

Teacher-Students Relationship and Future Technology

Dedicated

To

My beloved mother Mrs.Afia Khatun

But for whose unstinted care, attention, love, sacrifice and blessing I would not have been what I am today

Acknowledgement

First of all I would like to thank to Allah for giving me a chance to complete such an important task. All praiseworthy must go to because Allah has helped me a lot otherwise it would be impossible to complete such a big task within few days.

I am also thanking to my honorable teacher Mr. Rahimullah Miah for giving his helpful hand to me to make such a nice

At long last I am thanked full to some of my friends who really helped me a lot. Whenever I faced a problem, I called my friends and went to them to make things easy.

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Abstract

The teacher-student relationship is a partnership formed in physical or online classrooms. The relational maintenance traits can be found in effective teacher-student relationships. As part of their relationship, students and teachers share the task of learning together. In the traditional classroom, the teacher controlled the students' learning experiences, but a learner-centered pedagogy placed students and teachers in a partnering role, and these partnerships required respect or mutuality. Today, much of the literature on digital space referred to ways teachers use the internet as a resource during the school day. The new media technologies that we use regularly to enhance our learning and that's help both teachers and students. Today's student desires highly to engage with technology. Like, the vast majority of students use either a home computer or a university computer to access research. Students at all universities expressed dissatisfaction with their library holdings and level of service & so they try to connect themselves to search with internet. An increasing number of students are using the limited preview facility in Google Books to either read books not in their library or to save themselves the trouble of actually going to the library. Using the technology, we get much help like-Critical Thinking and Problem Solving, Collaboration across Networks and Leading by Influence Initiative and Entrepreneurialism, Accessing and Analyzing Information. So future technology will have to deliver more and more skills to us and that will help to Teacher-Students Relationship. It is possible. It has happened, and is happening, in college-university across the country. I have seen this first-hand with my classes; when our course teachers specially Rahimullah Miah sir deliver his lecture with PPT and then we the students search more information according with the motivation of our Sir. We collect data and information from blog, twitter, Facebook, YouTube and so. Even we use our smartphone, the iPod and Samsung Galaxy Tab in our classroom with the presence of our teacher, that obviously only for the purpose of our collecting data and not for other activities. Our teachers also inspires us to use the digital media to broad our outlook. And there is growing evidence of schools everywhere having the same results when they implement a technological curriculum.

The coming future technology is interdisciplinary, project-based, and research-driven. It is connected to the community – local, state, national and global. Sometimes students are collaborating with people around the world in various projects. The future technology incorporates higher order thinking skills, multiple intelligences and technology. The future technology is outcome-based, research-driven, active learning, student-centered where teacher is facilitator/coach, great deal of student freedom; curriculum is connected to students' interests, experiences, talents and the real world. I personally visited to respected Teachers of Leading University and SUST. Plus also made a bit survey with the students

of Leading University. All of them agree with me that the future technology will bring us a luxurious life with colorful communication which will work in our day to day life.

Objective of the Study

There are several objectives to conduct the study. These are:

- ♣ To explore the benefits of Technology for Teachers-students relationship
- ♣ To gather adequate knowledge about present status, problems of Teachers-students relationship and prospect of Future technology.
- ♣ Enhance individual performance.
- ♣ To improve my skills on report writing.

Methodology

The study has certain points that are most important to describe. These are about the topic and these points have something been collected from Internet as well as some are taken from own views. The whole assignment is made according to own view and basically those data that are important in describing the topic taken from browsing internet. There also some of others help:

- Secondary data has been collected from various publications and survey reports.
- Visiting to respected Teachers of Leading University and SUST.
- making a bit survey with the students of Leading University

Limitations

Every study has some limitations. I, too, also faced some general obligations during the fulfillment of my assignment. Sometimes due to unavailable network connection it became hard to get knowledge about the topic. Even sometimes there were given wrong information in the goggle or something from where the data was collected. That is why; it was difficult to select the correct information.

