

Teachers' Experiences regarding Use of Information and Communication Technology for Visually Impaired Students

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Abstract : Information and Communication Technologies (ICTs) includes computers, the Internet, and electronic delivery systems such as televisions, radios, multimedia, and overhead projectors etc. In the modern world, ICTs is considered as an essential element of the teaching-learning process. The study was aimed to discover the usage of ICTs in Special Education Institutions for Visually Impaired students, Lahore, Pakistan. Objectives of the study were to explore the problems faced by teachers while using ICT in the classroom. The study was phenomenology in nature; a qualitative survey method was used through a semi-structured interview protocol developed by the researchers. The sample comprised of eighty faculty members selected through a purposive sampling technique. Data were analyzed through thematic analysis technique with the help of open coding. The study findings revealed that multimedia, projectors, computers, laptops and LEDs are used in special education institutes to enhance the teaching-learning process. Teachers believed that ICTs could enhance the knowledge of visually impaired students and every student should use these technologies in the classroom. It was concluded that multimedia, projectors and laptops are used in classroom by teachers and students. ICTs can promote effectively through the training of teachers and students. It was suggested that the government should take steps to enhance ICTs in teacher training and other institutions by pre-service and in-service training of teachers.

Keywords : information and communication technologies, in-services teachers, special education institutions

Conference Title : ICSETDA 2019 : International Conference on Special Education, Teaching and Different Approaches

Conference Location : Barcelona, Spain

Conference Dates : May 23-24, 2019