

Digital Tools in Teaching and Learning: Exploring Pedagogical Prospects and Challenges

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Abstract

The fast development of digital technologies has changed traditional ways of teaching and learning, creating new opportunities for interactive, personalized, and learner-centered pedagogies. Such digital tools as learning management systems, multimedia tools, virtual classes, artificial intelligence, educational applications, and collaborative technologies have become increasingly prevalent in modern education. The current study entitled "Digital Tools as Teaching Pedagogies: Prospects and Challenges" aims to explore the possibilities and barriers of implementing digital tools as pedagogies in education. The study uses a qualitative research design to investigate the effectiveness, accessibility, and potential of digital technologies as a means of teaching from educators' point of view. The data will be collected through semi-structured interviews with 12 participants recruited through the purposive sampling method. Thematic analysis will be utilized; systematic coding will be used to find common themes and patterns in participants' stories. The study will focus on prospects of digital technologies in improving students' engagement, accessibility, collaboration, personalization of learning, creativity, and flexibility of instruction, as well as barriers such as unequal access to technologies, lack of digital literacy, infrastructural limitations, privacy issues, screen addiction, resistance to new technologies, and inability to maintain interaction between teachers and students.

Keywords: Digital tools, teaching pedagogy, educational technology, digital learning, teacher perceptions, student engagement, digital literacy, qualitative research, thematic analysis.