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# The Integral of Education Technology in the Society

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## Abstract

*Are there ways people can better utilize technology to suit their needs in the society of ours? It has been inferred that without technology, our lives would be miserable. The societal factors of using technology are an important area of the technical education system in the world. Are we really learning and using technologies to our advantage? Does technology provide the necessary ingredients or proper ways for the education of all in the society? A look into what constitutes the means and how technology education can be improved and be implemented is explored and emphasized in this work. The justification predicaments are discussed accordingly. The presumption as to how technology affects our lives is also confirmed.*

*It is discovered that we learn by quantum thinking, which means by looking at the world in a new way; and learning in a safe and secure environment. It may also be inferred that people and not technology determine what is to be learned (Knowles, 1980). Technology education creates a foundation for the success of professionals. The technology education of the professionals may be formal or informal. The combinations of formal and informal education are the major fundamental of professionalism. The education obtained through informal education is the day-to-day observations or scanning of the environment or societal activities of the population. Informal education maybe Classified as knowledge or education obtained out of the classroom or out of the congregation of people. It is the education acquired through the exploration of various paraphernalia of possible educational documentation or situations. The formal education obtained by many professionals is classroom-based; these may be through seminars or conferences. The basis for educating the professionals is to update their skills because of changes in the society: Thus; this shows the purpose and the need for strategic educational planning (Knowles, 1980). With thorough explorations of various studies, we may conclude that the relationships between the time spent using technology, fatigue, or boredom is to justify the learning experience.*

**Keywords:** *Education/Learning/Adult Education/University/Science/politics/Teachers/Educators/School ComputerScience/Medicine/College/Aviation/Technology/Engineering*

## Introduction

Using technology is a way one can attain or improves the ability to survive in the society of ours. Without technologies, it may be impossible to realize the importance of adaptability in living in the environment.

Also, without education, it may also be difficult to embellish the use of both the mental and physical attributes possessed by individual beings.

What really is education technology? Education Technology is the training of the mind to perform desire functions or to perpetuate the modality of obtaining an end or result. Every daily activity of an individual in the society is a form of education derived from technologies because one learns from his actions one way or the another.

Even though we have been found to involve ourselves with learning per say for different perspectives, this justification lied on the rudiments of what is expected of an individual in a society. These perspectives may be due to job advancement, pleasure, and the love of learning (Knowles, 1980). It is also true that learning for most does not solely rest on rewards but merely necessities of life. The impropriety sanctions imposed by the society on education are to be viewed by educational establishments as the main reasons affecting the lack of interest in adult education. It is perceived by the society at large that once one has attained success or obtained all the necessary rudiments of living, then it is less important to further educate the mind. The sanctions or believes that adult education is only for the incapable or non-successful individual, which is an incarnation or insult to education, especially adult education.

Society should view Technology Education as to improve knowledge. We should realize that knowledge comes from learning, and learning comes from trying (Kejawa, 2013). Even though one has reached the highest peak of his life or career does not mean that one does not have to learn or educate the mind in a technological way. Since education is perceived by the philosophers such as Plato, Socrates, and Darwin to be the usage of the mind to obtain reality or to solve problems, all institutions must be equipped with all the technologies to improving education at all levels.

## Motivational Strategy of Education Technology

Motivational enlightens may be the sole propriety essentials of technology education. It has been heard that not only does the needs of an individual need to be met but that of the society as a whole. The accountability of oneself rests on the society, so is the sustainability. Education Technology is a substantial globalization of security wellbeing.

People who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge and skill being sought. Learning is a means to an end and not an end itself (Knowles, 1980). As the



mission of people become more complex and more significant, their roles may gradually change. For many years it was assumed that principles and techniques used in educating people would help them learn (Wlodkowski, 1999). The teachers of the classroom are solely considered as the educators, and it has been taken for granted that any reasonably well-educated person could assume the role of educator and know how to do a good job.

Technology education plays an important role in the development of the society. As the society changes, so are the people within. The lives of the inhabitants undergo ethical changes as adult learners progress through educational activities. The education acquired during childhood, is not enough to “sail” through adulthood; more knowledge is required since society is not prone to changes, for the benefit of an individual within it. Technology education is necessary to survive the efficacies of the well-being of the society. Through education, there can be a pathway for political and economic stability in the society. The objectivity of institutions and communities alike depends on the social norms of educational facilities. Technology education of the inhabitants as portrayed by society can be to engage in all sorts of forms of training. It can take place at any time and any place within our society. It is certain that response to change is dominantly recognized. Both the society and individual educators alike must be aware of the spontaneous adaptability and the objectivity of the characteristics of living. Philosophically, as it is often said, “The most dominants are the most responsive to change” (Darwin).

