

*Learning and teaching with
technology - a global view
Bergamo and Lodi, March 09*

B Wightman, Commissioning Editor for e-Learning
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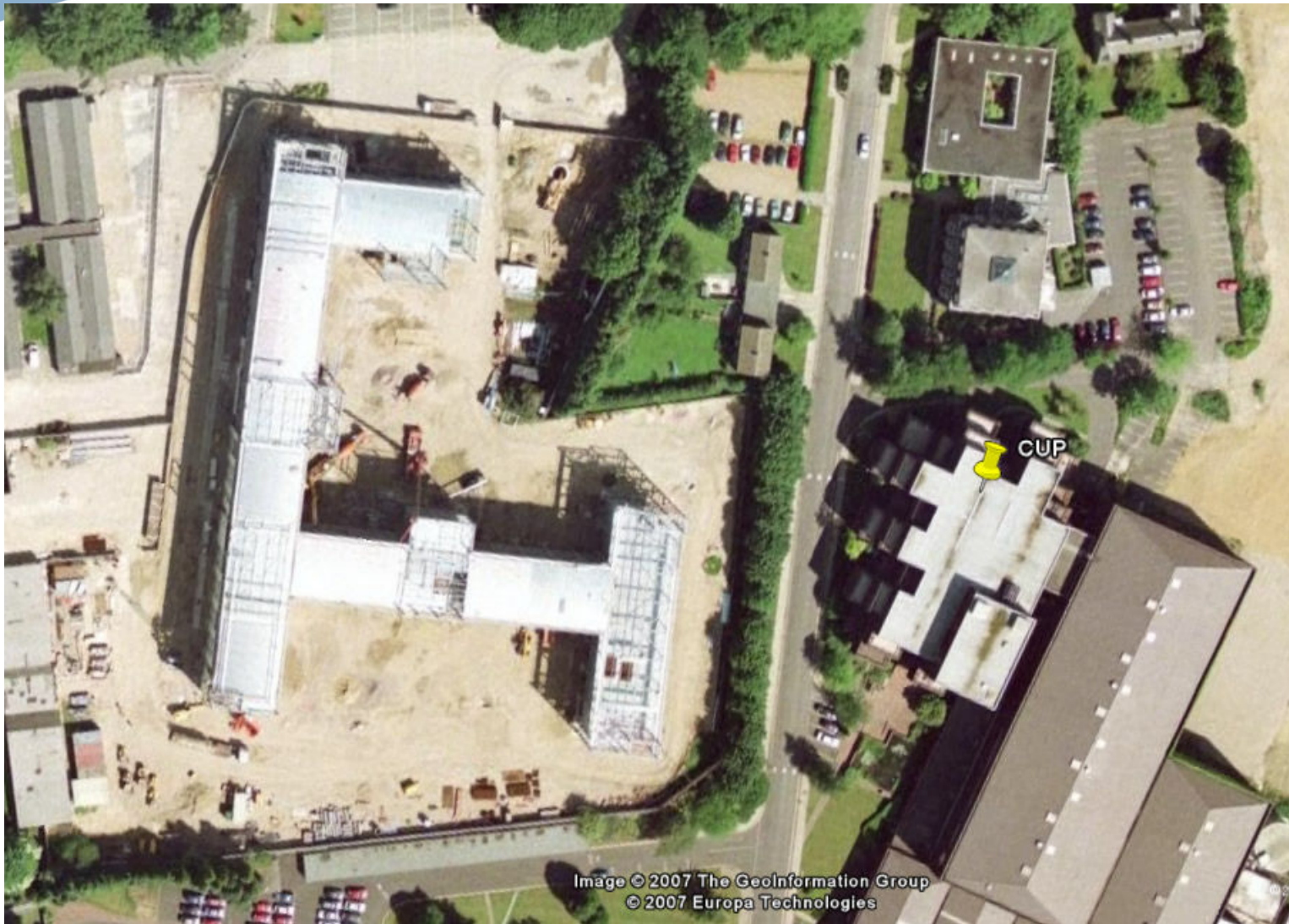


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Presentation

1. Introduction – what I hope to achieve
2. Historical snapshot – technology and education
3. Latest ideas and issues
4. UK findings
5. Technology and the teacher
6. A quick test
7. The workshop

