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THE NEW TECHNOLOGY: AS A VERITABLE TOOL FOR LEARNING

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Abstract
In the context of a knowledge-based society, the main issue is to form and develop in the new generations the competences of learning how to learn by developing a dominant learning style. There is no doubt that technology will always be criticized. Some believe that technology reduces student-student engagement in active participation. Others believe technology reduces important human contact. But as a conclusion reports, one can conclude that effective use of technology can have different critiques depending on personal values and perspectives of what is good and bad in learning.All through time as innovation constantly changes, so do the ways instructors utilize their classrooms. Just around 10 years prior instructors were utilizing apparatuses like writing slates and after that advanced to white sheets. These days, educators are utilizing perceptive sheets. These sheets are to a great degree progressed and offer a wide range of approaches to instruct and to import data to understudies. This advancement in innovation has had numerous constructive outcomes of instruction. Trusting this innovation is an awesome thing to help our students expand their insight regularly at school and universities. At the point when students open up an application, they can stay up with the latest with governmental issues, games and current occasions.

Introduction
Learning through real world context is not a new idea. For a long time schools have tried to make efforts to give concrete experiences through field trips, labs and various out-of school activities. But these activities have remained in the form of academic instruction and it has been difficult to incorporate these activities into schools because of different problems (Sevilay&Esen, 2009).

With the implementation of technology in the learning environment,

technology has offered tools for these problems. It represents its capacity to create new opportunities for learning environments by bringing real-world problems into classroom for students to explore and solve. Furthermore, technology not only help students create on active environment to solve problems but also help them find their own problems. In the related literature there are many studies analyzing this issue.

Among the changes imposed by the current educational reform, there is also the introduction of the digital competences at the level of the national curriculum, as being one of the eight key competences demanded on the labor market at the level of an experimented user. In this context, the use of the educational technologies during the didactic activities concerning the initial training of teachers does not have only the role to assure the quality criteria in education, but also to help students improve their leaning style by using efficiently the management of information which leads to better school results, and also it allows them to obtain digital competences which will help them during their didactic career. On what concerns the initial training, the problem that arises is in what degree are the future teachers ready to practice a differential teaching according to the different learning styles existent in the classroom (Caciuc&Alexandrache, 2013).

E-learning is an extraordinary apparatus, which has added to the circulation of learning materials and procedures through the web. There are some critical focuses to consider before making remote information and instruments accessible to people. An understudy's physical and intellectual capacities must be considered, and in addition to their social foundation. It is additionally vital to consider the specialized experience of the understudy and in the event that they require any assistance advancements. To maintain a strategic distance from the 'computerized separate' marvel, which might bring about a hindrance to a specific gathering of understudies, it is vital to give the broadest access conceivable to e-learning offices. The ease of use and availability of e-learning devices must be a need and additionally essential for the engineers of e-learning applications (Mazen&Saman, 2016).

Mobile learning (M-learning) is another examination slant that attracts numerous analysts to investigate this innovation, concentrate on its settlements on students and instructors, and build up the required base. M-learning analysts endeavor to boost the

utilities of versatile innovations in advanced education establishments while keeping up the instructive work. M-learning in has managed portability from various measurements: versatility of technology, portability of learners, portability of teachers, and versatility of learning. Specialists have characterized M-learning from alternate points of view. Mcconatha, Praul, and Lynch, (2008) has characterized M-learning as the discovering that is utilized using little processing cell phones.

The fact that most of the times the educational technology is understood and implicitly used only from the perspective of its limited meaning which is "an ensemble of audio-visual means used during the didactic practice", (Cucoş, 1998) did not always lead to the improvement of the learning process of students. Even though the teacher uses these technologies in order to obtain an efficient teaching, the degree of student implication is low which does not mean that they will succeed into practicing a higher leveled learning. This is why it is necessary to use the broaden meaning of this concept, which "refers to the system of methods, means, forms and techniques with the help of which the information is being manipulated in order to reach certain objectives" This duality from the theoretical level is reflected even at the level of the educational practice (Caciuc&Alexandrache, 2013).

