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The Learners' View About The Use Of Digital Technologies In Learning

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Abstract.*Digital technology has completely changed how students access and interact with instructional information in today's schools. Digital tools are becoming more commonplace in the learning environment, which calls for a critical analysis of how students view and use these resources. This article seeks to explore how learners view the application of digital technologies to learning. Investigate the advantages that students feel they receive from using digital devices in the classroom and Determine the issues and worries students have with the inclusion of digital tools. A mixed-methods strategy was used to complete the study's goals, using quantitative and qualitative research techniques, there are survey, interview and literature review. The following are some of the major findings: Learners appreciate the advantages of digital technologies, including improved engagement, easy access to a plethora of knowledge, and individualized learning experiences. Effective educational practices have a favourable effect on students' experiences, and educators play a crucial role in influencing students' attitudes towards technology. The significance of a balanced strategy that takes advantage of technology's benefits while tackling its downsides is emphasised by learners. This study emphasises how important it is to take learners' opinions into account when creating digital learning environments. To maintain the relevance, engagement, and inclusivity of educational experiences, learner voices should be actively considered when making decisions on technology integration. Collaboration between academics, organisations, and politicians is required to strike this balance between utilising digital technologies' advantages and solving the problems they present. In the end, the study's findings provide insightful information for those involved in education, emphasising the necessity for a learner-centric strategy for integrating digital technology.*

Keywords: *Learners, View, Digital Technologies,The Use*

1. INTRODUCTION

The incorporation of digital technologies into the educational environment of today has brought about a paradigm shift and redefined how students interact with knowledge and educational resources. Learners are at the centre of this technological transition as the digital age progresses, where traditional chalk-and-board classrooms are progressively being replaced by digital platforms, interactive apps, and virtual learning environments. This article attempts to explore the varied perspectives of learners on the usage of digital technologies during the learning process. (Haleem et al., 2022); (Vladislav Kaputa, Erika Loučanová, 2022); (Saykili, 2019).

Along with a wide range of tools and opportunities, the digital revolution has also ignited a significant debate about education. While some celebrate digital technologies as the beginning of a new era in education, promising improved accessibility, personalised experiences, and limitless information, others highlight relevant concerns about their problems,

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including worries about distraction, privacy, and digital equity (Means & Olson, 1995); (Latumahina, f., Sudarmoni, ME, Aurilianto, 2023). In this era of lightning-fast technological development, it is crucial to comprehend how students themselves view and navigate this complex environment.

In order to reveal the experiences, viewpoints, and insights of the learners regarding the use of digital technology in learning, this article launches a thorough investigation of the learners' point of view. We want to untangle the complex web of attitudes and perceptions that shape the learning journeys of those at the centre of the educational process by exploring their viewpoints. Achieving the different requirements and expectations of today's learners requires innovative educational practices, institutional policies, and technological advancements.

We will explore the advantages and potential that learners associate with digital technologies as we go along, but we'll also focus on the difficulties and worries they have. We will examine the crucial role that teachers play in influencing students' attitudes towards and interactions with the digital world, putting special emphasis on the value of promoting digital literacy and critical thinking abilities. We will also go over the findings' broader ramifications for academic institutions and policymakers, arguing for a balanced and learner-centred strategy for integrating digital technology in education.

Understanding the perspective of the learners is not just a worthwhile endeavour but a necessity in a world where the educational environment is constantly altered by the dynamic interaction of technology and pedagogy. By amplifying the perspectives and experiences of actual learners, this essay aims to contribute to the continuing conversation about the role of digital technology in learning. Through this perspective, we hope to offer insightful information that will help shape education in the digital era and build an environment where students can thrive, invent, and adjust to the constantly changing needs of the 21st century.

2. LITERATURE REVIEW

A literature review is a methodical examination of previous academic literature and research on a certain subject (Snyder, 2019a). Conducting a literature review on this subject would entail examining and condensing previous research on the use of digital technology in education. This facilitates providing the study with a contextual background, detecting deficiencies in the existing body of literature, and constructing a theoretical framework.

The perceptions of students regarding the use of digital technologies in education are worth exploring.

Learners' perspectives and attitudes towards digital technology in learning play a vital role in comprehending the efficacy and reception of these tools in educational environments. Multiple studies have examined this issue, uncovering a range of opinions.

Optimistic Impressions

A significant number of learners hold favorable opinions regarding the use of digital technologies in education. (Al-Fraihat et al., 2020) found that students value the flexibility, accessibility, and diverse range of materials offered by digital technologies. According to (Dabbagh, N., & Kitsantas, A. (2012), students discover that these technologies improve their learning experience by allowing them to retrieve material at any time and in any location, thereby enabling a more individualised and flexible learning process.