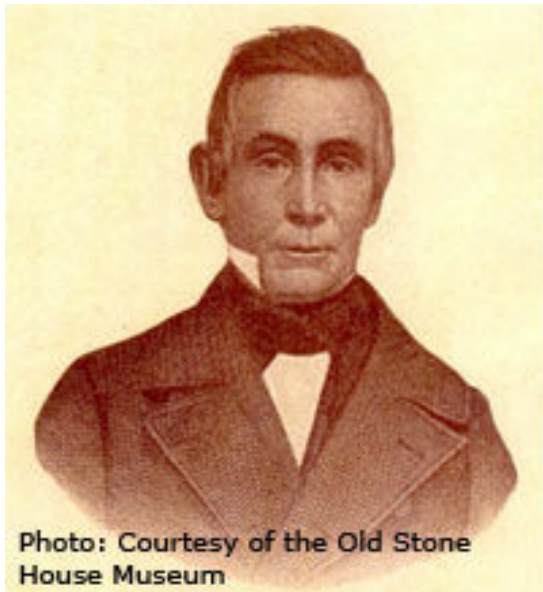


A warmer ...

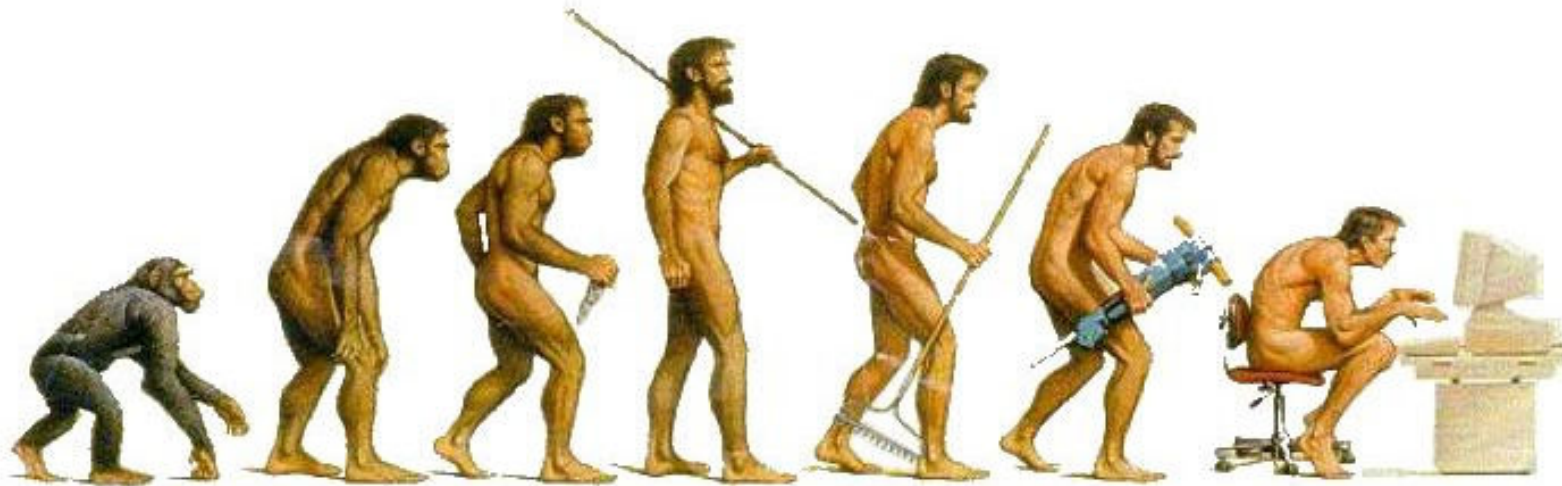
- Look around the room and find one example of technology.
- Think of a famous person who you associate with technology.



A warmer ...



2. A historical snapshot



2. A historical snapshot – key dates

- Programmed instruction (1954)
- CALL (1960s)
- Personal computers (1980s)
- The Internet and Web (1990s)
- Self-study CD-ROMs (2000s)
- UK govt. invests £330 million in technology for schools (2002)
- Enciclomedia project, Mexico (2004)
- 2010 – EU citizens to have “digital competence” and foreign language skills as key competencies in a “knowledge society”

