

# **An Empirical Study on How Technology Has Become Hindrance For Education.**

**Autufa Zainab**

MBA Student, Department of Management  
Chandigarh Group of Colleges Technical Campus, Jhanjeri,  
Mohali

**Dr. Arshan Kler**

Assistant Professor  
Faculty of Management  
Chandigarh Group of Colleges Technical Campus, Jhanjeri,  
Mohali

## **ABSTRACT**

Knowing how technologies impact Education is Vital. The current review is approved and added to the current information in deciding how much unambiguous degree of innovation joining influence Education. These days we see innovative device as a specific inactive apparatus complies and settles everything and it is named as Technical Instrumentalism. The reason for this exploration is to figure out how innovation has become obstruction for schooling, and with the assistance of Extensive writing survey we got to realize that a few understudies deal with issues with mechanical instruction and others see innovative training as an easy route, understudies can't get down to earth information.

**Keywords:** Technology, Education, Technical Instrumentalism, Online education

## **1. INTRODUCTION**

Innovation is characterized as "the assortment of procedures, abilities, strategies, and cycles used inside the gathering of items or administrations or inside the achievement of goals, as logical examination." inside the field of schooling, it's "the utilization of machines and scholarly hardware of different sorts (for example language research centers, recording devices, video, and so forth) to help instructors and students," (Richards and Schmidt, 2010, p. 190). Innovation has never been far off from man. Since he existed on the planet, his life has been overflowing with mechanical gadgets. Innovation has been his harbinger to tackle nature and resist its unconquerable powers. Be that as it may, throughout the course of recent years around, the presence of innovation in our lives has been especially highlighted. Innovation has, as of late, affected all that we do. Wherever we are: working, gathering or at school, innovation is there, at the actual tips of our fingers, reshaping our reality and penetrating inside the Books and corners of our reality.

Frame (2003, p. 233) likewise alludes to the new innovations as new kinds of "proficiency's." they need previously become a piece of our lives. They're not "simply additional items, ideal to have yet unnecessary; they're at the actual focus of these structures and practices of correspondence and portrayal that are vital in our new times." inside the field of training, Information and Communication Technologies (ICT) have proactively attacked the scene. Computerized gadgets like PCs, tablets, iPods, word processors, messages and subsequently the Internet have entered the homeroom and changed the substance of instructing and learning. As a matter of fact, the pattern towards innovation improved learning has thrived so quickly that understudies, who are well informed as of now, have become enthused and permeated with subjects where innovation is converged with customary educating devices. Indeed, homeroom educators are currently prodded from all sides to utilize innovation as habitually as they will, and understudies are day to day presented to a ton of data contacting them through a spread of mechanical gadgets. Added thereto, a store of examination has been created, lauding the unequivocally-beneficial outcome of embedding innovations inside the ordinary course of guidance on understudies' presentation (McFarlane, 1997; Christensen, 1999; Epper, A. Bates and T. Bates, 2001; Laurillard, 2002; Roblyer, 2003; Lowerison et al, 2006 among others). In any case, bringing out the consistently present impact innovation has on the schooling field ought to in no way, shape or form be confined to relating its advantages. Innovation isn't just about utilizing new contraptions and applications, and being energized at utilizing them. There's very that to innovation. Consequently, any discussions about innovation that don't visualize likely dangers or measure the deterrents it'd bring back training would be defective and deficient. steady with Flanagan (2008, p. 2), any request about the impact of homeroom innovation ought to "remember positive and adverse consequences for understudy accomplishment and subsequently the different kinds of innovation which will increment or diminishing an understudy's capacity to attempt to add the study hall." this paper is of extraordinary importance since it indicates to reveal insight consequently regrettable side of homeroom innovation that much exploration has so far been overlooking. The lessening in understudies' presentation, especially in perusing and composing, the dehumanization of the instructional exercise climate, the twisting of social relations additionally on the grounds that the disengagement that people experience while utilizing innovation are among the preeminent unavoidable and repetitive impacts innovation has conveyed to the study hall scene which will be featured inside the accompanying segments of this article.

## **2. LITERTURE REVIEW**

Different overviews are led inspiring the advantages of utilizing innovation inside the study hall. Around the world, the run coordinating innovation in schooling has been a standard practice. The adequacy of schooling systems is presently checked against the amount of innovation that is getting utilized. Relating to a review directed by the Cambridge International Global Education Census that enveloped 10,209 educators and 9,397 understudies from wherever the earth , Ascione (2018, section 5) noticed that Nearly half

