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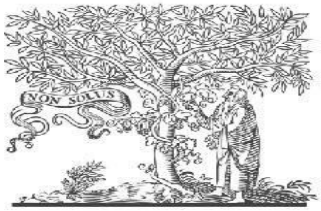

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A CRITICAL STUDY ON THE CONNECTION BETWEEN DIGITALIZATION, SCHOOLING, AND ICT

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ABSTRACT
The relationship between digitalization, schooling, and Information and Communication Technology (ICT) has become increasingly intricate and transformative in modern education systems. This abstract explores the dynamic interplay between these three elements and their impact on educational processes and outcomes. Digitalization, encompassing the integration of digital technologies and methodologies across various sectors, has profoundly influenced the landscape of schooling. The pervasive presence of ICT in society has compelled educational institutions to adapt and incorporate digital tools into their curricula. This integration has led to enhanced accessibility to information, interactive learning experiences, and personalized instruction. Furthermore, digital platforms have facilitated remote and blended learning models, especially crucial during times of unforeseen disruptions, such as the recent global pandemic.

Keywords: - Digitalization, Schooling, Communication, Education.

I. INTRODUCTION

All aspects of human life, in both developed and developing nations, will be altered as a result of digitalization, which will have a profound impact on the local economy and social structure. To put it simply, digitalization is the process through which the world's working population and young people must acquire new skills in order to participate effectively in a globalized contemporary economy. It's altering the educational landscape by influencing how both students and institutions acquire knowledge. The need for digitization at HEIs at all levels of education, from the national to the regional, has been rising steadily in recent years. Higher education institutions (HEIs) throughout the world are always changing to adapt to new demands from society and the marketplace. Today's higher education institutions (HEIs) must adapt to the demands of the digital age if they want to remain competitive and relevant. The covid-19 epidemic has exacerbated a number of pre-existing trends, including a significant change in emphasis toward the procurement of digital services by universities, HEIs, governments, corporations, and other organizations. This shift toward online forms for student assistance, teaching, and research has necessitated new approaches, workflows, and expertise.

Due to the requirement to conduct classes through electronic means, the educational systems of numerous nations ran into difficulties during the CoVD19 epidemic. But before the epidemic, digitization was sold as a universal benefit; after the fact, it became a necessity, and universities began

realizing they needed to provide their students access to digital platforms in order to limit outside interference with their education. However, research has shown that digital education cannot fully substitute for physical education. For instance, since the outbreak of the pandemic, colleges have struggled greatly with managing and administering the business process. Since the pandemic imposed additional constraints on employees and workers that prevented them from physically attending classes, all coordination and administration had to be relocated to an online environment.

II. LEARNING

It is important to examine what constitutes learning before moving on to discussions about the digitization of institutions. provide a concise definition of learning as "changes in behavior of an organism that result from regularities in the environment of the organism." Learning is described in numerous sources as "change in behavior that occurs due to experience," which was discovered via further investigation into previous publications. However, it is important to emphasize that the definition provided here does not only indicate that the existence of learning is there whenever a given organism's behavior changes; rather, learning happens whenever a given organism experiences an instance and afterwards alters its behavior. Because people's capacities for learning from their environments vary, this is a process that is said to seem different for each person. It's also important to remember that not everyone will respond the same way in a given situation. Various individual variables may account for this variation in experiences. Individual differences in psychological make-up explain why some people thrive in certain settings while others struggle mightily there. As a result, it's not hard to conclude that even in the same setting, people's educational experiences might vary. Following the spread of the CoVD19 pandemic, traditional methods of teaching and learning were replaced by an online-only curriculum. We think this has had a significant impact on people's lives, causing them to alter their behaviors and, as a result, their educational opportunities. "The process whereby knowledge is created through the transformation of experience" is how the theory of experiential learning defines learning. "knowledge" is the product of "a combination of grasping and transforming experience."

III. DIGITALIZATION FOR STUDENTS' LEARNING

Our literature review shows that whenever digitalization or digital transformation is discussed, the public exhibits two distinct reactions: one group is excited and satisfied, while the other group is interested and worried (Chen, Head, Strijdom, & Stone, 2022). Here, we examine digitalization from the human perspective. We can generalize this to apply to businesses of any size with the same principle at work. One sector that should feel compelled to offer infrastructure and digital technology for education is higher education. Universities must recognize the need to create new scenarios as a result of digital transformation (Efimov & V. Lapteva, 2018). Nobody can even fathom a world without digital devices now, particularly

in the wake of the epidemic when everyone was using them for everything from schoolwork to entertainment. It's no secret that key technological developments like cloud computing tools are driving the shift toward distant learning in the educational system. Digital marketing and student recruitment are no longer exceptions to the rule of remote supervision of distance learning, tutoring, and mentoring sessions (Jha & Shenoy, 2016). This implies that students no longer need to physically show themselves at a university in order to participate in classroom instruction. In addition, a university's services may now efficiently reach a wider audience via the use of digital marketing platforms.

