

Role of Ict In Lifelong Learning of Disabled Children: A Review

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Abstract

Information and Communication Technology touches every aspect of human endeavor in contemporary world of today and lifelong learning is necessary in order to keep to the current trend of technology. Disabled children can also achieve life long learning through effective initiation, organization as well as implementation of Internet and ICT facilities along with easy access. This paper makes a summary and analysis of the literature that is available on the role of ICT in lifelong learning of disabled children. It was found out that ICT have a significant role in the lifelong learning of disabled children and also found out that the challenges of accessing the internet and ICT facilities among the people with disabilities is enormous which is leading to unequal distribution of opportunities and benefits between disabled children and non-disabled children. It was finally concluded that there is a need to investigate or take further research on facilitating access to internet and ICT facilities among disabled children for lifelong learning.

Key Words: ICT. Lifelong Learning, Disabled, Appraisal, Role

Introduction

The term ICT stands for Information and Communication Technology. It is a technology which involves the activities of creating, storing, manipulating and communicating of

information using method, application and management. That is ICT enable people engage and/or record, store, process, retrieve, manipulate and transmit information, ICT includes modern technologies such as computers, telecommunication and microelectronics and even the old technologies like documents filing systems, mechanical accounting machine and cave drawings and printing.

UNESCO (2002) as quoted by Chaulia (2015) asserted that ICT is a term of technology used to create, store, share or transmit exchange information. Oxford Advanced Learners Dictionary define ICT as the study of or use of electronic equipment especially computers for analysis and sending out of information. Hence, in education both the teacher and learners are expected to be acquainted with these technologies for effective teaching learning through information processing. ICT involves technology which comprises the use of electronic devices along with human interactive material that enable the user to employ them for a variety of teaching learning process apart from the personal usage. World Bank (2002) described ICT as hardware, software and media for the collection, storage, processing and transmission and presentation of information in form of voice, text, data and image along with its related services. Malik (2005) as quoted by Chaulia (2015) described ICT as a tool used for teaching and learning, means through which teachers can teach effectively and learners can learn efficiently.

ICT and Inclusion for Lifelong learning

Lifelong learning is a self-motivated and voluntary learning in the pursue of knowledge for the development of oneself and increase in skills. It involves activities where people engage in continuous learning throughout their lives in order to keep track to the contemporary issues and meet with modern technologies of life through up gradation. Chaulia (2015) described the

concept of lifelong learning as a term which was introduced in Denmark in the early year of 1971. It is a knowledge which comes as result of combination of experience and transforming its access to formal and informal learning opportunities for individuals with disabilities which may be dependent on assertive technology either low or high.

Candy (2015) in a study of lifelong learning and information literacy discussed that globalization brings about changes in every aspect of life hence lifelong learning is necessary for more opportunities for travel and language learning, and the increasing demand for products and services both home and abroad. Also changing pattern of operation or change in organizational culture will certainly necessitate new learning.

Lifelong learning is in every aspect of human life, if you take issue of conventional nuclear family where there are variety of issues regarding the family on different household arrangement which require participation knowledge is required and continuous learning is essential for the smooth running and guiding the children. The total information explosion globally is a challenge to everyone and as such the use of ICT is necessary which in turn give way and assist in lifelong learning.

Persons with disabilities are being empowered by use of Information and Communication Technology (ICT) for employment, skills development, and life-long education (Broadband Commission for Digital Development et al. 2013).

Koper & Tattersall (2004) in their study new direction for lifelong learning using network technologies discussed that networked learning technologies made a promise in supporting lifelong learners where e-learning will be available for anyplace, anywhere and anytime learning

this must be achieved by the use of ICT so as to enable effective and efficient lifelong learning and or continuous learning among learners so as to keep abreast with latest and modern way of acquiring knowledge as well as to develop themselves professionally.

Nicol(2007) in the study discussed that there should be a balance between teacher direction and learner self-regulation so as both the teacher and learner should benefit from lifelong learning where the teacher develop himself or herself and the learners also make self-study their strategy by the help of ICT.