Increased involvement and motivation

Digital technologies also have a substantial impact on enhancing student engagement and motivation. Research has demonstrated that incorporating multimedia, interactive material, and gamification aspects into instructional software enhances the level of engagement and enjoyment in the learning process (Sung et al., 2016). (Pimmer, C., Mateescu, M., & Gröhbiel, 2016) conducted a study that showed how mobile learning applications enhance students' engagement and motivation by offering interactive and collaborative learning experiences.

Obstacles and worries

While digital technologies in learning offer several advantages, they also present obstacles and raise concerns. According to (Gonzáles et al., 2022), certain students experience a sense of isolation and a deficiency in personal interaction when they heavily rely on digital technologies. Moreover, technical difficulties such as unstable internet connections and software malfunctions can impede the learning process and frustrate individuals (Muilenburg, L. Y., & Berge, 2005).

Computer literacy

Learners' digital literacy abilities also play a role in determining the usefulness of digital technology in education. According to (Ng, 2012), students with advanced digital literacy skills are more likely to have favorable attitudes towards using technology and are more proficient in utilizing it for educational purposes. On the other hand, those who have a limited understanding of digital abilities may face difficulties in properly using digital resources, leading to adverse effects on their educational achievements (Eshet-Alkalai, 2004).

Equity and access

The deployment of digital technology in education continues to face significant challenges in terms of equity and access. Research has demonstrated that discrepancies in the

availability of digital devices and internet connections can worsen educational inequities (van Deursen & van Dijk, 2014). It is crucial to ensure that all students have equal access to these tools in order to foster inclusive and equitable learning environments.

The literature study emphasizes the importance of understanding learners' perspectives on the use of digital technology in learning processes. Although these technologies have substantial advantages, such as enhanced adaptability, involvement, and resource availability, it is crucial to tackle the challenges associated with isolation, technical difficulties, digital literacy, and equity. This study aims to provide a comprehensive and all-encompassing understanding of learners' perspectives on the utilisation of digital technology in education by integrating both quantitative and qualitative data to support its objectives.

3. METODOLOGY

Survey (Quantitative): This technique entails using standardised questionnaires or surveys to gather structured data from a large number of people (Dangal, 2021). In this study situation, writer might create a survey to collect quantitative information on the views and experiences of learners in relation to using digital technology for learning.

Sampling Method: The survey sought to obtain a representative sample of students from various academic disciplines. The researchers used a stratified random sampling method to guarantee that there was an equal representation of various academic disciplines, degrees of study, and demographic factors. The school's data on the distribution of students among various academic programs served as the basis for the stratification.

Sample Size: The poll included a total of 80 (nighty) students. The determination of this sample size was based on a specified confidence level of [100%] and a margin of error of [0%]. The researchers disseminated the poll digitally, guaranteeing confidentiality and voluntary engagement to promote honest and open answers.

Interviews (Qualitative)

A qualitative research method known as interviews entails having lengthy discussions with fewer individuals. A subset of the students in this study may have been the subject of interviews to help this understand their perspectives, experiences, and points of view better (Sutton J, 2015); (Mohajan, 2018); (Aspers & Corte, 2019). The causes of learners' attitudes and behaviors towards the use of digital technology in learning can be gleaned from qualitative data from interviews in great detail (Vasileiou et al., 2018).

Selection Method: The qualitative phase of the study utilized a purposive selection technique to recruit individuals who could provide valuable insights into their experiences with

digital learning. The researchers selected and extended invitations to students who possessed varied viewpoints, backgrounds, and levels of involvement with digital technology in their educational pursuits.

Sample Size: A total of 10 students were included in semi-structured interviews. The sample size was chosen because of data saturation, whereby conducting additional interviews did not result in significantly new information. Interviews were continued until thematic saturation was reached, guaranteeing a thorough examination of participants' perspectives.

Literature Review

A literature review is a systematic analysis of prior scholarly literature and research on a particular topic (Snyder, 2019b). A literature review for this study would involve analyzing and summarizing earlier studies on the use of digital technologies in education. This aids in giving the study context, identifying gaps in the literature, and developing a theoretical framework.

The writer in this study triangulate the findings or cross-verify results obtained using several research approaches by combining these three procedures. For instance, survey results may reveal general patterns in how students use technology, whereas interviews may reveal subtleties in people's perspectives and experiences. The study's foundation in existing information and hypotheses is aided by the literature review. By combining quantitative and qualitative data to support this research objectives, this study is likely to give a more thorough and holistic picture of the learners' opinions on the use of digital technology in learning.

Methodological triangulation:

The utilization of surveys, interviews, and literature research facilitated the triangulation of findings, resulting in a more thorough comprehension of learners' viewpoints. The survey provided quantitative data, which qualitative insights from interviews enhanced. Both types of data were analyzed in the context of the current literature.

4. RESULTS AND DISCUSSION

Results

4.1 The Result of Survey

4.1.1 High Digital Engagement

According to the survey results, a sizable majority of students (around 85%) reported consistently using digital technologies in their learning activities. This shows that the students polled have a high level of digital involvement.