Organizations and industries all over the world are under growing pressure to adapt to the changing marketplace as a result of the proliferation of digital technology. This digital rivalry also includes educational institutions like universities and schools. To attract as many potential students as possible, institutions often spend large sums on the most cutting-edge equipment money can buy. It's safe to say that when schools use digital tools effectively, the quality of their graduates improves. Changes in technology sometimes contribute to the demise of once-powerful organizations (Crittenden, Biel, & Lovely, 2018). This suggests that universities will fall when they fail to adapt to technological changes and hence attract fewer students. In this context, digitalization becomes relevant, and it is imperative that large institutions prioritize its development. According to the findings of Crittenden and coauthors (2018), the simplification of channel interactions has led to the development of novel means of communication between companies and consumers, which has in turn disrupted traditional methods of advertising. In our case, the methods utilized to develop and distribute an online course need meticulous preparation. It is the responsibility of educators to determine how best to integrate online resources with traditional classroom instruction. The desire to use technology in learning extends beyond the four walls of a university classroom. The use of technology in the classroom increases the likelihood that all students will actively participate in their education (Henry, 2008). Technologies like AI, AR, VR, blockchain, gamification, IoT, 3D printing, etc. are becoming standard procedure for the business-customer interaction, targeted marketing, and the marketing mix. Artificial intelligence technologies are widely used in industries such as customer service. Colleges and universities should prioritize these kinds of technology if they want to provide excellent education and enroll a large number of students. If we think about the development of social media apps, data analytics, search engine optimizations, and the proliferation of e-businesses online, we may get a rough picture of what the future holds for us in terms of digitalization. It has been argued that "college students must be exposed to potentially disruptive, cutting-edge technologies in order to develop the conceptualization, inquiry, critical thinking, creative thinking, and integrative learning skills necessary to improve their future decision making and human capabilities" (Crittenden, Biel, & Lovely,

2018). This tells us a great deal about the potential impact of digitization on higher education. Therefore, it is safe to state that educational institutions throughout the world should focus on adapting to the challenges posed by digitization.

IV. DISTANCE LEARNING

We need to define "distance learning" before we can go into how digitalization is changing the educational landscape for students. Distance education or learning has been around for almost two centuries, as shown by the literature, which also highlights the significant shifts in how knowledge is disseminated and used. Since the advent of postal systems, society has welcomed new ways of communication, such as the ease with which one may now send mail via the internet at the click of a button (Moore, Dickson-Deane, & Galyen, 2011).

Universities and other institutions of higher learning have historically prioritized face-to-face teaching and learning. In order to facilitate learning and to foster the creation of skilled alumni, universities and other institutions invest much in the construction of cutting-edge campuses outfitted with the newest technology. They hope that by creating great surroundings, they may make it easier for students to physically attend lessons at the institution. To put it simply, face-to-face refers to the traditional model of higher education in which students physically enroll as students at an institution and then physically attend courses, where they must be physically present and converse with their classmates and instructors. Successful colleges may be found all over the world using this method of teaching and learning, but it is important to remember that the Covid-19 epidemic altered the parameters of the physical relationship between the institution and its students. Universities strive to create learning environments that are conducive to learning and easy for students to navigate, but the development of such spaces is contingent on factors including learning goals, intended audience, mode of access (in-person, online, or a combination of the two), and nature of content. Distance learning and education are relatively new phenomena, yet their origins may be traced back to the development of learning technology and the maturation of related professions. Distance learning, as defined by previous literature (Moore, DicksonDeane, & Galyen, 2011), is the process of making education available to people who live in different parts of the world. Learning at a distance happens when materials are made available to students who are not in the same physical location as the school. We found that scholars have variously defined remote learning and distance education in the past, which complicated our search for relevant material. Researchers Moore, Dickson-Deane, and Galyen (2002) note that early facilitators of distant learning included computers and other electronic media as they grew more sophisticated. Therefore, distant learning (DL) may be simply defined as a technique whereby educational resources and materials are made accessible to students who are not physically present at a college or university.

Finally, there is hybrid learning (HL), which is a combination of traditional classroom instruction and online study. When we take a step back and look at the

broader picture, we see that digital disruption eventually leads to shifts in student perspectives, which in turn alters the pedagogical aims of higher education (Sedelmaier & Landes, 2019). This necessitates a rethinking of how education is delivered. Natives of the digital age "have little patience for lectures, step-by-step logic, and tell-test instruction" (Sedelmaier & Landes, 2019).

V. CONCLUSION

This research provides data on a comparison of how digital solutions, when used correctly, may improve an organization's information management efficiency. The goal of this study was to address the following research questions on the effects of digitalization and the factors that could account for differences in the efficiency of information management in Cameroon and Finland. In each of the example organizations, what kind of information management is most commonplace? How efficient is the administration of knowledge in our educational institutions of higher learning? Does higher education institutions have varying degrees of successful management? In the prior chapter, I used the SWOT analysis case study approach to my data analysis. Two colleges, one in Finland and one in Cameroon, had their information management efficacy compared to achieve this goal.

The efficacy of information management at a higher education institution was the primary subject of my research, as was the difference between the degree of effectiveness of management in a similar institution in Finland and a similar one in Cameroon. The application of digitization has led to improved information management efficiency in Finland. Despite the government of Cameroon's heavy investment in digitalized systems for higher education, the country's level of competent information management remains low.

I didn't utilize any first-hand accounts or interviews for my study. This means that no primary sources were used in the writing of the thesis. literature and digital versions of literature on efficient information management and digitization were easily accessible. However, it took additional effort to sift through these resources and extract the data that was useful for the study. Since the University of Bamenda is a relatively new institution of higher learning, finding information about it in print was almost difficult until the advent of the university's website and other connected internet sources. Not all digital components that improve information management efficiency were taken into account in this research.

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