Thereby, in the current context, school faces a double challenge: "understanding how well-designed technology improvements can enhance a student's educational experience and being willing to examine concurrent changes in pedagogical methods" (Rose, & Cook, 2006). Having in some classes the best technological instruments does not necessarily mean that "it will improve the learning process of students, allowing people to be more efficient, because, in spite of these outward changes, the student experience remains similar to that of generations ago" (Rose, & Cook, 2006). They support this statement because, no matter the class endowment, the students are practicing a procedural learning, passing through different stages: "hearing/listening the information, understanding the information, learning what is new, creating new cognitive structures, memorizing the information, applying the new knowledge, adding new information, transferring the information" (Jucan, 2009). The personal way through which every individual processes the information, assimilates it by means of constructions done independently and individually

(Jucan, 2009) and using one's anterior learning experience, creates the profile of the leaning style of the student. Another important definition for the learning style is that of R. Dunn and S. A. Griggs, which says that "learning style is the way students begin to concentrate on, process, internalize, and remember new difficult academic information" (Dunn &Griggs, 2000). The most important thing is that during the didactic activity there should be a correlation between the teaching-learning styles and methods and the structure of the personality of the students, and the diversity of the particularities and the learning styles of all of them should be considered not only a starting point, but also a resource for projecting the future instructive-educative activities, which will definitely lead to the increase of the students' performances. Dunn and Dunn model is the one that establish the link between the adequacy of the educational strategies according to the learning style of the students and the successful school.

Starting from these theoretical aspects, the questions that have arisen are on the one hand, in what degree does the efficient correlation between the educational technologies, the student centered educational strategies and the learning style leads towards the growing of the students' performances and on the other hand, in what degree will the students succeed to transfer these acquisitions towards the development of teaching competences which are necessary for the future teachers.

Life is a non-stop process towards technology with all diversefragments. In such a livelihood, how can technology help improve student's performance and help advance learning? This paper seeks to understand the role of new technology tools in advancing learning in this recent age.

Literature Review

The idea of e-Learning additionally has non-instructive originations. Heinze and Procter (2006)reported that the significance of e-Learning shifts with an adjustment in the setting: Political measurement signifies the modernization of the entire instruction framework; yet Economic perspective characterizes e-Learning as a division of e-Business. In a nutshell, e-Learning starts with a halfway or supplementary utilization of ICTs in the classroom, then stride into a mixed or crossbreed utilize (a blend of face-2-face and electronic direction), lastly, develops as a completely online synchronous and non-concurrent virtual learning situations serving physically scattered learners (Sife et al., 2007). In

any case, it can never be conceivable to totally supplant up close and personal learning and teaching method with virtual training aside from a few establishments might be working totally online (separation adapting) however the rest of the foundation will proceed mixed utilization of instructive advances since this, in itself, fills the need (Nawaz, & Shah, 2007). To stop, eLearning is a Technology upheld training/learning (TSL) where the medium of the guideline is PC innovation. In advanced education, the inclination is to make Virtual Learning Environments (VLE) consolidated with a Management Information System (MIS) to make a Managed Learning Environment) in which all parts of a course are taken care of through a client interface standard all through the organization. A developing number of physical colleges, and in add more current online-just establishments, have started to offer scholastic degree and declaration programs through Internet (Nawaz, & Shah, 2007). As I said before, eLearning ranges from a supplemental utilization of PCs to totally contingent upon ICTs for instructing, learning and training administration. Be that as it may, present day refined employments of eLearning in a few sections of the world have not achieved this level quickly rather along the advancing direction of the ICTs themselves.

Characteristics of e-learning of 21Century higher education

Moreover, understudies today are regularly alluded to as 21st Century learners, essentially

As a result of the omnipresent access they need for innovation. What sets them aside from different eras is the way they handle data and decide to take part in the instructive experience. Dr. Sarah Elaine Eaton, an instructive pioneer, scientist, creator and expert speaker, have distinguished 21 Characteristics of 21st Century Learners (Garrison, 2011). Some fascinating attributes are considered as takes after (Mazen&Saman, 2016):

i. Often have more elevated amounts of advanced proficiency than their guardians or instructors. They don't have the foggiest idea about a world without PCs.
ii. Demand the flexibility to demonstrate their wild inventiveness. 21st century learners shy away at repetition learning and retaining. They will do it on the off chance that you make them, yet be arranged to give

them a chance to lose to be imaginative, as well.

iii. Want to associate with others progressively all alone terms. They need their online networking, their telephones and their versatile innovation. They need to be associated. Constantly. In a way that sounds good to them.

iv. Expectations between disciplinary. It is us, the more seasoned era, who compose subjects into subjects. The 21st century learner comprehends that subjects are innately interconnected.

