

ROLE OF EDUCATIONAL TECHNOLOGY IN EQUALITY, DIVERSITY AND INCLUSIVITY

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Abstract

This study aims to find out role of educational technology in promoting equality, diversity, inclusivity and at what extent Educational technology can enhance the equality in society as our society is divided into many layers like rich and poor, division on the basis of language, religion, caste colour and creed. There is discrimination to the persons with disability in our society as they are not getting equal chance in getting education. Students in the Indian educational system are increasingly diverse. Diversity is also increasing in higher education, with a higher percentage of women than men enrolling in and graduating from college. Diversity is tied in assessing the contrasts among individuals and group of individuals, and putting positive incentives on those distinctions. So here the role of educational technology becomes crucial to remove the barriers of such persons and provide them equal chance for development. Educational technology brings variety in person's life that helps him to understand the others and both helps in opening space and widen the minds also which brings equality among human beings and reduce any type of discrimination Keeping away from the alternative of isolation and making them restricted to the limits of unique schools, specialists of comprehensive training are supporting an incorporation of kids with extraordinary requirements in to the normal schools. We really at that time can guarantee the arrangement of equivalent freedom especially in schooling. Numerous issues, for example, absence of uplifting outlook among instructors, non-comprehensive educational program, and absence of assets, infrastructural issues, and ignorance among guardians, unpredictable plans, and ill-advised execution of approaches are making obstacles for expanding the idea of comprehensive schooling in India. In paper an endeavor has been made to put center around issues, difficulties, and possibilities with respect to comprehensive instruction.

Keywords: Educational Technology, Education, Equality, Diversity and Inclusivity.

Introduction

Higher education institutions (HEIs) get students from assorted foundations. They likewise remember students with handicaps for standard study rooms (Dalton et al. 2019). Scholars in the Indian instructive framework are progressively different. Variety in schooling envelops students from many races, sexes, and financial foundations; students who communicate in an assortment of dialects; and scholars from many societies. Variety is additionally obvious in the

financial make-up of learners. Variety is additionally expanding in advanced education, as scholars come from defamed gatherings (e.g., bunches that are the objective of negative generalizations, bias, separation) actually see hindrances to training. These discernments might be the aftereffect of both genuine contrasts in the treatment of scholars in the study hall and the failure of instructors to get scholars and be touchy to and comprehensive in showing styles and content. This subject is pertinent to various gatherings of learners; the attention will be on variety and incorporation as they identify with sexual orientation and race. This represents a major test for instructors who must know about their learners' individual difference and guarantee that nobody is abandoned. Such test of obliging variety is highlighted by the term 'incorporation'. As indicated by the Salamanca Statement (1994, 1), inclusive training is a work towards 'schools for all' – organizations 'which incorporate everyone, praise contrasts, support learning, and react to individual requirements'. Subsequently, comprehensive instruction requests a school climate where structures, educational plans, instructive assets and different offices oblige the requirements, all things considered, incorporating those with inabilities (Wilson 2017). Instructive assets are instructing, learning and exploration materials in computerized or non-digital media (UNESCO 2017). They give scholars an extra stage for learning. For example, learning the board frameworks (LMSs) empower students, in an out-of-homeroom setting, to pick their own learning pathway through a course and offer information through instruments like gatherings, messages, visit rooms and conversation gatherings (García et al. 2009). The openness of instructive assets, in this manner, is fundamental so scholars with inabilities can have equivalent freedom. Availability alludes to the nature of an item to be effectively utilized by people with handicaps with or without assistive advancements (World Wide Web Consortium [W3C] 2016). Assistive advancements are instruments intended to empower people with handicaps work around their hardships (Rose et al. 2005). For example, screen magnifiers, screen perusers and mouse scanners are assistive advancements intended to assist people with visual weaknesses. One more related yet more extensive idea is widespread plan, which is a methodology for planning items and administrations that are open and usable to all paying little mind to inabilities, race, sexual orientation, culture, or different contrasts (Ostroff 2011). The general plan idea is applied in training as Universal Design for Learning (UDL) to give a system to carrying out comprehensive schooling (Wilson 2017).