(48%) of overviews of understudies utilize a PC at school, 42% utilize a Smartphone, 33 percent utilize intelligent whiteboards, and 20 percent use tablets. Understudies in China use tablet the principal, with one of every two understudies utilizing the gadgets. Inside the us, in 2015, around 88 percent of eighth graders and 83 percent of fourth graders say they use PCs gathering. Essentially, 80% of eighth graders report utilizing a PC for homework, steady with information delivered by the National Center for Education Statistics (<https://nces.ed.gov/fastfacts/display.asp?id=46>). In China, and reliable with the site [www.newatlas.com](http://www.newatlas.com), 60,000 schools are currently utilizing a mechanical gadget to stamp understudies' tests, subsequently supplant human markers. Nonetheless, yet its by and large absolutely valuable, innovation actually has exceptional impacts that merit divulging. Thusly, the discussion over its effect has of late become stronger, and consequently the quantity of examinations which intend to highlight this effect has heightened during a momentous way (George and Odgers, 2015; Lee, 2009; LeBlanc, Katzmarzyk and Barreira, 2015; Paul and Brier, 2001; Putnam, 2000; Turkle, 2011 among others). As a matter of fact, during a report delivered in 2017, the United Nations International Children's Emergency Fund (UNICEF) pronounces: "Computerized innovation and intelligence likewise present critical dangers to kids' security, security and prosperity, amplifying dangers and damages that lots of young people as of now face disconnected and making as of now weak youngsters significantly more helpless," (p. 8) In 2017, Denoël et al led a review getting to look at the impact of acquainting kids with data and correspondence advances (ICT) both gathering and through educational time. The review included a populace of 39, 15-year-old understudies: 27 members from European nations and 12 members from non-European nations. Information gathered from the review uncovered that understudies of a high-financial status for the most part begin utilizing homeroom innovations like PCs, tablets and digital books at a prior age than understudies coming from low-pay families; which has its repercussion on the value between understudies. The concentrate likewise showed that much openness to innovation includes an adverse consequence on understudies' school execution

One more review was led via Carter, Greenberg and Walker (2017) during a West Point school, in ny, U.S.A. The review planned to search out whether innovation, definitively Internetconnected PCs, ought to be incorporated inside the ordinary course of guidance for the Principles of Economics classes. Members inside the review were sophomore understudies, and hence the example was arbitrarily chosen from classes of around 15 understudies each. Tests occurred during the 2014-15 and 2015-16 school years. Members were separated in three gatherings: the essential gathering followed courses with no association with any mechanical gadgets; the subsequent gathering was permitted the free utilization of tablets and workstations; the third gathering utilized innovation under specific limitations. Examination of information ordered from the three gatherings uncovered that under studies in study halls where no Internet-associated gadgets were utilized scored a lot higher in their tests (72.9 %) than those in classes where PCs and tablets were permitted.

One more review was directed by Purcell, Buchanan and Friedrich in 2013. The review's goal was to explore educators' perspectives in regards to the effect of consolidating advanced

devices in showing composing on center and highschool understudies' composing abilities. The review included an example of two ,462 educators from the U.S. A. furthermore, Puerto Rico. The point of the review was to supply information about the understudies' exhibition recorded as a hard copy following the usage of computerized devices while instructing composing. The assembled information uncovered disturbing realities about understudies' composing expertise. Truth be told, 68% of studied educators concede that computerized devices make understudies pursue faster routes, as opposed to putting any work recorded as a hard copy, 67 tattle understudies experience issues perusing and understanding confounded texts, and 46 we are saying advanced instruments cause understudies to compose quick and heedlessly. The concentrate additionally brings up that understudies will quite often involve an ever increasing number of truncations in their works, following the manner in which they compose while imparting electronically. an indistinguishable review was led by Dansieh in 2011. Its point was to recognize the likely effect of text informing on understudies' composed language abilities.

The review included a populace of 1,300 members who needed to answer to 2 overview surveys: one for school kids and another for teachers. Accumulated information were classified and dissected through the Statistical Package for Social Sciences (SPSS) programming. The investigation discovered that message informing radically influences understudies' composition, including spelling, sentence development and syntactic designs. It further uncovered those short structures and truncation used in informing are currently regularly sent in understudies' homeroom keeping in touch with the degree that a lot of what they compose is obscured and dangerous. tests of these truncations incorporate, however aren't confined to: 'u' for you, 'b/4' for before', '2moro' for later, '2day' for now', 'Eng' for English, 'pls' or 'please' for please, then forward. In 2009, one more review was directed by The Josephson Institute of Ethics (JIE), a charitable Canadian association looking to improve the ethical nature of public activity. The review included 23,000 secondary school understudies who were evaluated about specific moral issues, in particular genuineness and respectability. 51 you care for respondent recognized having cheated during the tests, without feeling any hesitations about making it happen. The concentrate likewise pointed out the very truth that innovation made it more straightforward for school children to cheat, consequently hurting genuinely the "six all inclusive moral qualities (reliability, regard, obligation, decency, mindful, and citizenship) called the Six Pillars of Character," (JIE, 2009, passage 5). Supporting discoveries came to by the JIE, Wallace (2009, section. 13) states: "Last year, in Orange County, California, many understudies' scores on Advanced Placement tests were cleaned away after certain understudies messaged during the test."

