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ROLE OF ICT TOOLS IN ANDRAGOGY

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Abstract:

In contrast to other educational theories, Andragogy makes use of the adult learners own life experiences to teach and facilitate learning. Andragogical techniques work best when they can be used with ICT which foster self-directed learning in the form of collaborative and experiential learning environments. When using ICT tools in Andragogy, the principles of Andragogy should be considered.ICT tools are used to provide the resources and learning materials required to motivate adult learners. There are numerous platforms that offer free apps, books, and video content which assist adult learners in their learning environment. During COVID-19 crisis ICT tools help adult learners to continue learning without facing much difficulty throughout the pandemic. This paper focuses on the essentials of ICT in Andragogy for adult literacy.

Key words*: Andragogy, Collaborative Learning, ICT tools, COVID-19, Adult Learning*

Introduction: Techniques for teaching adults are referred to as Andragogy. The term came from the Greek *andr– + –agog* which literally mean "leading men." It is commonly taken to refer to the process of include adult learners in the design of the educational process.

Since the end of World War II, adult education has grown at an incredible rate, giving rise to a diverse spectrum of endeavors that fall under its purview.[1] Higher education institutions have a need for an online learning approach that encourages critical thinking in students. Students in higher education are regarded as adults. Consequently, traditional teaching methods don't always succeed. Adults require an Andragogical strategy that recognizes the relevance of the material being taught. Adult learning is referred to as Andragogy.

The foundational elements of a lesson are the same in both Andragogy and pedagogy, but the learner's behavior during the session differs. The prior experiences, preparedness, and self motivation of the students should be taken into account while using an Andragogical method. [2]

The six essential tenets of Knowles's adult learning theory were outlined. [3] As follows:
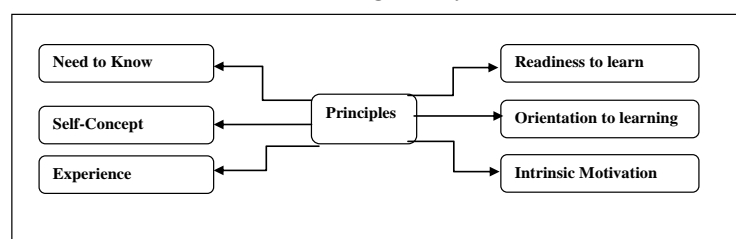

Fig.1 Principles of Andragogy

1. **The Need to Know:**

   Before beginning a new learning endeavor, adult learners must understand why they need to learn it. Where they can use it , will it add something to their knowledge base etc.

2. **Learner Self-Concept:**

   Adults must take responsibility for the learning choices they make. They rely on independence.

   By providing Learners some control over their education, one can support their demand for independent learning. An effective instrument for granting this control is online training. Naturally, this functions best when readiness—the fourth of the andragogy principles—is in place.

3. **Role of learners' experience:**

   Adult learners bring experience with them. The majority of the learning exercises ought to be based on this experience. To connect their experience to the new information is the main task.

   The information foundation of the classes can also be enriched by learner's experience. Utilizing this experience can inspire students. One need to be careful about the knowledge students are disseminating should be impartial and up to date.

4. **Readiness to learn:**

   Adults are prepared to develop the skills they need to deal successfully with life's challenges. Adult motivation rises when there is a compelling motive to learn on immediate basis.

5. **Orientation to learning:**

   Problem-oriented information helps adults learn more effectively. Instead of learning general information, adults prefer to study particular knowledge, skill, and/or ability that address an issue.

6. **Intrinsic Motivation:**

   Adults learn best when they are intrinsically motivated as opposed to externally motivated. These intrinsic motivators include things like the knowledge that doing something will improve their self-esteem or provide them with greater prospects for professional development. These motivators have greater capacity for sustained motivation.

   Students have access to virtual learning environments where they can pick up knowledge and abilities regardless of time or location. More people may now access   educational   opportunities and improve their employment skills and workplace competencies through online learning and ICT. [4]

   By offering students a variety of learning tools and opportunities, such as the use of internet ,digital devices and platforms like Zoom, WebEx, Google meet and other platforms, ICT has renewed and revolutionized learning environments and platforms in the education sector for children, youths, and adults alike. [5]

   ICT has positively impacted the teaching and learning environment in the twenty-first century. Many adults have used information and communication technologies to engage in a variety of educational experiences, whether formal, informal, or both (ICT). Adults are self-directed learners, and if given the right ICT tools, they will learn effectively. [6]

   A paradigm change in what is thought of as best practices for developing online learning and teaching is necessary for Virtual Andragogy. Significant adjustments made by instructors and curriculum designers to

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their practices can develop a new paradigm that empowers adult learners in both quantifiable and intangible ways. The analysis of the lessons discovered when developing and instructing online courses for adult learners provides a look at several tactics that can support teachers, instructional designers, and administrators. The intention is to give the student the emotional and cognitive support they need while also enabling the instructor's presence and faithful execution. [7]

Thorough research was conducted to address the issue of attitudes toward ICT use in Andragogy. In order to determine input criteria including reorganization of their relationship to ICT, abilities, experience in the field of ICT, and frequency of ICT use at work, the study initially surveyed 224 students in Andragogical fields—future educators. The findings may encourage future and existing educators to incorporate ICT more frequently in their instruction, enhancing it with engaging and useful didactic tools that will later be advocated by recent graduates in a variety of fields and specialties. [8]

Making sure that everyone has unlimited access to educational resources is the cornerstone of modern Andragogy. Author carried out experiment to determine the starting point of ICT proficiency in the experimental and control groups at the start of the courses. Within the framework of ICT competency, we have identified analytical, search, design, and creative components. Following a comparative analysis of the data, it was discovered that there was a substantial dynamic in the development of teachers' ICT proficiency in the experimental groups as compared to the control groups, which supports the validity of the experiment. [9]

ICT tools make it possible for more adults, especially the unemployed and low-skilled, to participate in training and learning through facilitating broader access to online learning options.

Given the high percentage of illiterates in our nation, ICTS are crucial to adult literacy. These pilot projects amply demonstrate how ICTs foster a learning environment, expand people's access to literacy and information, improve learning capacities, provide cutting-edge local content, and help adults to advance their professional skills.

Conclusion:

ICT is crucial to Androgogy because it enables adult learners to customize their use of resources, effectively communicate information to learners, and implement the idea of lifelong learning.

By encouraging adult learners to share their knowledge and experiences with other learners , promotes an effective learning culture. It aids in the growth of learners technological expertise. Information is gathered, processed, stored, and distributed as part of ICT based learning.

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