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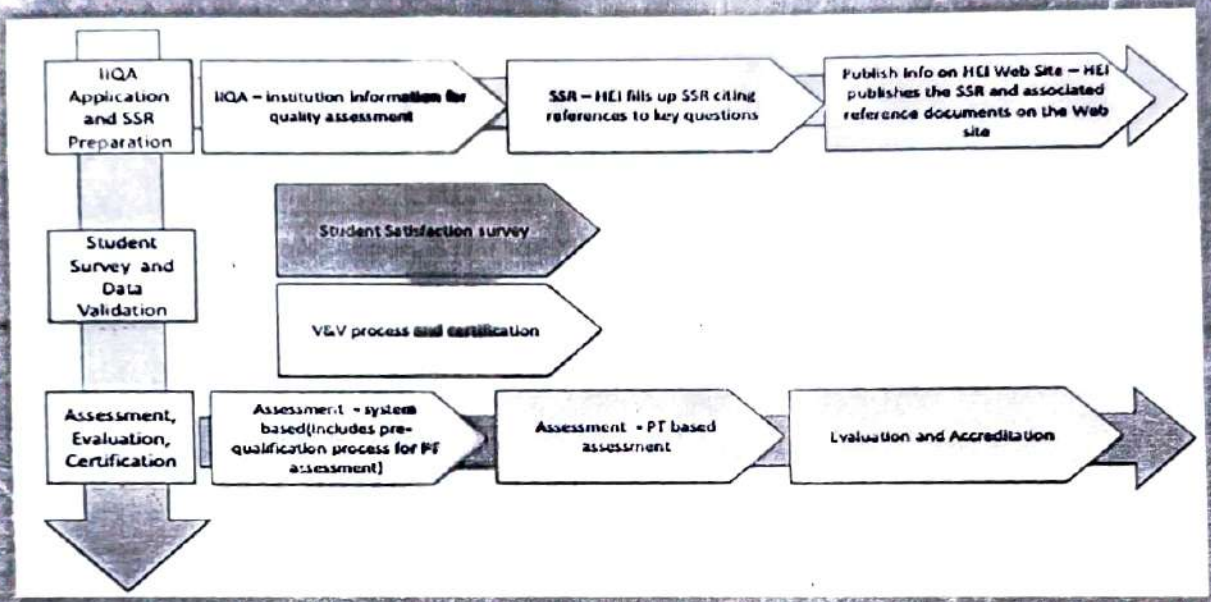

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Role of ICT in the Curriculum in Higher Education

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Abstract:

This piece of resresch focuses on the role of Information and Communication Technology (ICT) in curriculum designing in higher education. Information Technology is a combination of communication, reservation, processing and multimedia capabilities. Today, information and communication technology (ICT) is of first rate in education systems, but the origin of these saying is based upon scientific finding particularly training sciences, development of knowledge in higher education. If the curricula(or syllabus) is according to real need or real require of the learner, it increases their interest for incremental learning and IT, because of its verity and being benefited from a great deal of information has a property or characteristic to meet different needs of the learner and caused them interested in contents of the curricula. This paper intends to investigate the effect or impact of this phenomenon curricula by stating the role of ICT in educational domain and to provide an integrating and blending programmed for teacher and student and to prepare a field in which the potential of individual capabilities of students and their own and personal experiences could be increased.

Keywords: ICT, Curriculum, Higher Education.

Introduction:

Information technology is a combination of communication, reservation, processing and multimedia capabilities. The main role played by communicative network is called ICT [1]. An important characteristic which Information technology enjoys is that it promotes and facilitates the relationship between human with human, and human with environment due to its changeability and ability to have great impact upon educational, cultural, economic growth, and also globalization. IT is considered one of the most dynamic majors in science and technology. One of the most important domains of human life is education and the emergence of ICT has opened new horizons for experts and professionals. "Ron. Oliver, 2002" states that ICT is a power that change most aspects of human life [2]. IT teaches us how to change organization and basically how to innovate in our relationship with environment and our competition with other organizations, in order to have an intelligent action with new organizations [3]. In the domain of education there are different branches and processes that are responsible for the education of individuals. Among these curricula planning emerged as one of the branches of educational sciences. With the intention of education engineering. Most trainers believe. That the publication date of the book "Curricula planning" by Franklin Babit, that is 1918 was the commence of curricula planning [4, 5]. If a community intends to be convergent on globalization process, certainly, similarity and concordance with world trends is considered as a part of national educational goals and its process is accelerated through IT. Barber Lioner believes that IT has accelerated the world economy uniformity that considered as basis of globalization [6].The role of ICT in education is not homogeneous; ICT currently provides a growing range of tools to manipulate digital data, as well as access to the vast range and variety of content which underpins the information age, only some of which is designed to support learning. In order to

harness the power of these technologies to serve science education it is necessary first to identify the exact objectives of that education and then to match appropriate use of the technologies with the achievement of those objectives [7].