In 1999, Algeria directed a review researching the effect of utilizing sight and sound gadgets like webcams, computerized cameras, receivers and PCs on understudies' scholarly execution. The review included 62 first graders generally selected during a Riyadh lyceum, Saudi Arabia. Members were isolated into two gatherings: an exploratory gathering involving sight and sound gadgets in their math examples and an effect bunch concentrating on science observing a guideline strategy that is without consolidating any computerized devices. The

review uncovered no genuinely massive contrasts in execution between the trial bunch and hence the benchmark group, especially concerning recalling, understanding and applying numerical principles.

Appropriately, discoveries demonstrate that coordinating computerized apparatuses in showing math ideas doesn't naturally yield an improvement in understudies' numerical abilities. This part of the article has permitted the audit of assortment of studies which plunged into the progressions that the use of innovation might bring back the instructional exercise field, particularly to the perspectives of researchers toward learning. The examinations gave a converse of-the-decoration picture to the ruddy view that is broadly held about the usage of innovation, and uncovered discoveries that are of vital importance as with respect to understudies' accomplishments in subjects like math, perusing and composing. The examinations additionally highlighted the bad tempered influence that the blending of innovation inside the homeroom might require on the qualities society endeavors to protect and pervade. Inside the accompanying part of this article, more subtleties will be furnished related with the adverse consequences innovation might wear the instructional exercise climate.

### **3. FOUR WAYS TECHNOLOGY HAS NEGATIVELY CHANGED EDUCATION**

As referenced in before areas of our report, innovation is profoundly having an impact on the manner in which we comprehend the preparation cycle, characterized by Wikipedia in light of the fact that the arrangement of procedures individuals send in "obtaining new, or adjusting existing, information, ways of behaving, abilities, values, or inclinations." Computer-based guidance is currently common all through the preparation conditions wherever the earth, reshaping minds and forcing new jobs on the two educators and understudies. On account of the blending of innovation in homeroom conditions, understudies are dynamic, thought process and needing to learn (Al-Hariri and Al-Hattami, 2007; Aloraini, 2012; Eyyam, and Yaratan, 2014). They likewise take care of their learning (Johnson, Schwab, and Foa, 1999). Individualizing realizing, which is viewed as a ramifications of innovation, makes understudies more competent to adapt to issues autonomously (Viorica-Torii and Carmen, 2013).

Thus, educators are no longer transmitters of data; rather, they're specialists or fashioners of learning conditions (Hairon and Chai, 2017). Their fundamental errand is to re-organize the climate of viable learning through setting themselves inside the center among understudies and educational programs. In any case, late examinations have shown that innovation includes an adverse consequence on the strategy of training (Fried, 2008; Wentworth and Middleton, 2014), especially on the four regions expressed beneath:

- Decay of understudies' abilities in perusing, composing, and number-crunching, which are the fundamental three abilities any understudy is supposed to dominate;

- Dehumanization of training in numerous conditions and bending of the connection among educators and understudies;
- Segregation of understudies in a computerized and virtual world that distances them from any type of social collaboration;
- Extending of social imbalances between those who are well off and hence the poor that is understudies who can have innovation and individuals who can't.

### **3.1 Deterioration of Students' Competencies in Reading, Writing and Arithmetic**

Regardless of the boundless that homeroom innovation by and large works on understudies' scholarly accomplishment and improves their inspiration to achieve their errands (Al-Hariri and Al-Hattami, 2017; Bishop and Verleger, 2013; Clarke and Savannas, 2014, Haßler, Major, and Hennessy, 2015; Izadpanah and Alavi, 2016 among others), much dependence on innovation appears to seriously influence understudies' abilities in three abilities that are of uncontested significance to them, in particular perusing, composing and number-crunching. Spitzer (2014) gives a full record of the dangers of taking on innovation in the homeroom and cautions against its possible adverse consequences on understudies' accomplishments. He refers to writing insisting that penmanship and perusing are impeded by composing and that Information Technology (IT) achieves shallow handling of data. That is the reason, understudies don't gain some significant experience from Google Books in similar design they do from printed books and magazines. Likewise, Carr (2011) blames innovation for making our brains be "shallow" and declares that understudies who read direct texts have better comprehension and a more grounded memory than the people who read by means of the

Web. He contends (2011, p. 90) that "The shift from paper to screen doesn't simply impact the manner in which we explore a hint of composing. It likewise impacts the level of consideration we dedicate thereto and hence the profundity of our submersion in it." Carr certifies that the web , for instance , achieves shallow, quickly flustered perusers, as "When we go on the web , we enter a climate that advances careless perusing, rushed and occupied thinking, and shallow learning," (2011, p. 116) *Technology Has Negatively Changed Education*