Definition of terms used:

Equality: public specialists that embrace the Intercultural combination approach, focus on guaranteeing equity and non-segregation in the entirety of their activities – towards their own labor force, in their relations with accomplices and providers, including common society associations and endeavors. Zeroing in on correspondence just can, notwithstanding, worsen character governmental issues and sabotage fortitude and union. Endeavors to broaden the equity message not exclusively to minorities yet additionally to the "greater part", and to guide strategies and assets to everybody, in view of need and legitimacy, battle the adverse consequences of personality governmental issues.

Diversity: it is fundamental to attempt positive activity to safeguard variety as an inherent component of human networks, and a wellspring of strength, imperativeness and development. **“Inclusivity in education** - according to UNESCO means that the school provides good education to all pupils irrespective of their varying abilities. All children will be treated with respect and ensured equal opportunities to learn together. Inclusive education is an on-going process. Teachers must work actively and deliberately to reach its goals” (UNESCO, 2007). Computer programmes can be individualized and automatically adjusted to the student’s instructional level.

Educational technology is a term used to describe a wide array of teaching-and-learning–related software and hardware that’s increasingly being used in college and university classrooms. The ultimate goal of educational technology, also referred to as Ed Tech, is to enable an improved learning environment, which in turn is meant to boost student outcomes. It has also been proven to increase student engagement and participation in class. Technology alludes to the review, advancement and use of gadgets, machines and methods for assembling and useful cycles.

Challenges faced by students:

The main concern is that different scholars don’t really rise to variety in training. As such, coordination is an essential however inadequate condition for accomplishing reasonableness and uniformity for all learners. A classroom might incorporate assorted learners, if a few scholars see hindrances and don't feel included, a real climate of variety may not exist. Moreover, minority scholars are more probable than nonminority scholars to run into different hindrances in essential and optional instruction because of absence of access. Second, the outline presents some very much recorded adverse consequences that differential treatment can have on learners. Last, the outline offers research-trying techniques to achieve the objective of more noteworthy variety, including selecting and holding assorted teachers (Bradley and Holcomb-McCoy, 2002; Glass and Minnotte, 2010), joining dynamic comprehensive learning exercises into educational plans (Davis-Lowe, 2006; Hebl and King, 2004), consolidating content that addresses different social and social viewpoints into educational programs (Adams, 1992), establishing safe conditions for all scholars (i.e., nondiscriminatory homerooms in which all scholars feel open to posing inquiries and facing challenges [Davis-Lowe, 2006]), and elevating effort projects to minority scholars and their families (Amelink, 2009). Making more assorted and comprehensive study halls has a few advantages, going from expanding figuring out how to working on friendly collaborations (Gurin, Dey, Hurtado, and Gurin, 2002). Notwithstanding the expansion in variety, minority scholars don’t generally feel included. Derided scholars frequently see boundaries to training and certain profession ways because of their minority status (Luzzo and McWhirter, 2001; McWhirter, 1997; Mooney and Rivas-Drake, 2008). For example, high levels of racial minority scholars see racial segregation and disengagement from nonminority peers (Mooney and Rivas-Drake, 2008). Likewise, educators, guides, instructors, and other good examples regularly have negative discernments or offer negative remarks about female scholars' capacities (versus male Scholars' capacities) (Gatta and Trigg, 2001; Leaper and Brown, 2008). Negative insights from others might mean

