

# Reimagining Education in the Digital Age: Narrative Insights from (First-Generation) Pre-Service Teachers on the Impact of Technological Advancements

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## Abstract

The recent pandemic has unleashed the potential of suspending classes without disrupting teaching. Rapid technological advancements may further shape the future of education, but what should we anticipate? In this research, we conducted interviews with a group of pre-service teachers, a significant portion of whom are first-generation students who are the first to receive tertiary education in their families. As they have grown up in the digital age and are generally well-versed in the latest technology trends, this unique perspective equips them to bring a fresh and contemporary perspective to inspire and drive change in educational practices. As future educators, their beliefs, attitudes, and technological preparedness can impact the future of education. Through in-depth interviews and thematic analysis, this research uncovers multifaceted implications into teaching and learning within a technology-enriched environment. The narratives of (first-generation) pre-service teachers illuminate the transformative potential of technology in enhancing learning outcomes, increasing engagement, and fostering student-centered learning. This generational perspective offers valuable insights into how technology is integrated into their own education and its potential impact on future generations. Such recognition can help guide educational institutions, policymakers, and educators in preparing for and effectively leveraging technological advancements that are shaping the future of education. The results can pave way for a more inclusive, dynamic, and effective education model-one that pushes the boundary of traditional teaching practices.

**Keywords:** digital learning, educational technology, first-generation students, pre-service teachers, technological implications, pedagogical adaptation