Repetto & Trentin (2008) in their research ICT and lifelong learning for senior citizens discussed that absence of constraints related to asynchronous communication allow flexibility in online participation to online learning. Elderly persons require direct personal interaction since they are not familiar with tools used in technology hence they need blended method of learning which seems to be more convenient to them which will enable them to improve in the use of technological tools for their learning and helps them to improve in their continuous learning. It was discussed that elderly people experiences could be promoted and enhanced through self-regulated learning and collaborative learning in order to carry them along with modern trend of learning and this is all done through continuous learning by the use of ICT. Knowles (1984) as quoted in Repetto and Trentin (2008) discussed that online tutors who organize and run virtual training should undergo specific training so as to have knowledge of inclusion in education or teaching and learning process.

Nordin, Embi, & Yunus (2010) in their study mobile learning framework for lifelong learning asserted that mobile learning is an effective means through which lifelong learning can be enhanced and four factors regarding mobile learning which include: learning objective,

learning context, mobile environment issue and learning experience are essential in mobile lifelong learning. It specified that mobile learning application can be designed along with understanding of the above four factors and what is required and applied to lifelong learning. Rozhan and Hanfi (2007) as quoted in Nordin, Embi and Yunus (2010) stated lifelong learning as a process which involves the use of technology, they described lifelong learning as general life learning which is successful in its endeavor on the potential of distance education through computer based communication.

Barros, (2012) in the study of lifelong education to lifelong learning discussed that lifelong education is a collective responsibility or obligation while lifelong learning concerns with personal duty to develop professionally. It was specified that lifelong education is concern with adult education which is politically mandated while lifelong learning concern with the individual knowledge upgrade and updating one's professions with help of modern technology and ICT which enable information exploration anywhere anytime and bring about effectiveness in learning process.

Lin C. (2012) concluded that digital literacy is crucial today in terms of women education in their effort to improve their qualifications as house wife, as such lack of digital knowledge exclude human from development and lifelong learning.

Laal(2013) in the research conducted on lifelong learning and technology discussed that people today make interaction with artificial agent by the use of technology in order to improve in every aspect of life specifically in learning activities. Information and communication technology has given vast opportunity in that regards through exploring internet where learning and teaching can take place anywhere any time hence, lifelong learning is improved. It was

discussed that people need and want to improve in their knowledge and upgrade their skills throughout lives in order to meet with modern way of life either at home, in work place or in social interest and could only be achieved through lifelong learning with help of ICT. It was concluded that lifelong learning can make integration of formal, non-formal and informal learning in order to come up with ability for continuous learning for quality and development of life, as such interaction of technology is everywhere in our daily life and impacted mostly in the area of teaching and learning process as a result of lifelong learning with help of ICT.

Omode A.(2014) in the study of information and communication technology in special needs education: challenges and prospects discussed that the usefulness of ICT in special needs education works at four dimensions: instructional, environment, human resources and the learner technologies. It was discussed however; there exists considerable potential in the education on the use of ICT together with many challenges and difficulties. It was concluded that, these technologies may be seen as obstacle if there is no commitment in the principle of equity, participation and responsibility.

Bjekic, et al.(2014) in their study E-teacher in inclusive E-education for students with specific learning disabilities discussed that the education of disabled students is promoted by use of e-learning technologies, it was concluded that e-learning and e-teachers are both an effective means through which students with learning disabilities are being empowered and trained to meet with the challenges of learning.

Chaulia(2015) in the research done use of ICT in literacy and lifelong learning discussed that in the system of education today information and communication technology is very crucial in lifelong learning hence policy makers and educationist found it very useful in learning as

whole. It was specified that the use of ICT is very effective and significant especially in a continuous learning from the lower level of education to the higher level. For one to improve in the level of his/her education and/or professionally, lifelong learning is paramount which require the use of information and communication technology.