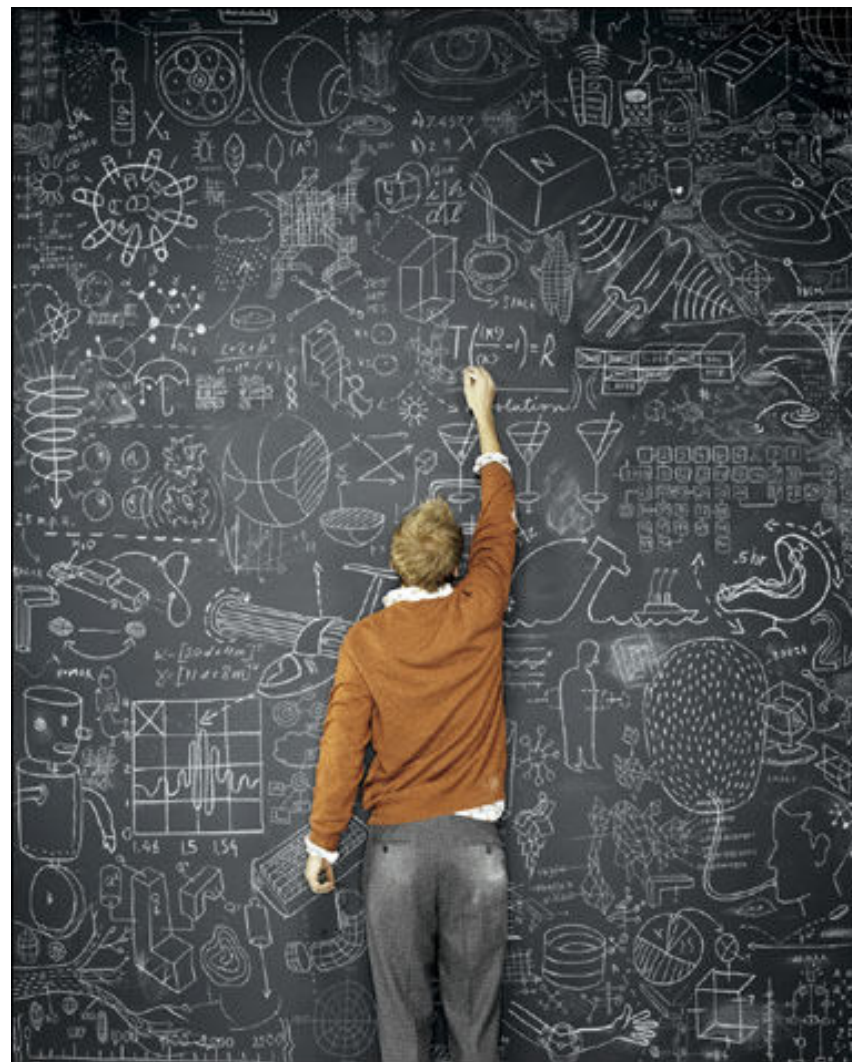


2. A historical snapshot

- Utopian and scary (brave new world)
- Elitist
- Compulsory
- Essential and practical (CALL, CBI, CAI, TEL = blended learning and e-learning)



3. Ideas and issues



3. Ideas and issues

- Digital natives and digital immigrants
- Digital divide and multi-track development
- Normalisation and integration
- Silver bullet and efficiencies
- Controversy, spectacular failures and success

