to develop or create anything is another way to utilize education in writing. This can be done by giving them project works and allowing them collaborate.

7. <u>Simulations</u>: Simulations of career jobs such as a regular day at the hospital, bank, court, etc. are few avenues to exploit.

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[58] Marcus Guido "25 Easy Ways to Use Technology in the Classroom" available at https://www.prodigygame.com/blog/ways-to-use-technology-in-the-classroom/ (7th January 2020)
[59] *Ibid.*
[60] *Ibid.*
[61] Kelly Walsh "8 Engaging Ways to use Technology in the Classroom to Create Lessons That aren't Boring" available at www.emergingedtech.com/2014/10/technology-create-lessons-that -aren't-boring/amp/ (7th January 2020)
[62] I*bid.*

8. Invitation of Guests: The invitation of guests to speak to students either physically or virtually e.g. via Skype is one way to utilize technology in education.[63]

5. Youth at the Centre of the Achievement and Implementation of the SDGS

The Youth Sustainability Development Conference (YSDC) is an annual conference organized with a view to enlighten the next breed of leaders about the Sustainable Development Goals. This year's conference is titled "*youths at the center of the achievement and implementation of the SDGs*". It is important that youths are encouraged to actively participate in the achievement of these goals because they are the future leaders. In 2019, it was reported that there are 1.2 billion youths in the world. This population represents a driving force. If they are provided quality education, they would definitely work towards sustainable development.

6. CONCLUSION

Education was introduced to society so people can acquire knowledge and transform their world with it. The end result of all true learning should therefore be a positive change in society. Education brought about technology and now, it is time for these two to be merged together if we are to achieve the goal of education at all. Information and Communication Technology (ICT) possesses a transforming impact in the education landscape and must be wielded. Only then would quality education be born. It is time for a paradigm shift from our traditional learning systems to a technology based learning system for our present and future good.

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[63] *Supra note 61.*

FURTHER RESEARCH QUESTIONS

For a better understanding of this topic committee and for the development of opinion, students are advised to research on the following questions:

1. Do you agree with the interaction between education and technology, or are they separate entities that should be left alone?
2. Could technology be a form of distraction?
3. Could technology have a negative effect on human interaction?
4. Do you think that the use of technology would increase cheating rather than educate?
5. How much of a problem do you think that the unavailability and unequal access of students to resources pertaining to education technology would be? And what solutions can you proffer?
6. Would you say that you are digitally literate?
7. How prepared do you think your society is for educational technology?
8. Do you think goal 4 is worth the effort?
9. Sustainable achievement is to be achieved by 2030: how realistic do you think this set date is?

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