Curriculum planning and IT:

Curriculum planning that is considered the warp of education system originally, is in mutual relationship with other domains of education, and today, globalization in addition to ICT have influenced curriculum, thereby, this process is experiencing a new transformational trend. The system of curriculum planning should provide appropriate curricula with meticulous attention to these new formative changes implicitly with prognostication of those change that are supposed occurred. In curriculum compile, formation and design, information and scientific findings which are resulted from fundamental studies on curricula are used and the more these information and findings are authentic and reliable, the more the curriculum would be scientifically valid and exact With its emergence, ICT has influenced the community in general and training activities and factors in particular, as well as curriculum as a process for compile and format the components and the elements of learning, so this effect can be seen in each element of curriculum and if this effect is not being designed in a desirable scientific manner, it can unbalance the curriculum at hand. Decision- makers are those who can make special decisions regarding curriculum elements through their expertise. One of the patterns that can be appropriate in ICT-based curriculum is a systemic conceptual pattern that has five main elements: 1. Input, process, output, environment and evaluation, and feedback.

In this pattern, input is introduced in three main parts as follows:

1. Data origin that consists of all the environments such as education system as a whole, organizations, ministry of education and the environments from which necessary data are gathered.
2. Data resources that consist of:

I. ICT center

II. Institutions and organizations.

III. Human, financial, material and educational resources.

IV. Fundamental and research data.

3. Structure and Establishments:

ICT center that consists of three parts including general substructure, hardware and software parts and networks that by means of this component, hardware and software in proportion to curriculum and its position can be provided. And in professional substructure, the systems supporting management and its performance are discussed and expected, and in database section, the data are recorded from different resources or centers in two ways that are educative and non-educative and are used for curriculum planning. Institutions and organization of this type that are included in this source included all data regarding institution and organizations subordinated to education such as brilliant and intelligent talents, intellectual training centers and exceptional organization of education.

Human, financial, material and educational resources: this source or this section has a great emphasis on those resources concerning human educative and non-educative resource, costs, expenditure and incomes and information regarding education and schooling. This resource is recorded in different levels in two internal and external sections of the organization.

The Internal section includes fundamental philosophy of education and some information about the researches, projects related to educational departments and research council. In the external section the information about education in research and statistic centre is considered. Agents and decision makers: Individuals and different groups make use of inputs entered into educational system. And these people: in school level one teacher, managers, parents and counselors... In education departments level is: regional deputies. In education organization level is: Principals (Head), deputy, and head masters of research council. In ministry level is: Minister, deputies, university experts... And the ICT group including ICT experts, curricula planning experts, computer programmer, education technology specialist's multimedia designers and etc that are present in all phases of specialized counseling, and detect and prepare the necessary progress and information and technology for using in curricula planning according to the necessary decisions for each level, and enter it into curricula planning system. Centralization prevents the growth of planning ability and management of learning process, which are among the basic skills in the application of technology in education. Each conceptual model for decision making about curriculum planning in different levels of support system of administrators and during the implementation of decision support systems of function that are two main data processing, database and communications technology are active. External data in this model includes activities and changes and developments that occurred in the processing stage on internal data and curriculum development system in three levels of curricula, comprehensive educational system, regional planning and fine curriculum system is introduced.

Discussion:

Conceptual model to a system approach makes better use of the elements of actual and potential capacity of the elements discussed in the planning system of the country and this circumstance provides a curriculum to suit needs, wishes and status of regions of the country and finally, creates a new structure based on the use of ICT capabilities [8]. In Iran's education system and curriculum production topic orientation and orbit transferring of knowledge and unilateral and non-active methods in education has been maintained more or less, and studies in the curriculum of the system indicate the system is completely focused on designing and producing the same curriculum for all students [9]. Centralization causes the ability of planning and leadership of the process of learning that are the main skills in the application of technology not to grow in individuals, in addition to centralization, all activities and educational software are being produced by the government and this prevents the growth and development of the private sector in this field. While if successful application of information technology in education is the active participation of the private sector [10]. Improving the quality of education and training is a critical issue, particularly at a time of educational expansion. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment [11]. Many studies on ICT integration find that projects fall short of expectations because the educators continue working within a traditional vision of rote learning [12, 13, and 14]. Teachers need to believe that new approaches to teaching are effective and will make a difference for their students in order for them to continue using new approaches.

Teachers' understanding and commitment are particularly important to sustain changes in areas such as project-based learning or student-centered techniques, which require basic changes to a teacher's instructional practice [12]. Understanding how technology fits into the complex realities of classrooms has been a critical factor in creating real change in schools in the industrialized nations [14, 15]. Yet little is known about educational technology projects in the classrooms of the developing world. General curriculum in which ICT has been used and validated the importance of content is very high and to provide possibility of using integrated programs and seek to provide some background to flourish individual capabilities of students and spread their personal experience. New technologies for these features are due to be diverse and enjoys high volume of diverse information have answered the students' divers needs and increase their interest rate to the content of curriculum.

Conclusion:

In this way, the use of ICT plays a vital role in the curriculum designing in higher education. By using the ICT teacher become aware of ICT aids in teaching. If we use ICT in curriculum designing we are able to bring innovative changes in teaching. The learners' interest in learning increases automatically. The role of ICT in educational domain and to provide an integrating and blending programmed for teacher and student and to prepare a field in which the potential of individual capabilities of students and their own and personal experiences could be increased.

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