Teaching with Digital Technology and the Impact on Pedagogical Changes

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Abstract

This study aims to investigate lecturer teaching using digital technology and its impact on pedagogical change. The change from face-to-face learning to online learning has implications for educational institutions.

The problem is that many lecturers find it difficult to use digital technology in teaching, so that it is not in line with online pedagogy and online curriculum. The knowledge, abilities, and skills of the lecturers are questioned because there is no such alignment. Thus the impact of pedagogical change on online teaching is contradictory. Moreover, the components of digital technology and pedagogical changes will be fragmented.

The research method approach is qualitative by interviewing six lecturers who teach at one university in Tangerang City. The findings obtained, three lecturers are knowledgeable, capable, and skilled in using digital technology to align with changes in online pedagogy. The other three lecturers have difficulty using digital technology, so the institution must provide continuous training so that learning can run smoothly.

As a result, by using digital technology that impacts pedagogical changes and online curricula, learning can run smoothly, despite the many difficulties in adopting digital technology. Learning using digital technology is a 21st-century learning process.

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