Drigas & Tsolaki (2015) in their research lifelong learning and ICTs discussed that the use of ICT is very important in different phases of learning such as formal, non-formal and informal which facilitate lifelong learning. It was specified that lifelong learning is very important especially in teaching and learning process where educational technology is found to be helpful in the area of education where both students and teacher are to keep themselves to the current trend in education by updating their knowledge and bring the latest technology in use to the classroom for effective teaching and learning through lifelong learning.

Raja, (2016) in a research bridging the disability divide through digital technologies discussed that Information and Communication Technology (ICT) has provided several opportunities through internet which enable full participation of persons with disabilities in all aspect of life like education, civic participation, employment, disaster management, e-governance and financial inclusion. It was discussed however, that the challenges of accessing the internet and ICT facilities among the people with disabilities is enormous which is leading to unequal distribution of opportunities and benefits.

Yadav & Pujari, (2016) in their study ICT accessibility in curriculum transaction for children with specific learning disabilities taking a sample size of 40 educators/teachers of special and inclusive school of Delhi-NCR and using a structured self-developed close-ended questionnaire revealed that higher number of special educators showed positive inclination in

their perspective and proved that ICT is a tool which is very effective in curriculum transaction for children with special learning disabilities. It further imply on the feasibility and viability of ICT based curriculum transaction and recommended maximum service providers to initiate power to improve digital aspect in India, in order to make technology as the center for special education.

Bakhshi, Babulal, & Trani, (2017) in their research on education of children with disabilities in New Delhi interviewed 1294 families having children with limitation of activities and difficulties in functioning associated with problems of health and found out that susceptible children especially children with disabilities are less likely to commence school and have high probability of being drop out of school earlier and before finishing their high school education compared to non-disabled children which indicated that process of learning is not practically inclusive. There were huge gap for girls, economically deprived children and children from the house where the household is not educated. It was concluded that education need to fulfill its instructional value and also attention should be given to the principles of actualization, because problems mostly occur from the policies to implementation.

Conclusion

In conclusion, it will be seen that ICT played a significance role in terms of lifelong learning and is the enabler of anytime and anywhere learning, where knowledge update can be done throughout life cycle, and in todays' system of education, information and communication technology is very crucial in lifelong learning hence policy makers and educationist found it very useful in learning as a whole. Lifelong learning can make integration of formal, non-formal and informal learning in order to come up with ability for continuous learning for quality and

development of life. Moreover, lifelong learning has been described as a general life learning which is successful in its endeavor on the potential of distance education through computer based communication. There should be a balance between teacher direction and learner self-regulation so as both the teacher and learner should benefit from continuous learning through lifelong learning and they should be acquainted with computer knowledge since computer is very significance in lifelong learning anywhere, anyplace and anytime. Furthermore, elderly people experience could be promoted and enhance through self-regulated learning and collaborative learning in order to carry them along with modern trend of learning this is all done through continuous learning by the use of ICT. Finally it is seen that all the reviews on this work stressed on how ICT play significant role in lifelong learning and how lifelong learning is important in every aspect of human endeavor hence, today's effective learning goes with ICT.

Inclusion of students with different disabilities is promoted by E-learning technology, also the role of e-teachers is very significant in education of students with disabilities e-learning and e-teachers are both an effective means through which students with learning disabilities are being empowered and trained to meet with the challenges of learning (Bjekic, Obradovic, Vucetic, & Bojovic, 2014) and technologies may be seen as obstacle if there is no commitment in the principle of equity, participation and responsibility and the challenge of accessing internet among the children disabilities serve as obstacles (Omode A. 2014 and Raja 2016),

Finally, it is evident that ICT is helpful in the lifelong learning of disabled children in the sense that it facilitates learning to them in the areas such as education, employment, e-governance and civic participation, disaster management and financial inclusion through various means such as virtual libraries, virtual universities, teleconferencing, audio, video and computer

conferences which make them up to date in terms of education, anywhere and anytime learning. However, the challenges of accessing the internet and ICT facilities among the people with disabilities is enormous which is leading to unequal distribution of opportunities and benefits (Raja, 2016) hence, there is need to investigate or take further research on facilitating access to internet and ICT facilities among disabled children for lifelong learning.

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