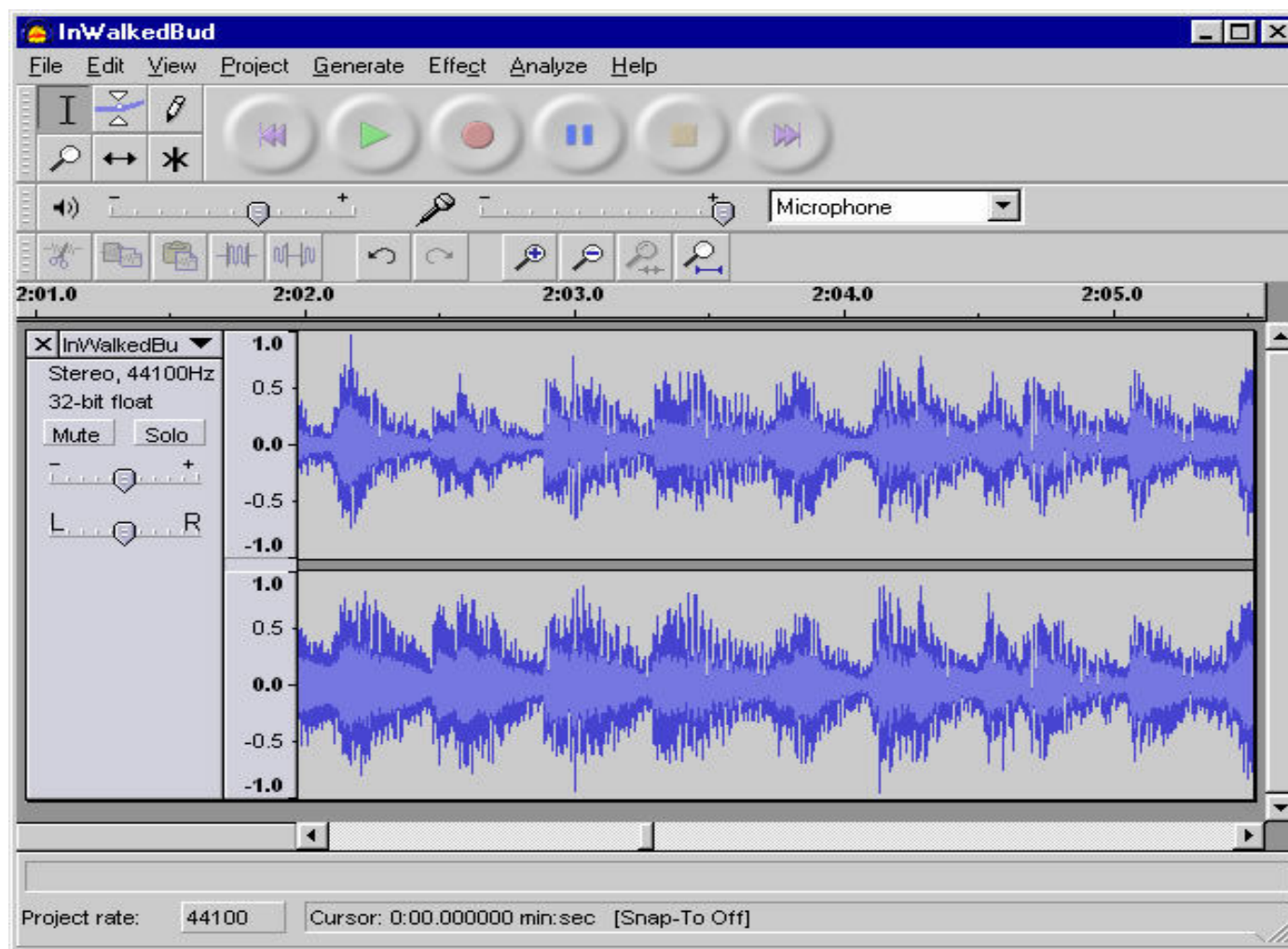


4. UK findings

Why invest?

- Computer literacy is a core life skill
- Respond to the increasing importance of new literacies and visual literacies
- Reduce the gap between the world children inhabit and their learning environment
- Combat “multiple” digital divides



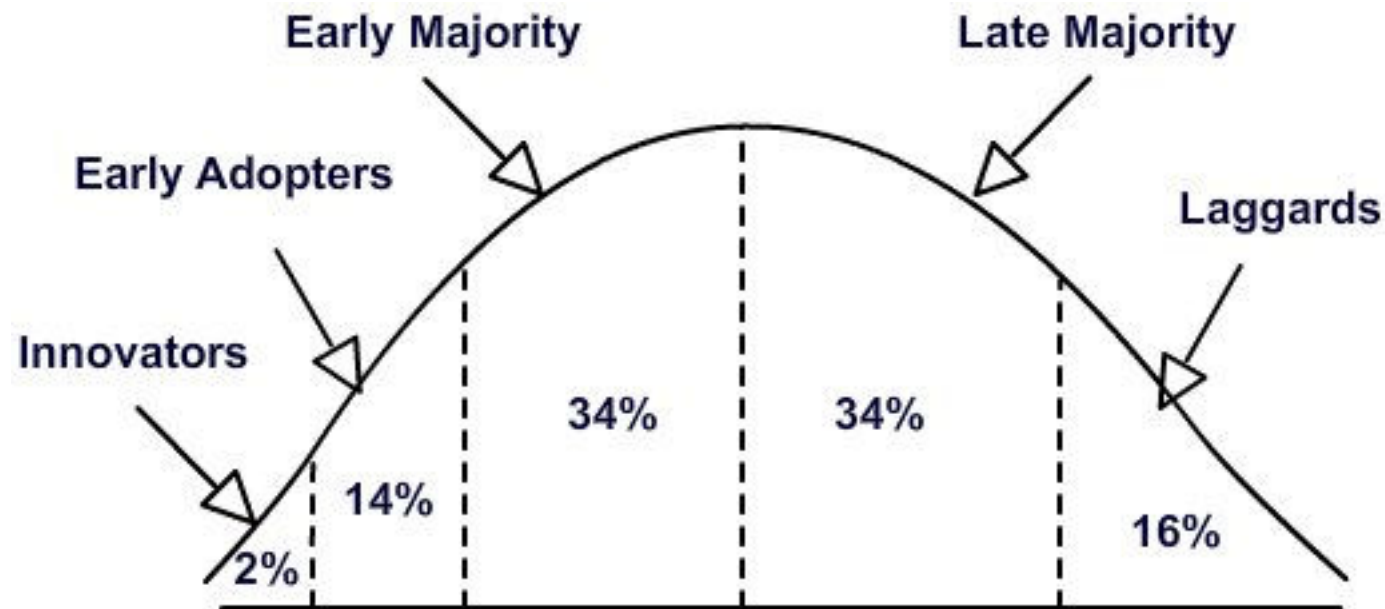


4. UK findings: the positives

- Producing work for an audience has resulted in improved outcomes
- Knowledge storage
- Diversity and multimodal learning
- Motivation and concentration span increase
- Continued use and access of educational resources outside the classroom