The perseverance of institutions and their objects solely rests on the society. Their tasks must be obliterated in some way or form. The incumbents involve in technology education must recognize the security and motivational needs of the society. There is a controversial view as to who are really the educators in our society. Since there is a change in adaptability and objectivity, Educators could really be anyone with capable intensity to change. As it has been established, the learners have no control over what they want to learn; therefore, it is a lifelong learning experience.

The bondage between people is a sophistication of who really is learning in the society. The experience of individuals relied on the substances of the needs of the society. Orientation approach to the needs and security of the individual being of the society depends on the educational approach. Communities actively seek education quality to full benefits of the society, to enlighten individuals (Knowles, 1980): Leadership prospects emerge in this process.

The objectivity of institutions and communities alike depends on the social norms of educational facilities. Technology education as portrayed by society can be in all sorts of forms. It can take place at any time and anywhere within our society. It is certain learner response to change is dominantly recognized. Both the society and individual educators alike are the predators of lifelong learning. The preference of both the individual depends on the substance of society connotations. The society connotations are the

entities that project benefits for individuals within an educational environment.

It is an attained goal of the society that justified the wellbeing of individual learners and educators. The educational facilities are the sole proprietary of the society. It is to the advantage of an individual in the society to have all the life endeavors. Education can serve a purpose for adult learners and educators alike. The absolute predicament of an individual depending on the social, economic, and political aspects of the community and society. The physiological and psychological aspects of reaching maturity rest on the individual itself.

Nevertheless, the institutions of higher learning constitute what is to be perceived as a conglomerate of values in the society. Individuals must participate in all sorts of activities within the establishments of educational facilities. The established scenarios are those with the functionality of the purpose of achieving the ultimate goals of the community as well as the society. It is to the justification of the institutional communities to see that all individual adults adhere to the socio-economic problems of the society.

Knowledge of innovative tools in teaching would enable faculty to be better prepared for courses outside their specialization and would ease the burden of teaching overload when educating adult learners. The encouragement of faculty to use technology to teach their courses allows faculty to enhance their skills and knowledge to perform in their subjects and courses outside the field of their specialization. The researchers have learned from personal experiences and theoretical observations of the use of technology rather than manpower at some institutions that the use of technology makes people capable mentally, physically, and emotionally of achieving their goals (Salem, 2000). Considering these benefits, it may make faculty resistant to fatigue and distraction and embellish their performance when teaching adults.

### **Knowledge-Based Instructional Technology Education**

The field of education is indeed becoming a technology-based focus, looking at the ways in which intelligence can be used in building educational software. Many instructors and lecturers in universities, such as New York University, Colombia University, and Harvard, are presently using various technology and electronic media to help facilitate their lectures (Salem, 2000). As Salem pointed out, intelligence systems can provide an excellent methodology for learning from human experiences.

The use of technology software agents within the computer-mediated learning environment has become an important focus of research educational context (Wilson, 2002). The development of instructional methods using technology is very important to further strengthen awareness of the subject. The use of technology in education has become the most challenging area in the last several years. It includes the use of many disciplines, such as cognitive and social psychology, artificial intelligence, computer science, empirical psychology, and software engineering. According to Salem (2000), the goal of

technology in education is to deliver computer-based systems (or knowledge-based software) that can be used in real teaching, learning, and training situations. Salem further stressed that there was intelligence software (or educational-based software) that is a knowledge base and an inference system. The knowledge-based software is made up of facts, concepts, theories, procedures, and relationships representing real-world knowledge about objects, places, events, people, and so forth. The inference system or thinking mechanism is a method of using the knowledge base, that is, reasoning with it to solve problems, according to Salem (2000) and Gains and Leonard (2001).

Technology is very important for the development of intelligence-based educational software. The topic dealing with case-based reasoning receives a great deal of attention in the education community. Case-based reasoning is a general paradigm for reasoning from experience. It, according to Salem (2000), assumes a memory model for representing, indexing, and organizing past cases and a process model for retrieving and modifying old cases and assimilating new ones. Case-based reasoning has already been applied in a number of application areas, such as legal reasoning, dispute mediation, and customer support. There have been computer-based reasoning systems built-in education, one of such as Schank's systems (Ferguson as cited in Salem), which takes on the role of expert and guides a user dialog in which the system tells stories to make its point. Others include the Design Muse authoring tool (Domeshek as cited in Salem), which is used in classes as well to build use case libraries for engineering classes and to give students the opportunity to learn more about other areas by preparing and indexing well-articulated cases.

