An Undergraduate Student's Case Study on the Use of Educational Technology in Guidance

Ali Mohammed Al-Zubaidi

https://orcid.org/0000-0003-1597-9648

Wasit University, Iraq

INTRODUCTION

The most straightforward and comfortable definition of educational technology is a collection of instruments that may aid in improving student learning and may be evaluated in terms of how and why people act. The term "technology" is used broadly in educational technology. Technology can relate to tangible items that are useful to humans, such as machinery or hardware, but it can also cover a wider range of concepts, such as processes, systems, and organizational approaches. Calculators, laptop computers, and overhead projectors are just a few examples of contemporary gear. The educational potential of more recent gadgets like "smart phones" and games (both online and offline) is starting to receive considerable consideration. The field of research known as "media psychology" applies theories of human behavior to educational technology.

Television is without a doubt the most potent and significant media of the 20th century. The way we present and process information, as well as our culture, have all been dramatically impacted by television. Considering how much money and resources have been invested in television use in classrooms, it stands to reason that it should also have had a big impact on education. However, this is not the case. The concept of employing a computer to deliver personalised education is compelling on the surface. Everyone is in agreement that each student has their own learning preferences and styles, and that group-based training (i.e., typical classroom instruction) does not take this into account. Computer applications can be created to give students the freedom to study what they want, when they want, and whatever they want.

Adaptive technology—hardware and software created to make it easier for persons with impairments to use computers—should also be a beautiful success story for technology in the educational sector (e.g., Brett & Provenzo, 1995; Lazzaro,1996). Although there is a vast quantity of such technology accessible, it is usually unavailable, rarely used, and frequently fails to meet the needs of its users. Apart from a few well-known cases (like Stephen Hawking and his use of voice technology to communicate), few teachers, administrators, and parents are aware of the options available, and it is rarely seen in institutions serving disabled students or in their homes. Additionally, until relatively recently, computer designers did not take into account how their products would accommodate people with disabilities (so-called "universal design").

The most recent educational craze is distance learning, which is being propelled by a frenzied vendor market eager to offer the necessary hardware and software. It's a good idea to be able to study without having to be in a classroom or at a school at the same time as the teacher or other pupils. By its very nature, distance learning relies on technology to function, even if it's only a simple tool like the phone or the mail. In fact, distant learning has been carried out pretty successfully via the mail, radio, and audiocassettes for many years now throughout the world (see Moore & Kearsley, 1996). While newer technologies like satellite television, video conferencing, and computer networks (like the internet or web) offer a wide range of new opportunities for learning activities and participant interaction, they do not always make distance learning more effective.

Distance education has numerous important elements, none of which are related to the technology used. The arrangement and completeness of the learning materials are greatly influenced by their design. For instance, it would be ideal if the study guide had learning recommendations, summaries, and self-evaluation exercises. To make learning easier, information needs to be divided into manageable pieces (called modules). Another essential component is receiving timely and useful feedback on assignments or tests; this function is frequently carried out by "tutors" rather than the instructor. Another task that is frequently carried out by someone other than the teacher is providing counseling and guidance to distance learners who require it in order to complete a program. Since all student registration, grading, participation, performance tracking, and discipline must be handled remotely, administering a distance learning program requires fundamentally different procedures from a traditional school-based system. The presence of an effective site coordinator or moderator is critical to the success of teleconferences used for remote learning.

The Aim of the Chapter

This study aims to:

1. To investigate Iraqi EFL undergraduates' attitudes towards the use of technology in EFL teaching.
2. To explore Iraqi EFL undergraduates' perceptions of the effectiveness of technology in EFL teaching.
3. To examine Iraqi EFL undergraduates' use of technology in EFL classes.

These objectives are aligned with previous research on the use of technology in language teaching, which has highlighted the importance of investigating learners' attitudes and perceptions towards technology use (e.g., Warschauer, 2016; Kessler, 2018). Additionally, these objectives are specific to the Iraqi context, where there is a need to explore the potential benefits and challenges of technology integration in EFL teaching (Almukhtar & Hashim, 2021).

Limitations of the Study

There were a few issues with the study that should be mentioned. First off, the sample size was fairly small, which might restrict how broadly the results can be applied to other situations. The study also used self-reported data, which can be influenced by recall bias or social desirability bias. Additionally, neither the study's findings nor the COVID-19 pandemic's effects on the use of technology in EFL instruction were taken into account.

Related Content

POIs Category Recommendation for Cultural Country Travel Enterprises Based on Check-In Information
Lei Liu, Ashish Kr. Luhachand Myung-hee Lee (2022). *Journal of Global Information Management (pp. 1-15).*
www.irma-international.org/article/pois-category-recommendation-for-cultural-country-travel-enterprises-based-on-check-in-information/303109

Motivating Language and Intent to Stay in a Backsourced Information Technology Environment
Lori Farrand Mary Lind (2019). *Journal of Global Information Management (pp. 1-18).*
www.irma-international.org/article/motivating-language-and-intent-to-stay-in-a-backsourced-information-technology-environment/227383

The Diffusion of New Technologies: Community Online Access Centres in Indigenous Communities in Australia
Anne Daly (2009). *Selected Readings on Global Information Technology: Contemporary Applications (pp. 145-154).*
www.irma-international.org/chapter/diffusion-new-technologies/28610

Prediction of Breast Cancer Recurrence With Machine Learning
Mohammad Mehdi Owrang O., Ginger Schwarzand Fariba Jafari Horestani (2025). *Encyclopedia of Information Science and Technology, Sixth Edition (pp. 1-33).*
www.irma-international.org/chapter/prediction-of-breast-cancer-recurrence-with-machine-learning/332794

Cyberbullying in the Metaverse: A Prescriptive Perception on Global Information Systems for User Protection
Utsav Upadhyay, Alok Kumar, Gajanand Sharma, Brij B. Gupta, Wadee Alhalabi Alhalabi, Varsha Aryaand Kwok Tai Chui (2023). *Journal of Global Information Management (pp. 1-25).*
www.irma-international.org/article/cyberbullying-in-the-metaverse/325793