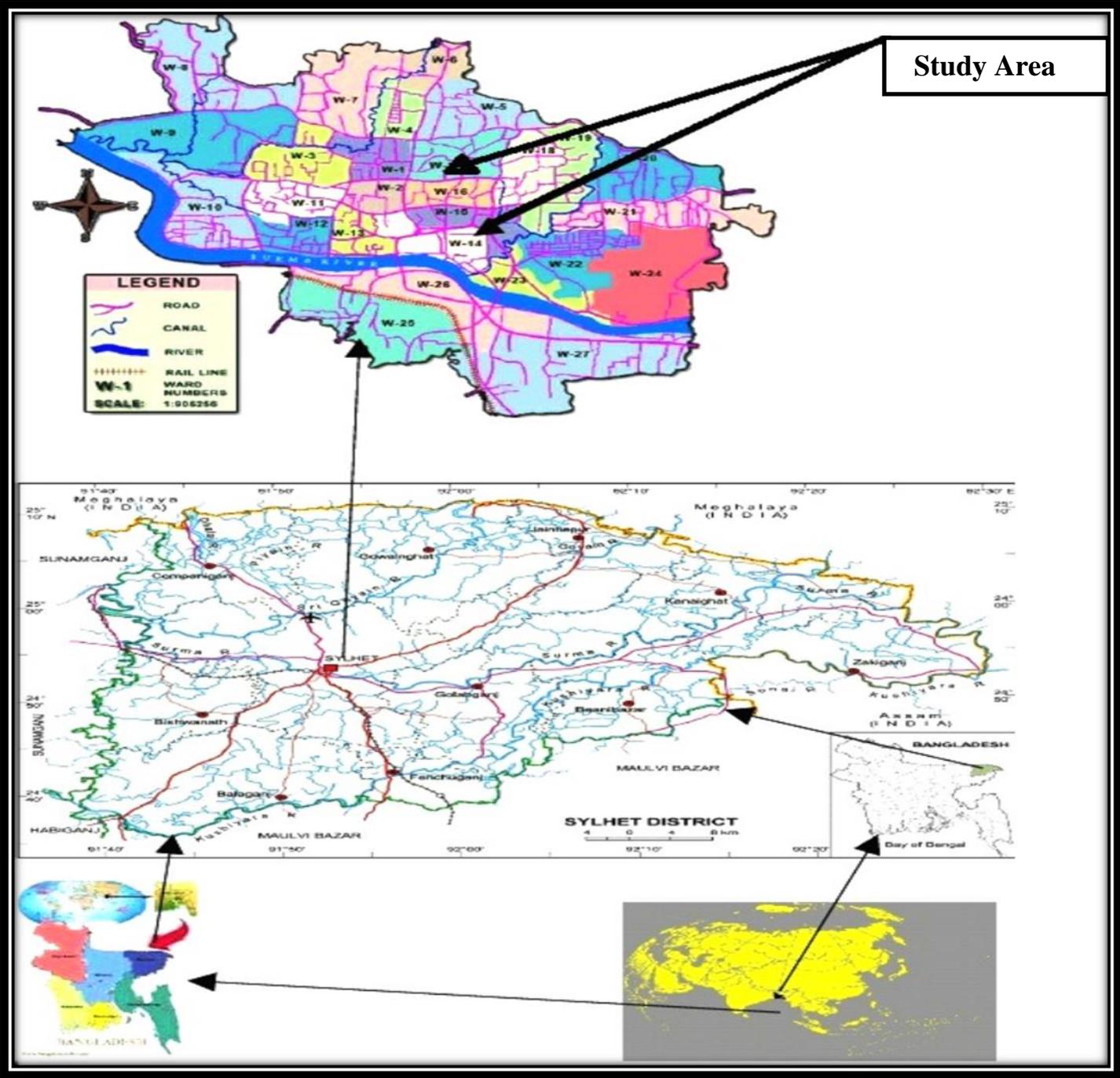
The major limitations are:

- ♣ Lack of experience acted as obligations in the way of careful exploration on the topic.
- ♣ Busy working conditions

