(Past And Present: Application of Theory)

(Institutional Affiliation)

(Your Name)

(Instructor Name)

(Course Number)

(Due Date)

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There are several unique insights into the transformative nature of education and the learning process over the past 20 years. From the days of the bookshelves filled with encyclopedias to the innovations in computer-based technology, the realm of possibilities for tailoring effective learning plans to individual student preferences is an ideal component of contemporary education. Over the past two decades, the integration of computer-based learning and technological resources that utilized the World Wide Web has been one of the hallmarks of modern education and is entirely student-centered. One of the priorities for instructional technologies lies in the student’s performance and whether or not the intended technological application is goal-oriented. From every aspect of our lives, the use of computers, mobile devices, and the Internet has never been more accessible and viable for contemporary use, and considering the influx of students who are technologically dependent (i.e., deeply invested in the use of technology and its implications) has only made the use of computer-based instructional technology more realistic. Technological integration in the education process began well before creating the computer or the Internet. Still, students, administrators, and other relevant stakeholders implement innovative learning solutions to identify the most appropriate technology uses while ensuring proper learning outcomes. There is, however, a deep level of disdain for computer-based technology in education. Still, the proposed discussion rests on the development and engagement of students as it pertains to a specific lesson plan or curriculum. For example, computer-based instructional technology, through the medium of digital games and augmented reality, is a nuanced educational concept but demonstrates significant positives in retention and student engagement. As Alemu (2015) notes, “the integration of ICT into teaching-learning practices is becoming more and more important, and this importance will continue to grow and develop in the 21st century.” The use of digital games in modern educational classrooms is somewhat minimal, but it is a vital component of the contemporary educational framework as it serves a dual purpose. First, it is essential to garnering a technical definition of digital games, which is defined as “applications using the characteristics of video and computer games to create engaging and immersive learning experiences for delivery of specific learning goals” (Schindler et al., 2017). Examples of digital games include simulation of real-world scenarios, role-playing, problem-solving, and repetitive activities intended to drill down critical information related to the curriculum. There is no question the use of digital games, and computer-based technology in general, has changed dramatically over the years.

For example, the innovations in terms of graphics, monitor devices, audio implementation, and software applications focus on the design that students interact with within an academic context and thus, influence their decision-making process by presenting real-world scenarios in a virtual capacity. To understand how instructional design theory is implemented into computer-based learning, is it essential to garnering an adequate interpretation of the theory itself? Instructional design theory proposes specific “guidelines to organize appropriate pedagogical scenarios to achieve instructional goals” (Driscoll & Carliner, 2005, p. 96). In a sense, instructional learning theory and the incorporation of Information and Communication Technologies (ICTs) is focused on teaching-learning practices that will only continue to grow and develop in the 21st century.

By incorporating digital games into the curriculum, there is ample evidence to support the notion that it not only improves student engagement but has a profound effect on the retention of information and subsequent positive scoring outcomes for students. Nonetheless, there are still significant concerns about integrating digital games and computer-based learning as there is little information about the relationships between technological tools and learning delivery mechanisms. Besides this challenge, the foundation for a proper learning environment rests in the ability of the instructor, as well as the student, to remain excited and engaged in the learning material, which, by all accounts, is a cornerstone of digital media and games that have so often been popular amongst students who are children or young adults.

**References**

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