A few instructors search out the beliefs of a 21st century learning environment always, while others incline toward that they lose the stage through and through, demanding that

Learning has not changed, and great learning has a striking resemblance whether it is the twelfth on the other hand 21st century. From this perspective, Teach thought created 9 Characteristics Of 21st Century Learning that considers the capability of online networking stages against its clear uniqueness from scholastic learning (Law, Lee, & Chow, 2002). The attributes appear in Figure 4. Advanced education and long lasting human asset improvement are dire issues to bolster the manageable improvement of a worldwide society. Be that as it may, conventional style of up close and personal training is not ready to meet the requests of the general public as a result of the impediments in area, time and cost. An Internet-based e-Learning framework ought to be used to bolster instruction, exercises as per the social necessities (Mazen&Saman, 2016).

Using technology tools among Learners

This research has been taken second year students of college of language with the help of the special UHD website, we provide them with any information relevant to their studies including daily and weekly homework. The students often times prefer group work to better understand their own analysis of a literary work. Moreover, in their personal spaces, whatever thoughts, ideas, and new understanding they have, they share it. Apart from the webpage Viber has been of a great help sharing their thoughts and practicing their English. Below is a screen shot of a group of the second year students sharing their understanding of a poem Virtue. Figre1 below shows Viber program that students share and analysis their homework's.

Everyone in his or her life has experienced somehow traditional

learning, that there is an instructor and a group of learners. Traditional learning has been popular since ancient times that the method is learning conducted by a teacher gathering students in places such as classes, labs or seminars, study and learn about different subjects. This method of learning has been practiced around the world in all levels, such as kindergartens, primary, secondary, high schools, colleges and universities. In the traditional learning environment, teachers and professors have various teaching styles, but the most popular traditional teaching style is telling in a classroom. Like any other style traditional method has its own advantages and disadvantages. It depends entirely on the methodology a teacher enhances in a classroom. For an exam, a teacher can help students to be as critical as possible once it comes to learning and that is through questionings rather than memorization and facts (Sun, Tsai, Finger, Chen, & Yeh, 2008).

E- Learning can trigger questions in the mind can help a student to think independently without being under the influence of anybody around, the place, and the environment of the classroom. English students need to analyze, evaluate and compare literary texts and have their own comments on such texts. When a student alone thinks certain ideas over, an atmosphere is provided for the student to be with him/herself and let alone the process of thinking. The most important strengths of e-learning courses for students comes from its indecency to the time and unbound to location, besides that, the number of students in virtual classrooms is not an issue since e-learning courses are student oriented compared to traditional learning courses that are instructor oriented.

The students can have a self-paced learning time. They can adapt to both time and location of their learning and such flexibility can help them to feel comfortable and own their independence. They can also easily see other people's comment and respond accordingly. With proper library and learning environment, they can also have unlimited access to knowledge which later better helps them to better support their own arguments [9].

It can be an important place to access all the materials provided. It works as a flash disk that can secure and guarantee the files provided. This can save time to both the lecturers and the students. In a world that technology supplies the needs, a student can be liable to lose his homework, certain assignment, handouts, or important materials, yet he/she can access such

vital materials, regardless of time and place, anywhere anytime.

The UHD special website is public that makes it possible for other users from different colleges or stages to have access to the materials. Having such a feature, it can localize and even globalize knowledge and bring changes through sharing knowledge.