4. UK findings: the negatives



Roger's diffusion of innovation model

(confirmed Venezky 2004)



4. UK findings: the negatives

“If teachers believe that ICT adds no value to their teaching, if they see it as neither relevant nor useful, they will not use it.” (Simpson, 1999)

“If teachers see no need to question or change their practice, they will be unwilling to adopt the use of ICT. (Cox, 2002)

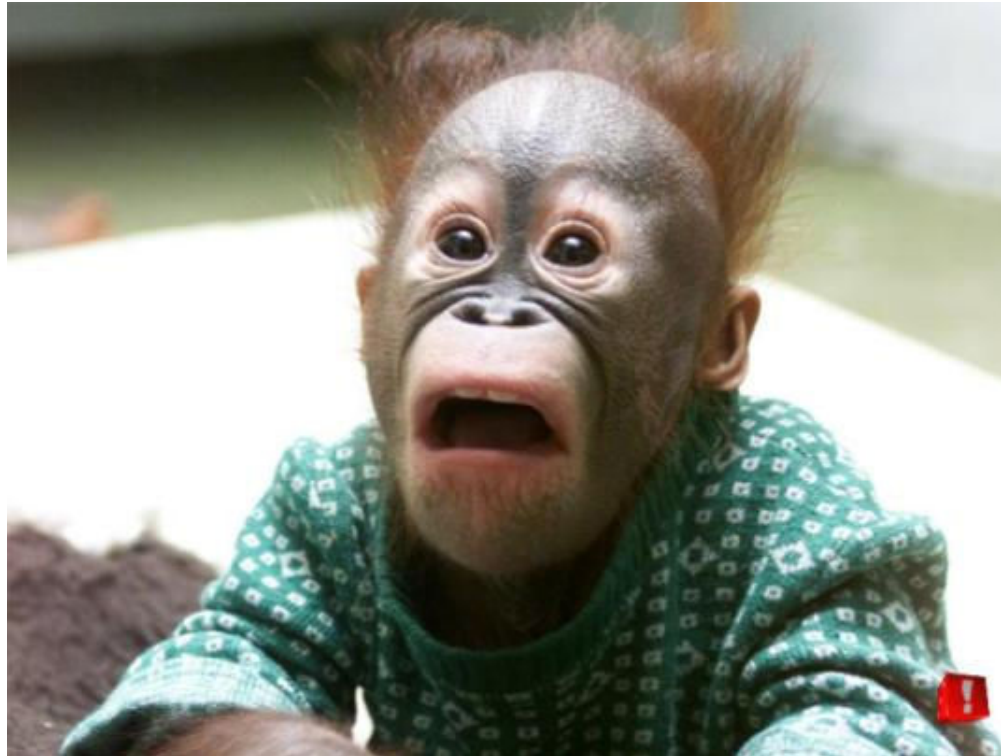


4. UK findings: the negatives

- Training
- Access
- Transparency of technology
- The psychological domain of the teacher



5. Technology and the teacher



5. Technology and the teacher



5. Technology and the teacher



5. Technology and the teacher

The XO laptop

- No DVD/CD drive
- 7.5 inch screen
- 1 GB of storage
- Slow processor

But ...



5. Technology and the teacher

The XO laptop

- Wireless Internet
- Mesh networking
- Word processor, browser, PDF Reader, games, multimedia player, camera



5. Technology and the teacher

Some facts ...

- New technologies are everywhere
- You already have advanced software skills

You can ...

- Use the Internet
- Use email and mobile phones
- Use Word
- Manipulate audio and video
- Learn and master anything you want to ...



6. A quick test

- When was the idea of Programmed Instruction first conceived?
- Who invented the blackboard?



7. The workshop

- Electronic dictionaries
- An Infoquest
- Websites
- Classroom software
- The mimio (interactive whiteboards)



7. The workshop – the websites

- <http://www.wordle.net/>
- <http://marumushi.com/apps/newsmap/>
- <http://peo.cambridge.org/>
- http://www.cambridge.org/elt/multimedia/IWB_howto/
- <http://www.cambridge.org/elt/primarymultimedia/>



The End