One more illustration of the adverse consequence of mechanical gadgets, for example, advanced cells, tablets, PCs and PCs on understudies' exhibition is brought to us by Strain-Moritz (2016), an accomplished instructor who learns that messaging has harmed understudies' capacity to record full sentences, with no fracture or abnormal accentuation. Alhusban (2016) additionally specifies that homeroom advancements definitely influence understudies' capacity to compose, remarkably with regards to spelling and accentuation, linguistic precision, spelling, editing, decisive reasoning, regard of soundness and linearity. She additionally contends that consistent openness to short structures disables understudies' capacity to sprinkle out exertion recorded as a hard copy which the short structures that are

much of the time used in messaging makes it overwhelming for them to separate proper shows of composing from casual ones. Bronowicki, (2014) takes on an indistinguishable perspective, specifically that understudies became languid because of their weighty, everyday dependence on innovation. The issue is surprisingly more terrible in grade schools where understudies are overpowered by innovation, particularly PDAs; which at last leads their utilization of sentence structure to be adversely experiencing messages (for example 4ever as opposed to everlastingly) (van Dijk et al, 2016). Also, Granata (2019, section 1) announces that "Understudies have put down cherished soft cover books and supplanted them with PDAs, iPods and other innovation. Children's perusing for delight has dropped enormously throughout recent years, and innovation might be to be faulted." As far as math and number-crunching are concerned, dependence on innovation in showing these subjects implies a plenty of likely dangers. Truth be told, in 1998, Zheng checked on the adverse consequences of utilizing number crunchers and arrived at the accompanying resolution:

Worry for the adverse consequence of utilizing adding machines, particularly charting mini-computers, is genuine. Since mini-computers are for the most part mathematical in nature, understudies probably won't get strong applied understanding. Their perspective on science will presumably be more procedural and as needs be, their critical thinking abilities might be restricted. The improvement of their primary view about science really might be prevented. Besides, in light of it [sic.] plan, a mini-computer might convey misdirecting data and make disarray in learning documentation (1998, p. 9).

Something like 30 years after the fact, definitively in 2012, the UK government declared its aim to boycott mini-computers in grade schools since understudies use them to an extreme (Stacey, 2014). Math and number juggling are in their most flawless structures, subjects which advance revelation, investigation and decisive reasoning. The utilization of innovation in showing these subjects, yet supportive, comprises a prevention to the flourishing of understudies' scientific thinking, research has demonstrated.

### **3.2 The Dehumanizing Effect of Technology**

While the utilization of innovation has expanded the amount of data showed in a more limited time and has most certainly made understudies ready to picture this data in a superior manner (for example through PowerPoint Presentations, guides and outlines), the overreliance on innovation in study halls has a dehumanizing impact. Kemp et al. (2015, p.4) declares that throughout the past ten years particularly, "showing has been torn from the domain of human undertakings and transformed into a mechanical leviathan that is gradually usurping the spirit of the calling." This 'leviathan', a legendary ocean beast as per the Jewish convictions, is accessible in numerous areas and at many degrees of schooling, including pre-bundled educational programs that are not planned by the educator of a specific course.

In advanced education foundations and in web-based courses, for example, educators present their illustrations from far off, and understudies are expected to connect with machines, as

opposed to with people. A definitive outcome's an instructor who is clueless or practically no about his/her understudies and understudies showing no cozy relationship with their educator. Cazan et al (2016); Izadpanah and Alavi (2016) and Nye (2006) among others, have previously featured the dehumanizing impact of innovation on understudy educator connections. Nye (2006, p, as a matter of fact. 186) contends that Technology "pulls you far away from the actual climate. You truly block out the planet," which "Today' understudies are acclimated to a universe of web based contributing to a blog, texting, and Web perusing that leaves electronic follows," (p. 188).

Izadpanah and Alavi (2016) concentrated on the perspectives of a group of Iranian secondary school understudies towards involving PCs as a medium to work with learning English in study halls. Results ordered from the review show that around 58% of the researchers required inside the overview accept that utilizing PCs includes a dehumanizing impact. Comparable outcomes were found by Kazan et al (2016), who researched the association between the degree of agitation among some secondary school and college understudies in Romania, and their PC proficiency. Examination has shown that the upper the understudies' PC self-adequacy is, the less tension they need inside the homerooms. In a general public like the Romanian one, where admittance to PCs at home is extremely restricted, numerous understudies are supposed to feel restless when they are supposed to deal with computerized gadgets in the study halls.