1. This special Google website is user friendly since one can use it without a need for username or password. This has saved time and created more interest in the use.
2. Online Discussions somehow limit a student's manipulation of irrelevant discussions.
3. An online discussion helps a student to be concise and precise in his answer. A student should arrange a well thought and insightful comment on a topic. Such techniques can greatly motivate and encourage everyone to master their understanding of a discussion and properly understand different aspects of the topic then comment.
4. E-learning can help students to access materials and discussions beyond those of the classroom. This facilitates learners to a different experience.
5. E-learning helps learners with all their needs. It simply solves any problem and that being physically and/ or geographical. This way they can get benefit from online learning.
6. E-learning is a learner engagement. Students learn to be creative by creating texts and embed webs and links in their assignments. Projects and lists of tasks online keep the students engaged.
7. E-learning can provide a learning environment for the students and help them to build problem solving skills.
8. E-learning is plan learning and once a student is bound by the plans, the learner can follow the plan for a productive end and goal.

However, the weakness of e-learning courses is that they are not suitable for all subjects; it is not comfortable for all students that are used to traditional learning; low motivation of learners due to the lack of face to face interaction between instructor and students is also another weakness of e-learning courses.

Educational Technology Challenges

Although these past presidents were able to have legislation passed, there are still many difficulties with technology being introduced and immersed in schools (Brinkerhoff, 2006). Legislation being passed is not enough. There are so many

students without accessibility, and the digital divide still exists in schools to this day. The financial constraints that the school districts and states are under make immersing technology even more difficult. The cost, infrastructure, and technology development in schools across the country is not the same. Most technology used in schools are computer labs that classes can schedule times for students use, or some schools have three to four desktop computers for classroom and teacher use in the classrooms. There are some school districts, however, that are able to provide 1:1 Technology experiences for students, but not all students have this accessibility. In some school districts, it will take many years for 1:1 Technology to be present in all classrooms (Harris, Al-Bataineh& Al-Bataineh, 2016)

The Benefits and Requirements of a New Educational Technology Initiative

As New Technology is a rather new phenomenon in the educational world, it needs to be introduced carefully and with consideration. Technology, being laptops or devices, should be seen as tools and not replacements of best practices for teaching in the classroom. Another important component of new Technology is student motivation. The teacher in the classroom must understand how and why students are motivated to learn. In her study, Spears (2012) cites the work of Keller. Spears (2012) and explains, "Attention, relevance, confidence, and satisfaction (ARCS) are the four characteristics one needs to establish in order for people to be motivated to learn." When looking to implement new Technology into a classroom, educators must look closely at their student population to understand who they are working with, how their students will learn best, and how to build their confidence with technology so they will, in return, be satisfied with their learning experience, and thus become motivated to learn. Educators cannot simply use technology as a replacement. Sansone et al. (2011) addresses motivation and note that students who already have a greater interest in computers may display greater knowledge and interest because the tasks they may do on a computer are already relevant to their interests and they are able to make connections on their own. This finding from Sansone et al. (2011) shows the importance of using the four characteristics from Keller (1987). Attention, relevance, confidence, and satisfaction all come into play with educators and students for technology to be introduced and used effectively in the

classroom. In another study of new technology implementation in Texas, Shapley et al. (2011) noted, "technology immersion had a positive effect on students' technology proficiency and frequency of their technology-based class activities and small-group interactions." With more and more emphasis being placed on student learning and achievement, schools are looking at making changes and immersing students and teachers with technology. With that, though, comes the ability and responsibility to train and uphold high standards of learning with both teachers and students (Harris, Al-Bataineh& Al-Bataineh, 2016)

In a review of existing evidence of technology's impact on learning, Sevilay and Esen (2009) evaluated theeffect of technology on learning and teaching in a classroom environment is investigated. It is widely known that, the effect of technology in the classroom is highly productive. But to what extent and under what circumstances it should be applied depend on different factors such as; background knowledge of teachers about the teaching equipment they use, the ability to use this technology, the methods, strategies and techniques about using it, students' perceptions of technology, technological supports offered by the school, etc. As a result, technology is not an end itself, it should be supported by some other mean.Marshall (2002) found strong evidence that educational technology "complements what a great teacher does naturally", extending their reach and broadening their students' experience beyond the classroom. "With ever-expanding content and technology choices, from video to multimedia to the Internet", Marshall suggests" there's an unprecedented need to understand the recipe for success, which involves the learner, the teacher, the contact, and the environment in which technology is used."Research indicates that computer technology can help support learning and is especially useful in developing the higher-order skills critical thinking, analysis, and scientific inquiry "by engaging students in authentic, complex tasks within collaborative learning contexts" (Roschelle, Pea, Hoadley, Gordin& Means, 2000).