Site map

The site design: The study area mentioned in the map of Sylhet City Corporation

Study Area

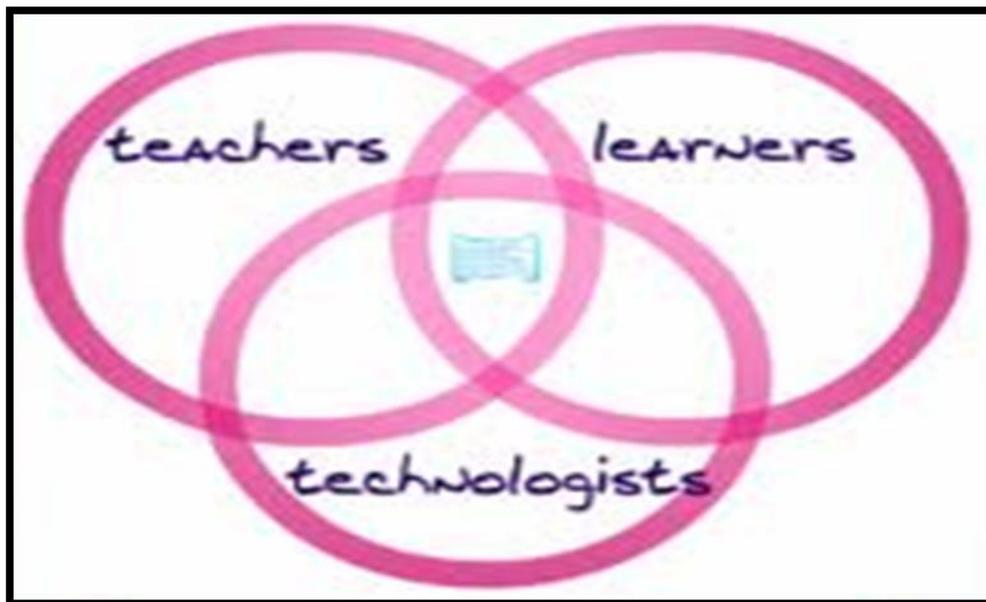


Discussion

Teacher-Student Relationships and Technology

The teacher-student relationship is considered important to both educational experiences and social development of youth. Students formed attachments with teachers, often naming a favorite teacher as one of the most important adult in their lives besides their parents. Both students and teachers played different roles within this relationship, although some argued that these roles were changing in the current media age. The teacher-student relationship can also be emotional, especially as students grow up and break free of this emotional bond.

The teacher-student relationship is a partnership formed in physical or online classrooms. The relational maintenance traits can be found in effective teacher-student relationships. As part of their relationship, students and teachers share the task of learning together. In the traditional classroom, the teacher controlled the students' learning experiences, but a learner-centered pedagogy placed students and teachers in a partnering role, and these partnerships required respect or mutuality.



These learning relationships can take place within the classroom or through the use of digital technology. Teachers often found it difficult to balance forming caring relationships with their students and providing a challenging learning environment for their educational success, but adding digital learning tools to the classroom experience could change this. New media technology, especially Web 2.0 tools and social media networks, created spaces where students and teachers work together to support learning and consequently improve their relationships.

Today, much of the literature on digital space referred to ways teachers use the internet as a resource during the school day. This giant leap in transforming our thinking about digital teaching and learning begins with small steps, and the first step may be simulating the digital world within the physical school classroom by equipping students with skills that apply both inside and outside the classroom.

So, what could be the FUTURE technology?

Students use digital media to enhance their learning

Most of the new media technologies that we use regularly to enhance our learning and help both teachers and students:

Blog: Short for web logs, blogs usually refer to personal online journals or diaries. Blogging includes creating text, images, or other content for the online journal. Internet sites such as Blogger, Word Press, and Live Journal are some of the most popular blog sites.

Clickers: Wireless remote devices that students use to interact with interactive whiteboard lessons. Smart Technologies, makers of the Smartboard, sell these devices to accompany the Smartboard and its software options .

E-reader: Short for electronic reader. E-readers are handheld computer devices especially designed for reading electronic books, magazines, or other forms of print media traditionally found in paper. Popular e-readers include the Amazon Kindle, Barnes & Noble Nook, and the Sony Reader.

Facebook: A social media or social networking site established in 2004. Its creation has now been dramatized in the 2010 film *The Social Network*. According to the site, Facebook has over 845 million users and each user has an average of 130 friends.

Podcasting: Audio or video (sometimes called vodcasts) broadcasts created by internet users as online journals or discussions on topics of personal interests. By their nature podcasts are meant to be shared, usually downloaded from host sites such as iTunes, and listed to by those who share the same internets.

Social bookmarks: Virtual bookmarks or notes that allow you to gather lists of useful websites, tag them with important search terms, and share them with others.

Social Networks: Also called social media. Social networking sites are interactive websites designed to build online communities for individuals who have something in common, such as students at the same school or membership in an organization, and want to communicate across physical boundaries. Popular examples are Facebook, Twitter, and MySpace.