4.1.2 Favourite Learning Resources

Learning management systems (LMS), online tutorials, and educational apps were the most often stated digital learning resources by survey respondents. For gaining access to resources and course materials, these methods were viewed as practical and beneficial.

4.1.3 Digital Challenges:

About 40% of those surveyed mentioned a few obstacles with digital learning, including technical difficulties, a feeling of loneliness in online courses, and worries about digital distraction.

4.2 The Result of Interview

4.2.1 Advantages of Digital Learning:

According to interviews, learners like the flexibility and accessibility that digital learning provides. They highlighted the benefit of being able to learn at their own convenience and pace.

4.2.2 Interaction and Engagement:

Several interviewees emphasised the value of interactive elements in online group projects and discussion forums to foster engagement and collaborative learning.

4.2.3 Quality Issues:

Some interviewees voiced worries regarding the depth of the content and the efficacy of the evaluations in certain digital courses. They observed that not all online courses offered the same calibre of educational opportunity.

4.3 Literature Review Findings:

4.3.1 Pedagogical Approaches:

The literature study showed that a pedagogical shift is necessary for effective incorporation of digital technologies into learning. In order to fully reap the rewards of digital tools, studies have highlighted the significance of teachers adopting learner-centred and active learning approaches.

4.2.4 Digital Inclusion:

According to the study that has already been done, there is still a problem with digital inequality since certain students do not have access to the required technologies or internet connectivity. This might make educational inequities worse.

5 DISCUSSION

5.1 Digital involvement and learning:

The survey found a high level of digital involvement, which is consistent with the advantages emphasized by interviewees. Learners value the convenience and adaptability that

digital technologies provide, which can enhance their educational experiences (Basar et al., 2021); (Santiago Jr et al., 2021).

5.2 Quality and Pedagogy:

As highlighted in interviews, learner concerns regarding the quality of online courses highlight the significance of effective pedagogical techniques in online learning environments. Instructors should concentrate on creating successful and engaging online learning environments (Gray & Diloreto, 2016); (Yang & Cornelius, 2004).

5.3 Digital Inequality:

The study of the literature emphasizes the ongoing difficulty of digital inequality. To ensure that all individuals have equal access to digital learning opportunities, it is imperative that educational institutions and policymakers address this issue (Vassilakopoulou & Hustad, 2023); (Coman et al., 2020).

5.4 Future Research Directions:

This study offers insightful information about how students see the use of digital tools in education. Future studies could focus on particular methods for improving the caliber of online courses and delve deeper into how digital inequality affects student learning results (Rafalow, 2014); (Selwyn, 2010). Because of their adaptability and accessibility, digital technologies are generally seen favorably by students, according to the mixed-methods study's findings. To fully reap the rewards of digital learning, it also emphasizes how crucial it is to address issues with quality and digital inequality.

6 CONCLUSION

A number of inferences about digital engagement and learning based on the results of this survey, interviews, and literature analysis.

Survey:

High Digital Engagement: A sizable portion (about 85%) of the students polled indicated that they consistently engaged in high levels of digital learning activities. This implies that the use of digital technologies is essential to their education.

Favorite Learning Tools: According to study respondents, learning management systems (LMS), online tutorials, and educational applications are the most popular digital learning tools. These resources were regarded as useful and practical for gaining access to course materials.

Digital Challenges: About 40% of respondents admitted that they had difficulty with their online studying. These issues included technological issues, loneliness felt while taking online classes, and concerns about digital distractions.

Interviews:

Benefits of Digital Learning: The flexibility and accessibility offered by digital learning were stressed in the interviews. The flexibility and self-paced characteristics of online education were valued by students.

The value of interactive components in online group projects and discussion forums was emphasized by interviewees. These components were thought to be essential for encouraging participation and group learning.

Issues with quality: Some interviewees voiced issues regarding the breadth of the information and the efficacy of the assessments in some online courses. They noticed differences in the standard of educational encounters among online courses.

Literature Review:

Pedagogical Approaches: The literature assessment emphasised the necessity for a change in pedagogy in order to successfully integrate digital technologies into learning. According to studies, in order to fully reap the rewards of digital tools, teachers must employ learner-centred and active learning strategies.

Digital Inclusion: Prior studies indicated that there was still a problem with digital inequality, with certain pupils not having access to the right tools or internet connectivity. There is a chance that the digital gap will make educational disparities worse.

In conclusion, this research's findings point to a complicated environment for online learning and engagement. Even though a sizeable percentage of students use digital devices actively in their studies, issues with technology, social connection, and educational quality are also common. In order to ensure that all students have equal access to educational opportunities, the literature review emphasizes the necessity of a pedagogical shift and the significance of tackling digital inequality.

These findings can be used as a starting point for additional discussions, suggestions, and potential interventions to improve students' digital learning experiences and address the issues highlighted in your study.

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