Reliance on innovation in the homerooms likewise involves the absence of compatibility among educators and understudies or potentially among understudies themselves; which prompts disintegrating the social connections associated with instructing, accordingly dissolving one among the most points of schooling (Nneji, 2014). In the event that educators rely upon innovation for quite a while in the homerooms, there is not really any time for them to anily affect their understudies. In similar style, understudies don't get the opportunity to foster sound associations with one another. Riverdale (2017) alludes to the dehumanizing part of innovation as a "zombie walk" and composes (section 6) that "Our understudies who are the chief separated are commonly the people who are stuck on their telephones and strolling the corridors with their heads down." Wilkins (2014) likewise refers to realities about educators' and students' perspectives towards the usage of innovation and its uncommon impact on understudy instructor connections, with some accepting that utilizing innovation hampers the compatibility among educators and understudies and structures a snag to simple correspondence between them.

### **3.3 Technology and the Gap between Social Classes**

One more bad part of dependence on innovation in training is that the large hole that innovation makes between the rich and thusly poor people. Huge contrasts among created and non-industrial nations are extremely clear in the framework of schools. While schools in created nations are furnished with essentially all mechanical gadgets (PCS, workstations, tablets, projectors and Internet access), those in non-industrial nations to a great extent come

up short on these gadgets. In this way, understudies in emerging nations graduate with restricted fundamental mechanical abilities (e.g., PC proficiency) and deal with tremendous issues to search out a generously compensated work, or find it too challenging to even consider contending in the worldwide market.

Indeed, even in created nations, there is typically a computerized partition (van Dijk and Hacker, 2011); that is, there is a major contrast between understudies coming from various social foundations. Unfortunate understudies might approach innovation in study halls, yet can't bear the cost of any contraption at home, which is exceptionally clear in the scholarly accomplishment of these unfortunate understudies contrasted with their rich companions. As per a report by the National Telecommunications and Information Administration (NTIA), residents in the US are half bound to have Internet access than those living in provincial regions (Steele-Carlin, 2017). A remark by Sarah Phinney, the distance learning facilitator at Porterville Adult School in Central California, shows the consequences of this computerized partition as follows:

In my seven years' experience working with this populace [at Porterville Adult School], I have found that an extraordinary number of the understudies we serve, particularly the people who communicate in English as a subsequent language, are PC uneducated and consequently are on the lean side of the gap (Steele-Carlin, 2017).

On the off chance that this is the consequence of the computerized partition in the US, it should be a lot greater and more serious in different nations where the separation is greater similar to the case in Egypt where tuition based schools and colleges have a decent, working mechanical climate contrasted with state schools and colleges, which is reflected in the significantly various degrees of graduates from the two kinds of training (Warschauer, 2011). Albeit the Egyptian government has furnished a considerable lot of its schools with mechanical gadgets and admittance to the web, they're not really utilized because of serious regulatory methodology or absence of preparing gave to instructors. At home, the main part of Egyptians can't stand to look for any mechanical gadget or unique programming; thusly, most alumni of state instructive foundations miss the mark on fundamental PC abilities and wish a lot of restoration after they graduate. Obviously that the computerized separation might foster withdrawn conduct in light of the fact that the innovation underestimated understudies might foster a sensation of mistreatment and no accomplishment.

#### **4. SUGGESTED PATHS FOR BETTER PRACTICE**

These days, the utilization of innovation in schooling is unavoidable. Present day mechanical gadgets have known tremendous development wherever the planet, bringing about significant changes inside the manner in which understudies learn and educators instruct. Frequently, the level of outcome of a scholastic foundation is estimated against the amount of innovation that is being coordinated in its homerooms. Innovation consequently has so far had an impressive stake in understudies' social and scholastic lives; which clearly raises a warmed worry about

the results of its utilization. A reserve of specialists currently take a gander at the effect of innovation on understudies' lives with interest and endeavor to check the extraordinary impacts of these homeroom devices on understudies' way of behaving and mentalities. In the while, no one challenges that eliminating innovation from the study hall is essentially unimaginable. However, restricting its adverse consequences stays at our span. UNICEF (2017, p. 122) encourages innovation clients to "Saddle the upside" and "breaking point the mischief." Wilkins (2014) gives a stock of proposals en route to deal with innovation during a way that probably won't be threatening to understudies. Her ideas envelop:

- Ensuring students to associate with one another in any event, when drenched in their computerized world,
- Devising exercises which fundamentally advance correspondence and cooperation,
- Sharing and contrasting (blog entries, homeroom projects) to perceive how innovation can associate students from one side of the planet to the other,
- Empowering educated understudies to plan intuitive substance that would enhance the course. Educator preparing can likewise be another springboard whereon to confront while trying to guarantee the satisfactory utilization of innovation. Truth be told, the additional preparation educators get, the higher way innovation would be utilized and hence the more positive impacts it could involve. Laurillard (2002) contends that to be powerful, innovation-based gadgets wouldn't be successful except if their utilization is in the midst of fitting educational methodologies. Additionally, McFarlane (1997) determines that embedding innovation in educating will not have the normal added esteem except if goals are plainly set and errands are all around planned.