Mazen and Saman (2016) focused on the important role of E-learning and new technology in education process in general for higher education and how the students will engage with 21st century technology. Adding to that Mobile learning (M-learning) has turned into an imperative instructive innovation segment in advanced education. M-learning makes it workable for students

to learn, team up, and impart thoughts among each other to the guide of web innovation and improvement. Nonetheless, M-learning acknowledgment by learners and instructors is basic to the vocations of The research attempts to take some of students of university of human development experience of using new technology and how they engaged with new courses and their the lecturers. This paper is organized as these sections introduction, literature review in these sections it describes the e-learning and the effect of technology on it. In section 4 and 5 it explains our approach and some hypothesis regarding e-learning in higher education generally and final section it gives some recommendations for higher education to implement correct e-learning system according to Kurdistan Region requirements.

Ayas (2006) has found that the infusion of technology into educational environments—specifically in the social studies—alinged with constructivist pedagogy bears the potential to inspire new ways of teaching and learning.

Kabadayı (2006) in his study has indicated that significant differences exist between pre-service and their cooperating preschool teachers from their "views on the use of educational technology", "use of activities in preschool classes" and "use of educational technology in preschool classes".Türkmen (2006), examined the concept of educational technology including a rationale for the use of technology in education from historical perspective and relationship between. Harris, Al-Batainehand Al-Bataineh, (2016) determined whether one to one technology truly impacts and effects the academic achievement of students. This study's second goal was to determine whether new Technology also effects student motivation to learn. Data was gathered from students participating in this study through the Pearson envisions Math series with Topic Tests, Discovery Education Assessment results, and attendance records being used. The results show that 1:1 Technology could be a factor in student academic achievement and motivation to be at school. These findings are important due to the technological shift that schools are currently facing. With more technology exposure for students and more professional development for teachers to hone their newly acquired teaching methods, new Technology may be the catalyst needed for school districts to help their students achieve at higher levels.

Boster, Meyer, Roberto, and Inge (2002) examined the integration of

standards-based video clips into lessons developed by classroom teachers and found increases student achievement. Some researchers, on the other hand, rather than trying to describe the impact of all technologies as if they were the same, they need to think about what kind of technologies are being used in the classroom and for what purposes. Two general distinctions can be made. Students can learn "from" computers where technology is used essentially as tutors and serves to increase students basic skills and knowledge; and can learn "with" computers where technology is used a tool that can be applied to a variety of goals in the learning process and can serve as a resource to help develop higher order thinking, creativity and research skills (Ringstaff& Kelley, 2002).

According to Murphy, teachers use DES (Discrete Educational Software) not only to supplement instruction, as in the past, but also to introduce topics, provide means for self-study, and offer opportunities to learn concepts otherwise inaccessible to students (Murphy et al,2001).

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Conclusion

The application of the most recent strategies, including in ICT has been achieving the change of advanced education. Nowadays instructors as well as understudies are more placated with their intellectual capacity of things utilizing cutting edge developing technological advances.

There is no doubt that technology will always be criticized. Some believe that technology reduces student-student engagement in active participation. Others believe technology reduces important human contact. But as a conclusion reports, one can conclude that effective use of technology can have different critiques depending on personal values and perspectives of what is good and bad in learning. The two most

important factors which meet the criticism of technology use in learning and teaching are to have teachers with skills and knowledge about appropriate and effective use of technology and also integrating these skills knowledge into curriculum and using them in according with knowledge about learning to make students learning more comprehensive and authentic.

All of these are imperative in assimilating technology to improve student achievement. Educational technology is not, and never will be, useful on its own. But if decisions are made tactically keeping these factors in mind, technology can provide important benefits in creating new circumstances and opportunities for rich and exciting learning.

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