negative view of one-self. These kinds of negative insights continue into secondary school and then some and furthermore convert into secondary school young ladies accepting that they have lower capacities in science than do similar young men (DeBacker and Nelson, 2000). Moreover, these discernments might assume a part in the expanded nervousness toward some science handles that secondary school young ladies report more frequently than young men do (Britner, 2008). Negative insights by trashed scholars might be expected partially to differential treatment in the homeroom. For example, educators collaborate and connect more regularly with male scholars than they do with female scholars in the homeroom (Babaria, Bernheim, and Nunez-Smith, 2011; Jones and Dindia, 2004; Trautman and Stewart, 2007) and utilize more certain cooperation procedures (e.g., acclaim, confirmation). At the point when young ladies are approached, they are bound to be posed simple inquiries rather than troublesome ones (Babaria et al, 2011; Brickhouse, Lowery, and Schultz, 2000). Along these lines, young men might be tested to utilize basic thinking abilities in the homeroom to a more prominent degree than are young ladies. Furthermore, contrasts arise in how scholars are followed or put into specific classes. Correspondence obstructions may likewise introduce a culture related challenge among educators and bilingual or bicultural Scholars; subsequently, many school locale center around following these Scholars into "essential" abilities courses (e.g., perusing, composing, and science) for students. Notwithstanding treatment from educators, study hall materials might make obstructions.

Issues related to inclusivity in education:

Inclusion is an International trendy expression in training and Indian education has no special case. The Universal inclusive Declaration of basic liberties, the United Nations General Assembly contract, and United Nations Convention on the privileges of the kid all recognized training as a common liberty. It might likewise be viewed as a proceeding with cycle of separating obstructions to learning and cooperation for all kids and youngsters. Comprehensive instruction ought to set out open doors for all students to cooperate." as indicated by public training's service guideline "comprehensive training is an instructive framework that gives freedoms to extraordinary requirements and gifted students to seek after training at standard schools alongside other ordinary students.

Less Students Enrolment: Enrolment pace of kids with incapacities essentially comparable to that of nondisabled youngsters in the standard instruction framework.

Absence of Competencies among instructors: Teachers are the critical entertainer to effectively executing comprehensive schooling. There is Lack of Competency, Proper information and instructive capabilities which are needed from educators to satisfy the foreordained reason.

Huge class sizes: Large classes are the enormous obstruction for the extraordinary Scholars to exploit in the standard classes.

Insufficient pre-administration preparing and proficient turn of events: Lack of preparing and expert advancement of standard instructors at all levels is the enormous issues in comprehensive schooling.

Negative Attitude of Parents and Teachers: Negative Attitude of Parents and Teachers towards inability, diversely-abled and minimized youngsters is additionally one of the significant issues in comprehensive training set-up.

Insufficient Infrastructure: Lack of infra primary offices in our foundation is one of the large issue which ruins us to understand the fantasy of comprehensive training.

Absence of Assistive gadgets: In comprehensive homeroom there is lack of assistive gadgets which might help the exceptional scholars to exploit from the classes.

More utilization of Power Point Presentations in the Class: Nowadays we use innovation to make our showing learning measure successful and yet when we have various kinds of students in a similar class we disregard the different necessities of uncommon students.

Steps need to be taken

National Policy: A suitable legal framework needs to be implemented through national policy and funding arrangements for equal opportunities

Guaranteeing an Enabling Environment for Schools: Schools don't work in disengagement from the more extensive society and should be upheld by an empowering lawful, arrangement and monetary climate and by the networks that they serve and writing gives some helpful pointers to strategy producers concerning the help that schools need in case they are to adequately manage the difficulties of incorporation and variety.

Inclusion and diversity in the curriculum: A major focus for governments wishing to support migrant pupils is through providing curriculum guidelines that support inclusion and diversity.

Language support: A key concern for governments is to provide language support for migrants to enable them to more fully integrate into the mainstream culture and to achieve their full potential, particularly in key curriculum areas.

Arrangement for recently showed up migrants: Linked to the subject of language support is arrangement for recently showed up travelers. Arrangement isn't restricted to learning the host language yet in addition incorporates content pointed toward facilitating acclimation with different parts of the host culture and lifestyle. Backing can be stretched out to the guardians of traveler students.