Also, school systems are currently expected to guarantee that coordinating ICT programs in the educational plan ought to be upheld by compelling Continuing Professional Development (CPD) programs for educators wherein innovation-based learning is consolidated. Guardians ought to try and be made mindful that innovation isn't a gift constantly, which it's presently their own need to tackle serious areas of strength for that among their off springs to utilize innovation all over the place and whenever. Innovation isn't static. It continually changes, getting new gadgets and sending others to oldness. Taking this part of innovation in thought includes keeping up with immediately pace and adjusting teaching method to innovation, along these lines saddling obstacles and enlarging benefits.

## **5. CONCLUSION**

Throughout recent years roughly, innovation has found its direction to instruction because of the study hall and has unstoppably modified the essence of learning and educating. Innovation is presently thought to be as quite possibly of the main expertise 21st century students ought to have. Another proficiency works with admittance to huge number wellsprings of information. Whether positive or negative, this move towards coordinating innovation inside the study hall won't ever reached a conclusion, and each new

improvement will support another seriously engaging one. A ton has been composed and said about understudies being innovation insane and they were given such countless names: 'the Net Generation' (Tapscott, 1999), 'Computerized Natives' (Prensky, 2001), 'the Gamer Generation' (Carstens and Beck, 2005), 'New Millennium Learners' (Pedró, 2006), and so on. This frenzy about innovation ought to be administered, if not, dangers would be various and impacts would be extreme. As a matter of fact, while a considerable lot of our understudies accept that they are learning great while utilizing innovation, many negative and non-instructive mentalities are winning among them. Clearly, it's not possible for anyone to envision learning without innovation and it's not possible for anyone to as of now comprehend how a scholarly climate can achieve wanted purposes and points without genuine utilization of innovation. In any case, the utilization, exactly the exorbitant use, of innovation could go against numerous instructive purposes in the event that actions weren't taken to restrict the negative changes it could cause to training. The meaning of the current article lies in the way that it has revealed insight into the possible adverse consequences of involving innovation in the study hall, and proposed various down to earth arrangements which could probably assist with restricting these impacts.

## **REFERENCE**

- Algerioy, A. M. (1999). The impact of multimedia on the collection of first-grade students in secondary mathematics in Riyadh Journal of King Saud University - Languages and Translation, 24 (2), 75-82
- Al-Hariri, M., & Al-Hattami, A. (2017). Impact of students' use of technology on their learning achievements in physiology courses at the University of Dammam. Journal of Taibah University Medical Sciences, 12(1), 82-85.
- Alhusban, A. M. (2016). The Impact of Modern Technological Tools on Students' Writing Skills in English as a Second Language. US-China Education Review, 6 (7), 438-443.
- Aloraini, S. (2012). The impact of using multimedia on students' academic achievement in the College of Education at King Saud University. Journal of King Saud University-Languages and Translation, 75-82.
- Ascione, L. (2018). Do other countries value classroom technology equally? Available: <https://www.eschoolnews.com/2018/12/04/do-other-countries-value-classroom-technology-equally/> (July 2, 2019).
- Bahloul, M. (2012). Lights! Camera! Action and the Brain: The Use of Film in Education. Newcastle upon Tyne: Cambridge Scholars Publishing.

- Bishop, J., & Verleger, M. (2013). The flipped classroom: A survey of the research. 120th ASEE National Conference Proceedings, 30, pp. 1-8. Atlanta, GA.
- Bronowicki, K. A. (2014). Technology's adverse effects on students' writing: An emphasis on formal writing is needed in an academic curriculum. Master's Thesis: State University of New York. Available:[https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1399&context=ehd\\_theses](https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1399&context=ehd_theses)
- Carr, N. (2011). *The Shallows: What the Internet Is Doing to Our Brains*. New York: W. W. Norton & Company.
- Carstens, A. & Beck, J. (2005). Get Ready for the Gamer Generation. *Tech Trends: Linking Research & Practice to Improve Learning*, 49(3), 22-25.
- Carter, S. P., Greenberg, K. & Walker, W. S. (2017). Should Professors Ban Laptops? *EducationNext*, 17(4), 68-74.
- Cazan, A., Cocoradă, E., & Maican, C. (2016). Computer anxiety and attitudes towards the computer and the internet with Romanian high-school and university students. *Computers in Human Behavior*, 55, 258-267.
- Christensen, K. S. (1999). A Comparison of Student Performance in Human Development Classes Using Three Different Modes of Delivery: Online, Face-to-Face, and Combined. Department of Education: Drake University.
- Clarke, B., & Svanaes, S. (2014). An updated literature review on the use of tablets in education. *Tablets for Schools*. UK: Family Kids & Youth.
- Croft, N. Dalton, A. & Grant, M. (2010). Overcoming isolation in distance learning: Building a learning community through time and space. *Journal for Education in the Built Environment*, 5(1), 27-64.
- Culén, A., & Gasparini, A. (2012). Tweens with the iPad classroom – Cool but not really helpful. *International Conference on e-learning and e-technologies in education (ICEEE)*, (pp. 1-6). Technical University of Lodz, Poland.
- Dansieh, S. A. (2011). SMS Texting and Its Potential Impacts on Students' Written Communication Skills. *International Journal of English Linguistics*, 1(2), 222-229.
- Denoël, E., Dorn, E., Goodman, A., Hiltunen, J., Krawitz, M. & Mourshed, M. (2017). *Drivers of Student Performance: Insights from Europe*. McKinsey & Company.
- El-Hussein, M., & Cronje, J. (2010). Defining mobile learning in the higher education landscape. *Educational Technology & Society*, 13(3), 12-21.