Smartboard: A brand name of interactive whiteboard, Smartboards allow teachers and students to interact with their computer through a touch screen surface.

Tablets: Small handheld computers, usually touch screened. Popular tablets include the iPad and Samsung GalaxyTab.

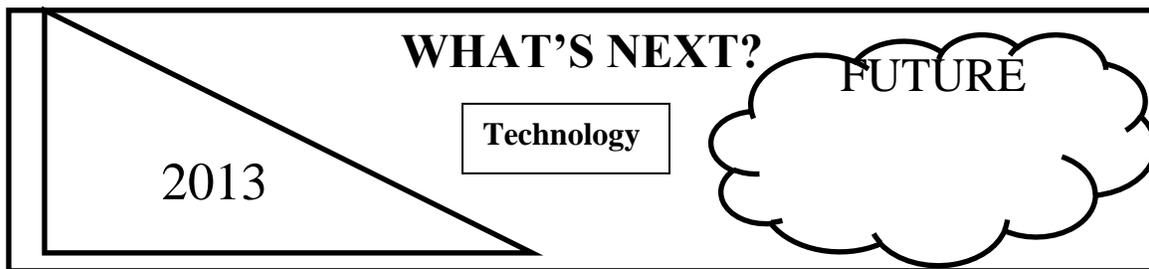
Twitter: A social media networking site where users keep “Followers” updated through Tweets using less than 140 characters. Twitter has over 200 million users, many of whom are celebrities.

Web 2.0: Nearly synonymous with new media, but Web 2.0 refers to the internet tools, software, applications, and digital hardware that we use to interact, collaborate, create, edit, and engage online.

Wikis: Wikis allow internet users to quickly create or edit an internet page. Wikis are also highly collaborative as users work together, pooling their knowledge, to create the Wiki’s content. Wikipedia is the most popular of all Wikis, but classroom teachers can use sites like Wikispaces to create their own educational Wikis.

YouTube: This popular video sharing sites came online in 2005. It allows internet users to create, upload, and share videos with anyone with internet access.

So, think thyself! What will be the coming technology!



Today's student desires highly to engage with technology. Like -

- ♣ The vast majority of students use either a home computer or a university computer to access research
- ♣ An increasing number of students are using the limited preview facility in Google Books to either read books not in their library or to save themselves the trouble of actually going to the library
- ♣ Although the trend is towards electronic access for students of all age groups, there is still a significant proportion of students who will use library visits in conjunction with or instead of the internet
- ♣ The internet is used but also distrusted, many students are aware that sites such as Wikipedia are not respected by their tutors
- ♣ Some students will use a discipline-specific database to access research. These students have had a better
- ♣ Experience of accessing research and some use these databases almost exclusively. However, this means they are dependent on the holdings of the database
- ♣ Students at all universities expressed dissatisfaction with their library holdings and level of service & so they try to connect themselves to search with internet.

“Student”, “School” and “Teacher” for the future technology

How should education be structured to meet the needs of students in the future technology world? How do we now define “Student”, “School” and “Teacher”?

Schools in the future technology world will be laced with a project-based curriculum for life aimed at engaging students in addressing real-world problems, issues important to humanity, and questions that matter.

This is a dramatic departure from the factory-model education of the past. It is abandonment, finally, of textbook-driven, teacher-centered, paper and pencil schooling. It means a new way of understanding the concept of “knowledge”, a new definition of the “educated person”. A new way of designing and delivering the curriculum is required.

With the future technology world-

Students learning scope will enhance and will get help from global internet world that reduce face to face learning with their teacher.

Schools will go from 'buildings' to 'nerve centers', with walls that are porous and transparent, connecting teachers, student03-Apr-13 12:38:01 AMs and the community to the wealth of knowledge that exists in the world.”

Teacher - From primary role as a dispenser of information to orchestrator of learning and helping students turn information into knowledge, and knowledge into wisdom. The future technology will require knowledge generation, not just information delivery, and schools will need to create a “culture of inquiry”.

