Technology can improve the dynamics between teachers and students, often leading to enhanced learning. It is not just exposure to video and audio technology in lectures but also through video conferencing and on-line teaching. Across the University, faculty are using technology to help students master subjects from elementary and secondary school instruction to most sciences such as engineering, biotechnology, computing, management, including structural equation modeling or simulation. Teachers are developing their own digital and pedagogical skills while making students comfortable with the technology that will help them to be successful in their future careers. As they introduce more and more technology into the classroom, such as digitized video clips, taken from live and simulated classroom settings, faculty are finding it can raise the quality of class discussion and involve students much more deeply in their own education thus improving the overall quality of classroom instruction. Using interviews with teaching staff, this poster presentation explores the beliefs that faculty members hold about the ways that technology can positively influence their teaching. It also reflects how these new approaches to teaching with technology affects their identity [1,2].

**Conclusion:**

- **Impact of Technology:**
  - **On instructors**
    - Encourage instructors to:
      - First, define the learning goals
      - Then, decide how to assess if those goals are achieved
      - Finally, design the necessary activities
    - Challenge of creating activities that are both supportive of learning and can be easily evaluated on the spot (i.e., have low cognitive load)
  - **On students**
    - Observed high rates of participation, ample classroom discussion engagement
    - Distraction is possible and does occur
    - Assessing learning outcomes is future work

- **Technology enhances learning can**
  - Provide learning opportunities that are unconstrained by timeframes or location
  - Support wider and more relevant learning experiences
  - Facilitate development and delivery of personalized, dynamic learning content
  - Provide opportunities for students to take greater control of their own learning
  - Support students' capability to live, learn and work in the digital age
  - Enable students to engage with learning materials in ways that suit personal learning styles. [5]

- **Reference:**

  4. Gura, Mark & King, Kathleen P. edited by (2007, P13)
  8. Impact of technology; https://www.slideshare.net/JonnyCrook/altc-presentation April 1, 2017

**Contact:**

Ayman M. A. Elsayed: asayed@msa.eun.eg
Mohamed Khalil: mkbrahim@msa.eun.eg
Walied Nabil, wnmohamed@msa.eun.eg