- Epper, R. & Bates, A. (2001). *Teaching Faculty How to Use Technology*. USA: American Council on Education. Oryx Press.
- Eyyam, R., & Yaratan, H. (2014). Impact of use of technology in mathematics lessons on student achievement and attitudes. *Social Behavior and Personality: An International Journal*, 42(1), 31S-42S.
- Flanagan, J., L. (2008). *Technology: The Positive and Negative Effects on Student Achievement*. NY: University of New York.
- Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906- 914.
- Granata, K. (2019). Tech May Be to Blame for Decline in Students' Reading for Pleasure: Education World. Available: [https://www.educationworld.com/a\\_news/technology-proves-negatively-effect-reading-skills](https://www.educationworld.com/a_news/technology-proves-negatively-effect-reading-skills)
- Hairon, S., & Chai, C. (2017). The learning revolution: From pedagogues to designers of learning. *Learning: Research and Practice*, 3(3), 79-84.
- Haßler, B., Major, L., & Hennessy, S. (2015). Tablet use in schools: A critical review of the evidence for learning outcomes. *Journal of Computer Assisted Learning*, 32(2), 139-156.
- Hull, G. A. (2003). At Last: Youth Culture and Digital Media: New Literacies for New Times. *Research in the Teaching of English*, 38 (2), 229-233.
- Iserbyt, P. C. (2014). Learning basic life support (BLS) with tablet PCs in reciprocal learning at school: Are videos superior to pictures? A randomized controlled trial. *Resuscitation*, 85, 809-813.
- Izadpanah, S., & Alavi, M. (2016). The perception of EFL high school students in using of computer technology in the process of learning: Merits and demerits. *Advances in Language and Literary Studies*, 7(3), 146- 156.
- Johnson, M., Schwab, R., & Foa, L. (1999). Technology as a change agent for the teaching process. *Theory into Practice*, 38(1), 24-30.
- Karsenti, T., & Fievez, A. (2013). *The iPad in education: Uses, benefits and challenges. A survey of 6,057 students and 302 teachers in Quebec, Canada*. Montreal: CRIFPE.
- Kearney, M., Schuck, S., Burden, K., & Aubusson, P. (2012). Viewing mobile learning from a pedagogical perspective. *Association for Learning Technology Journal*, 20(3), 1-17.

- Kemp, A., Preston, J., Page, C., Harper, R., Dillard, B., Flynn, J., & Yamaguchi, M. (2015). Technology and teaching: A conversation among faculty regarding the pros and cons of technology. *Qualitative Report*, 19(3), 1-23.
- Laurillard, D. (2002). *Rethinking University Teaching: A Conversational Framework for the Effective Use of Educational Technology* (2nd ed.). London: Routledge.
- LeBlanc A.G., Katzmarzyk P.T. & Barreira T.V. et al. (2015). Correlates of Total Sedentary Time and Screen Time in 9–11 Year-Old Children around the World: The International Study of Childhood Obesity, Lifestyle and the Environment. *PLoS ONE*, 10 (6). Available: from <https://www.ncbi.nlm.nih.gov/pubmed/26068231> (June 13, 2019).
- Lee S. J. (2009). Online Communication and Adolescent social Ties: Who Benefits more from Internet Use? *Journal of Computer-Mediated Communication*, 14(3), 509-531.
- Lowerison, G., Sclater, J., Schmid, R. F., & Abrami, P. (2006). Student perceived effectiveness of computer technology use in post-secondary classrooms. *Computers & Education*, 47(4), 465-489.
- McFarlane, A. (1997). *What Are We and How Did We Get Here? Information Technology and Authentic Learning: Realizing the Potential of Computers in the Primary Classroom*. London: Routledge.
- Nicholas, C., Dalton, A., & Grant, M. (2010). Overcoming isolation in distance learning: Building a learning community through time and space. *Journal for Education in the Built Environment*, 5(1), 27-64.
- Nneji, B. U. (2014). Technologies in education and the dehumanization and imperialization of pedagogy: The African perspective. *Bulgarian Journal of Science and Education Policy*, 8(1), 86-105.
- Nye, D. E. (2006). *Technology Matters: Questions to Live with*. The MIT Press.
- Paul, E. & Brier, S. (2001). Friendsickness in the Transition to College: Precollege Predictors and College Adjustment Correlates. *Journal of Counseling and Development*, 79(1), 77-89.
- Pedró, F. (2006, May). *The New Millennium Learners: Challenging our Views on ICT and Learning*. Available: <https://publications.iadb.org/en/new-millennium-learners-challenging-our-views-ict-and-learning>
- Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, 9(5), 1-6.

