Pragmatic Theory of Truth as Guide in Management Technology

Rey Etom, Antonio M. Merca, Osuardo A. Pabatang and Adelfa C. Silor

Abstract—In this 21ˢᵗ century education, management skill for technology particularly in the teaching and learning process, is really very important. In managing the use of technology, like the use of internet and other technological devises as part of the instructional materials in the curriculum in school, need theories and principles as guide in framing the conceptual framework of this qualitative research study. Hence, this study is anchored to the "Pragmatic Theory of Truth American philosopher Charles Sanders Pierce, states that "knowledge is only practical to us if it is useful and it doesn't need to be based on fact. Our knowledge of the world is always changing and, as it changes, our world views change. When our knowledge changes the facts do not". This "Pragmatic Theory of Truth" means that philosophy of pragmatism is also needed in managing technology because there is always change in improving the use of technology. So, teachers must also be dynamic to cope up with the technology changes. Thus, teachers' knowledge about managing technology should anchor to the pragmatic theory of truth. Hence, this study aimed to analyze the importance of management skill in using technology as pedagogy through "pragmatic theory of truth". The method used of this study is qualitative design using discourse analysis. Participants were the thirty pre-service students from the Department of Technology Teacher Education during the second semester 2015-2016. In gathering the data, focus group discussion(FGD), in-depth individual interview and essay writing were used as tool instruments in getting the answers from the participants. Thematic analysis was being used in analyzing the data gathered. From the thematic analysis, findings reveal that management technology skill anchored with "pragmatic theory of truth" as well students' concepts about changing world views, contribute much to the pedagogical, managerial skill in using information technology. Through using the pragmatic theory of truth as guide in managing technology, no more reaction or resistance to change particularly in revising and offering new curriculum in the teacher education program that will answer to the needs of the people across the globe.

Keywords—Guide Philosophy, Management, Pedagogical Concepts, Pragmatic Theory of Truth.

I. INTRODUCTION

Definitions of innovation rang from the Schumpeterian view that it encompasses the creation of new markets or new

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organizational forms to the narrower view in which innovation is objectified to describe a piece of high technology equipment.[1] This means that technology management is a process, which includes planning, directing, control and coordination of the development and implementation of technological capabilities to shape and accomplish the strategic and operational objectives of an organization.[2] So in order to have fast, efficient and effective technology management, managerial skills are also needed specially in managing how to use technology. Indeed, the Technology Innovation Management Review (TIM Review) provides insights about the issues and emerging trends relevant to launching and growing technology businesses. This is very important in the entrepreneurial skill using the help of management technology. In addition, concept of cultural diversity is considered in determining management style. The TIM Review focuses on the theories, strategies, and tools that help small and large technology companies succeed. Hence, this qualitative research study aimed to determine and analyze how pragmatic theory of truth as guide philosophy, helps in the application of technology management skill in the teacher education curriculum for internationalization.

II. LITERATURE REVIEW ON THE CONCEPT OF MANAGEMENT TECHNOLOGY

Our readers are looking for practical ideas they can apply within their own organizations. The TIM Review brings together diverse viewpoints – from academics, entrepreneurs, companies of all sizes, the public sector, the com- munity sector, and others – to bridge the gap between theory and practice. In particular, we focus on the topics of technology and global entrepreneurship in small and large companies.[3] This article shows that R&D management, Management of Technology (MOT) and Technological Management (TOM) differ in terms of stakes, stakeholders and scope. Advocates considering technology not only as an asset or a capability but also as a factor that has an impact on almost every management method and practice. Relying on recognized lists of management disciplines, offers an attempt to identify main technology-related issues in each of these fields of management.[4] University technology transfer activities are increasingly important as a source of regional economic development and revenue for the university.[5] Learning management systems (LMSs) are very widely used in higher education. However, much of the research on LMSs has had a technology focus or has been limited to studies of adoption. In order to take advantage of the potential associated with LMSs,

research that addresses the role of LMSs in learning success is needed. Task–technology fit is one factor that has been shown to influence both the use of information systems and their performance impacts. The study described in this paper used the technology-to-performance chain as a framework to address the question of how task–technology fit influences the performance impacts of LMSs.[6] Current approaches to technology management express the need to manage technology systematically from both strategic and operational perspectives. However, considerable ambiguity seems to prevail over the exact way of managing it.[7] Network analysis tools are also used to show that the research agenda of scholars from different parts of the world differ substantially from each other, and it is argued that such differences may have exacerbated the delays experienced in developing technology management as a respected academic discipline[8] paper links traditional views of technology management including R&D management, innovation and new product introduction with competence ideas from strategy and a resource perspective from economics. A preliminary 'process framework' for technology management is proposed, covering the range of activities from identification to protection. The framework is demonstrated, and its potential benefits explored, in the context of a pilot study of manufacturers in the measuring equipment and domestic appliance industries in Europe, the United States and Japan.[9]

Managers in technology-intensive businesses need to make decisions in complex and dynamic environments. Many tools, frameworks and processes have been developed to support managers in these situations, leading to a proliferation of such approaches, with little consistency in terminology or theoretical foundation, and a lack of understanding of how such tools can be linked together to tackle management challenges in an integrated way.[10]

III. Literature Review on Pragmatic Theory of Truth

A moral system is true from the pragmatic perspective if it allows a society to meet its goals and for persons to satisfy their needs in that society with minimal conflict.[11] The validity of pragmatic truth is evident only if the pragmatist's definition of consciousness and experience is correct. furthermore, the pragmatic notion of truth can become impregnable and stand in its own right only if it can logically show that the pragmatic ascertainment of truth is also the nature and content of truth.[12] our view captures the essentially cumulative nature of science and allows us to explain why it is indeed reasonable to accept and believe in the conclusions reached by inductive inference.[13] Deals with the pragmatic philosophy of science and the charge of scientism. Philosophers who believed that science was giving its tome to modern culture; List of well-known advocates of science[14] The recipient of the 2002 NASPAA Excellence in Teaching Award outlines the pragmatic teaching philosophy she uses in her capstone course for the Masters of Public Administration Program at Southwest Texas State University. The philosophies of John Dewey, William James, Charles Sanders Peirce, and Jane Addams form the foundation of an individualized teaching philosophy,

and the spirit of critical optimism is applied to the student-learner and to the capstone course.[15]

IV. Methods

The method used of this study is qualitative design using discourse analysis. Participants were the thirty pre-service students from the Department of Technology Teacher Education during the second semester 2015-2016. In gathering the data, focus group discussion(FGD), in-depth individual interview and essay writing were used as tool instruments in getting the answers from the participants. Thematic analysis was being used in analyzing the data gathered.

V. Findings and Analysis

From the thematic analysis, findings reveal that management technology skill anchored with "pragmatic theory of truth" as well students' concepts about changing world views, contribute much to the pedagogical, managerial skill in using information technology. Through using the pragmatic theory of truth as guide in managing technology, no more reaction or resistance to change particularly in revising and offering new curriculum in the teacher education program that will answer to the needs of the people across the globe.

VI. Conclusion

Based from the findings of this qualitative research, it has been found out that mindset of the people towards the changing world phenomena is very important management skills particularly in the education sector wherein teachers are the molders of change. Hence, pragmatic theory of truth in educational, pedagogical, and technological management is very relevant to this 21st century teaching and process. This pragmatic theory of truth will help the administrators, faculty, and students in achieving the goal of internationalization.

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