Supporting student voice: Some drives that pointed toward supporting student voice in schools can give an incredible instrument to remembering traveler students for the existence of the school and advancing issues of consideration and variety. Government strategies to advance student voice are anyway restricted across accomplice nations and this is another region where governments can consider tending to later on.

Regional/ local support and challenge: The Regional/ local level plays a crucial role in challenging and supporting schools to raise the achievement of all learners and to become more inclusive and diverse in their outlook and practices.

Developing leadership for inclusion and diversity: This is significant if issues of incorporation and variety are to be viewed in a serious way by the school local area. The administration group makes a common vision for a socially comprehensive school.

Responds positively to diversity: Variety is reflected in divider shows and the accomplishments of all students are praised. The school is an inviting spot for understudies and guardians from various foundations, the cosmetics of the staff at all levels and the administering body reflects variety inside the local area.

Encouraging innovation and change: Socially comprehensive schools are receptive to new approaches and drive to advance consideration and variety. They show a 'can do' culture according to the change. They empower both instructor and student drove advancement.

Engaging Parents, careers and families: A socially comprehensive school shows obligation to working in association with guardians. Formal designs, for example educational committees incorporate guardians from traveler networks.

Influence of educational technology in equality, diversity and inclusivity:

- It helps in better way to preparing lesson/projects / research papers than that of textbooks.
- It brings significant changes to bring the students more close to the teachers and both can participate in learning process.
- Students become more attracted to the classes as they will be able to learn easily through the help of educational technology.
- It helps teachers' interact with students.
- It helps to create students friendly environment.
- It helps in removing the gap between teachers and students.
- It makes teachers communication with students more effective.
- Educational technology helps the educational institutions to storing and easily retrieval of the information.
- Educational technology helps in understanding the concept in more effectively with the use of presentation, animation, motion pictures etc.
- Teachers and learners can learn from their own networks with the help of educational technology.

Conclusion

A few systems can be utilized in blend with others, while still others are less down to earth for an assortment of reasons. Educational systems can make and execute proficient advancement courses that emphasis on social variety and affectability assist teachers with drawing in groups of assorted scholars in the learning system, and foster variety cordial procedures that can be carried out into educational programs. Educational systems can likewise assist with giving good examples by enrolling different teachers and guaranteeing that assorted people are addressed at school-facilitated capacities (e.g., decided at science fairs). A subsequent procedure is socially responsive instructing that mixes social attributes, viewpoints, and encounters of ethnically and racially assorted scholars into one's encouraging style to help a more extensive scope of scholars comprehend the substance introduced (Gay, 2002). This should be possible by adjusting educational plans and giving assorted good examples and tutors. Socially responsive showing helps Scholars from different foundations feel remembered

for the illustration and alright with the material being educated. Notwithstanding society, consideration ought to be paid to sexual orientation, particularly in fields where ladies are by and large underrepresented. Similarly as with culture, sexual orientation inclusivity can be accomplished by joining fitting substance and adjusting showing styles when important to concentrate on scholars of both genders (Mills, Ayre, and Gill, 2008). There must an outreach-instruction projects to plan scholars , especially those from burdened foundations, as examination shows that these kinds of projects (e.g., Upward Bound) are viable in assisting scholars with prevailing at a higher degree of the scholarly community (Fields, 2001). This is especially significant for outreach schooling programs intended for designing and science fields in which scholars can join information with lab encounters. Effort projects can likewise teach guardians on the expenses of schooling just as the accessible wellsprings of monetary help, which is valuable for guardians who consider accounts to be an obstruction to their youngster's schooling. There are a couple of obstacles and hardships related to informative structure which squares to propel extensive tutoring. To make thought fitting teacher availability, care and attitude towards handicaps, upkeep of phenomenal children, etc ought to be made required in all projects paying little mind to simple, helper level and high level training. Further quality resources, assets and workplaces ought to be given to each foundation to make comprehensive guidance Program productive. At last the role educational technology becomes more crucial in swift flow of education.

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