Technology education is a process in which we acquire knowledge or skills through cognitive learning experiences (Kejawa, 2013). It is an extension of what has been learned in childhood. Rather than following a specific theoretical approach, learning is based on the practical approach of learning methods (Knowles, 1980). We determine what it is they want to learn; it is not the paraphernalia of technology that determines what is to be learned. Sometimes the learners learn or try to acquire more knowledge about a situation because of the economic, sociological, psychological, and physiological impacts that can be derived from learning the process at a certain time. This is to say that adult education is primarily based on the sociological and economical changes in the society. It is also based on the psychological and physiological changes of individuals.

Mostly, people try to acquire new knowledge or brush up the old skills due to changes in their life or environmental changes. The reasons why we learn may be due to the socioeconomic conditions of society. According to Merriam and Caffarella (1999), even self-directed learning rarely occurs in splendid isolation from the world in which learners live. It is intimately related to that world and affected by it. As was pointed out earlier, what we want to learn is what is offered to us, and the ways in which we learn are determined by the ourselves and, to a

large extent, by the nature of the society at any time (Wlodkowski, 1999). It can also be said that the nature of society at any point in time determines the relative emphasis exerted on learners. People will try to acquire knowledge about their environment because there are always innovative processes that take place in the society. As we grow older, we tend to learn more, and there is always a call for more education because of the changes in our lives.

#### Instructional Electronic Media Methodology

It can be reiterated that the use of electronic media/technology is surely the path to acquire and apply knowledge in education. Is it the path to perceive and manipulate things in the physical world? Indeed, these paths are part of what technology is. The use of technology excites people who want to uncover principles that all intelligent procedures must follow, not just those made of wet neural tissue (Salem, 2000). Consequently, there is neither an obsession with mimicking human intelligence or prejudice against using methods that seem to involve human intelligence (Winston 2001). Just as psychological knowledge about human information processing can help make computers intelligent, theories derived purely by using computers suggest possibilities about methods to educate people better, according to Winston (2001). Said another way, the methodology involved in making smart programs may transfer to making smart people. It is perceived that rather than eliminating the jobs of qualified education faculty, it is in the best of institutions to undergo faculty development processes. Faculty development may justify the implementation of action planning, thereby yielding to the education of the learners and educators.

#### Conclusion

According to Merriam and Caffarella (1999) in their book titled, "Learning in Adulthood," even self-directed learning rarely occurs in splendid isolation from the world in which learner lives; it is intimately related to that world and affected by it. As it was pointed out earlier, what we want to learn is what is offered to us, and the ways in which we learn are determined by them ourselves, and to a large extent by the nature of the society at any time, Ross-Gordon (2002). It can also be said that the nature of society at any point in time determines the relative emphasis exerted on learners. One may articulate that we will try to acquire knowledge about our environment since there are always innovative processes that take place in the society (Wlodkowski, 1999). I think that as we grow older, we tend to learn more, and there is always a call for more education because of the changes in our lives. Learning as an Integral Part of Surviving in the Society:

"Popular rhetoric suggests that everyone, can improve his or her life situation through learning," Vella (2002). Most learn to survive in the world of today because, without new knowledge of both the socio-economical, technological innovation of today's market, nothing would be possible. Without the economic and technological knowledge of today's world, many adults would have a hard time succeeding both economically and sociologically.

There is always a question that comes up when addressing the topic of technology education; Do we really learn differently from children? The answer to this question is not far-fetched. Over thirty years ago, Malcolm Knowles (1968, p. 351) proposed “a new label and a new technology” of adult learning (Andragogy) to distinguish it from pre-adult schooling (Pedagogy). As Knowles (1980) pointed out, andragogy, which means the art and science of helping an adult learn, is quite different from pedagogy which means the art and science of helping children learn – as a person matures, his or her self-concept moves from dependent towards one self-directing human being, Merriam (2001). It is further stressed that we accumulate a growing reservoir of experience, which is a rich resource for learning, Merriam (2001).

From my point of view, the readiness of people to learn may be closely related to the developmental tasks of his or her social activities. We, actually, are motivated to learn by internal factors rather than external ones, Knowles (1980, pp. 40-50). The rewards of acquiring new knowledge are the basis of adult learning. The satisfactions attained from learning may depend on how well a subject is delivered and how motivated the learners were. Learning spent using technology can prevent and generate outcomes if we are aware of obstacles. Because of learning too much, a

diminished learning experience may occur, which may be re-learn at a certain point in life. There is a correlation between technology education and adult education

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