

**DSE-02E : Discipline Specific Elective - 2  
Technology and Education**

**B.A. (Hons.) Humanities & Social Sciences - Semester IV  
Cluster Innovation Centre, University of Delhi**

<b>Credit Distribution, Eligibility and Pre-requisites of the Course</b>						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Technology and Education (UPC: 3123102011)	4	1	0	3	Class XII Pass	Students must be familiar with the concepts (or related concepts) taught under Technology & Society (DSC-02)

*L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code*

### Learning Objectives

The learning objectives of this course are as follows:

- To make students understand the use of technology in the teaching-learning process.
- To equip students with effective technological tools and skills that will meet the varied educational needs of a diverse population.

### Learning Outcomes

Upon completion of this course,

- students will have knowledge about the role and importance of technology in the teaching-learning process.
- students will be skilled in using technology to meet the challenges in education.

### Outline of DSE-02E

Like all aspects of human institutions the education system has also been transformed by technology from time to time. However, with the advancement of the world wide web and artificial intelligence there is a fundamental question on the need of human agency as a mediator in the process of education. Therefore, it has become important on one hand to harness the potential of technology for imparting education on the other hand it has become equally important to assess and reinvent the role of human agency in this process. This is an intervention-based module and therefore the students will be guided to explore the role and importance of technology in the teaching-learning process, especially in India. The students will be equipped with a specific set of tools and skills to create applications and platforms to help people and institutions engaged with imparting education. They will work towards improving educational accessibility in underprivileged communities and areas.

### Theoretical Component (15 Hours)

- Use of technology in teaching-learning process
- Potential of technology to bridge the gap between illiteracy and education in India
- Issues and challenges in use of technology in education

### Indicative Themes

- Access to education through digital media
- Developing educational tools using technology
- issues and challenges in use of technology in education

### Practical component (90 Hours)

Depending on the theme chosen by the group of students the practical component may entail learning through practical exercises like identifying relevant issues pertaining to technology, and education, creative use of digital platforms in pedagogy as well as related cases/strategies/issues relating to scaling the access to education in countries of Global South, interviews/interactions with experts, observations, group discussions with stakeholders especially the mentors and students, participating in and conducting workshops, etc., or any other practical deemed fit by the teacher. Fieldwork is a practical component integral to this paper. Other compulsory practical components include the following:

- MS Office (Word, Excel and Powerpoint)
- Statistical Package for Social Sciences (SPSS)
- Reference Management Tools: Mendeley/Zotero/Endnote
- Google Classroom/Zoom/Google Meet/Google Drive
- Learning Management Systems (LMS) and Massive Open Online Courses (MOOCs)

### **Readings**

1. Selwyn, N. (2011). *Education and Technology: Key Issues and Debates*. Bloomsbury.
2. Mishra, P., & Koehler, M. J. (2006). "Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge." *Teachers College Record*.
3. Kozma, R. B. (2003). "Technology and Classroom Practices." *Journal of Research on Technology in Education*.
4. Trucano, M. (2005). *Knowledge Maps: ICT in Education*. World Bank.
5. UNESCO. (2018). *ICT in Education in Asia: A Comparative Analysis of ICT Integration and E-Readiness in Schools*.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

\*\*\*\*\*