- Purcell, K., Buchanan, J. & Friedrich, L. (2013). The Impact of Digital Tools on Student Writing and How Writing is taught in Schools: Pew Research Center. Available: <https://www.pewinternet.org/2013/07/16/theimpact-of-digital-tools-on-student-writing-and-how-writing-is-taug>.
- Putnam, R. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster.
- Richards, J. C. & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (4<sup>th</sup> ed). London: Pearson.
- Rivedal, K. (2017). Madison Students Required to Disconnect from Social Media Apps in Pilot Program. Wisconsin State Journal. Available: [https://madison.com/wsj/news/local/education/local\\_schools/madison\\_students\\_required-to-disconnect-f](https://madison.com/wsj/news/local/education/local_schools/madison_students_required-to-disconnect-f) (June 15, 2019).
- Roblyer, M. D. (2003). *Integrating Educational Technology into Teaching*, (3rd ed). Upper Saddle River, NJ: Merrill Prentice Hall.
- Şad, S., & Göktaş, Ö. (2014). Preservice teachers' perceptions about using mobile phones and laptops in education as mobile learning tools. *British Journal of Educational Technology*, 45(4), 606-618.
- Spitzer, M. (2014). Information technology in education: Risks and side effects. *Trends in Neuroscience and Education*, 3(3-4), 81-85.
- Stacey, O. (2014, November). Subtracting calculators from maths tests doesn't add up. Available: <https://thenferblog.org/2014/11/12/subtracting-calculators-from-maths-tests-doesnt-add-up/> Steele-Carlin, S. (2017, June). Caught in the digital divide. *Education World*. Available: [http://www.educationworld.com/a\\_tech/tech041.shtml](http://www.educationworld.com/a_tech/tech041.shtml)
- Tapscott, D. (1999). *Growing up Digital: the Rise of the Net Generation*. New York: McGraw-Hill.
- The Josephson Institute of Ethics. (2009). *Character Study Reveals Predictors of Lying and Cheating*. Available: <https://josephsoninstitute.org/surveys/>
- The National Center for Education Statistics. *Computer and Internet Use*. Available: <https://nces.ed.gov/fastfacts/display.asp?id=46>
- Turkle, S. (2011). *Alone Together: Why we Expect more from Technology and less from Each Other*. New York: Basic Books.
- UNICEF Report (2017). *The State of the World's Children 2017: Children in a Digital World*. Available:

[https://www.unicef.org/publications/files/SOWC\\_2017\\_ENG\\_WEB.pdf](https://www.unicef.org/publications/files/SOWC_2017_ENG_WEB.pdf) (June 14, 2019).

- van Dijk, Ch. N., van Witteloostuijn, M., Vasić, N. Avrutin, S. and & Blom, E. (2016). The influence of texting language on grammar and executive functions in primary school children. *PloS One*, 11(3), e0152409.
- van Dijk, J., & Hacker, K. (2011). The digital divide as a complex and dynamic phenomenon. *The Information Society: An International Journey*, 19(4), 315-326.
- Viorica-Torii, C., & Carmen, A. (2013). The impact of educational technology on the learning styles of students. *Procedia-Social and Behavioral Sciences*, 83, 851-855.
- Wallace, K. (2009, June 17). High-Tech Cheating on the Rise at Schools. *Cbsnews*. Available: <https://www.cbsnews.com/news/high-tech-cheating-on-the-rise-at-schools/>
- Warschauer, M. (2011). Dissecting the "digital divide": A case study in Egypt. *The Information Society: An International Journal*, 297-304.
- Wentworth, D., & Middleton, J. (2014). Technology use and academic performance. *Computers & Education*, 78, 306-311.
- Wilkins, K. (2014, May). How New Technologies Affect Student-Teacher Relationships. *British Council Voices Magazine*. Available: <https://www.britishcouncil.org/voices-magazine/new-technologies-affect-studentteacher-relationships>