It is possible. It has happened, and is happening, in college-university across the country. I have seen this first-hand with my classes; when our course teachers specially Rahimullah Miah sir deliver his lecture with PPT and then we the students search more information according with the motivation of our Sir. We collect data and information from blog, twitter, Facebook, YouTube and so. Even we use our smartphone, the iPod and Samsung GalaxyTab in our classroom with the presence of our teacher, that obviously only for the purpose of our collecting data and not for other activities. Our teachers also inspires us to use the digital media to broad our outlook. And there is growing evidence of schools everywhere having the same results when they implement a technological curriculum.

Using the technology, we get much help like-

- ♣ Critical Thinking and Problem Solving
- ♣ Collaboration across Networks and Leading by Influence
- ♣ Agility and Adaptability
- ♣ Initiative and Entrepreneurialism
- ♣ Effective Oral and Written Communication
- ♣ Accessing and Analyzing Information
- ♣ Curiosity and Imagination

So future technology will have to deliver more and more skills to us and that will help to Teacher-Students Relationship.

Difference of learning: Past technology VS Future technology:

Time-based	Outcome-based
Focus: memorization of discrete facts	Focus: what students Know Can Do and Are Like after all the details are forgotten.
Textbook-driven	Research-driven
Passive learning	Active Learning
Learners work in isolation – classroom within 4 walls	Learners work collaboratively with classmates and others around the world – the Global Classroom
Teacher-centered: teacher is center of attention and provider of information	Student-centered: teacher is facilitator/coach
Little to no student freedom	Great deal of student freedom
Grades averaged	Grades based on what was learned

What will be the learning pattern with Future

Technology?



Optimize

Future technology curriculum has certain critical attributes. It is interdisciplinary, project-based, and research-driven. It is connected to the community – local, state, national and global. Sometimes students are collaborating with people around the world in various projects. The curriculum incorporates higher order thinking skills, multiple intelligences, technology and multimedia, the multiple literacies of the future technology, and authentic assessments. Service learning is an important component.

The classroom is expanded to include the greater community. Students are self-directed, and work both independently and interdependently. The curriculum and instruction are designed to challenge all students, and provides for differentiation.

The curriculum is not textbook-driven or fragmented, but is thematic, project-based and integrated. Skills and content are not taught as an end in themselves, but students learn them through their research and application in their projects. Textbooks, if they have them, are just one of many resources.

Knowledge is not memorization of facts and figures, but is constructed through research and application, and connected to previous knowledge, personal experience, interests, talents and passions. The skills and content become relevant and needed as students require this information to complete their projects. The content and basic skills are applied within the context of the curriculum, and are not ends in themselves.

Assessment moves from regurgitation of memorized facts and disconnected processes to demonstration of understanding through application in a variety of contexts. Real-world audiences are an important part of the assessment process, as is self-assessment.

Some of the students of Leading University who use technology with a bit or large amount

Alimuddin:

Alimuddin is a class monitor, along with many other student leadership positions. He owned a mini-computer and a mobile phone, “which is not an iPhone,” but a simpler model without internet access that was mostly used for texting.

Rayhan:

Rayhan is also a senior and is concurrently enrolled in a local community college. He owned a smartphone and a computer, and frequently used Google and the social media programs Facebook and Twitter. He is a web designer and can do perform smartly with

any topic of his university. Most of the teachers takes some technical help from him (like making a web developing, creating a web page or so on)

Mehdi:

He is very involved in student leadership and creative club which is a compound place of teachers and students. He also owned a smartphone, a family computer, an Xbox game system, and used Facebook, Twitter, and the internet radio site Pandora. That's why he can make a brilliant result in his exam.

Miti:

Miti was a junior and is very involved in student leadership, including serving as a class officer. She owned a smartphone, which she used to check her grades, check out social media sites Facebook and Twitter, and shared photos with Whatsapp and Instagram.

Tuhin:

He is a junior; he is also very involved with student leadership, as well as cheerleading. He owned a smartphone and computer. She also used Facebook, Instagram, Pinterest, Whatsapp, freewap and enjoyed online shipping.

Mahdi:

Mahdi is a senior at his university and work as a president of Rotarect Club of LU. He also owned an iPhone and is a Facebook user. He also utilized his home computer for university work and keeping track of his favorite fashion blogs and also delivering his idea with Pathfinder (a page of Leading University which is for developing teacher-student skills).



I have made a survey in twitter and Facebook with some of my friends who has highly Informed to me that they are more dependable with the technological tools and these also help them to gain access to research materials.

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