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E-LEARNING & EDUCATIONAL MANAGEMENT

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eLearning for a Developing Economy



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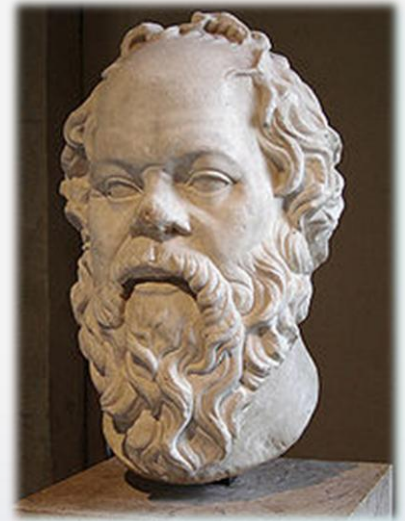
Structure of Discussion

- Technology in Education
- Literature Review
- Rational for Concern
- Why ICT's in Education?
- Effective eLearning Implementation
- Conclusions



Technology and Education

- Always been sceptics
 - Socrates believed that to write words would kill them and man's intellect
 - 15th Century, scholars thought printing press would cause downfall of education institutions
- On the other hand:
 - 1922 Thomas Edison predicted the motion picture would replace text books
 - 1945 William Levenson predicted radio would be as common place as a blackboard in a classroom
 - Early 60's, BF Skinner talked about "teaching machines" that allow students to learn twice as much



Review of ICT in Education

- Apple in 1980's first in education market, but Steve Jobs doubted ICT would help education
- BBC 2005 “Doubts about school computer use”
- T Fuchs 2005 –Student performance can degrade with computer access time
- Prof Cuban at Stanford indicted class size key
- In 2009, US Education Department’s review insufficient scientific evidence to show the effectiveness of ELearning
- Ben Levin, Dep MoE Ontario, said in an interview ICT’s have little or no impact
- New York Times, Sep 2011 inferred insufficient proof to justify large spending



• Rational for Concern

- Although undisputed success in certain areas, there are some issues
- Not only due to natural human resistance to change
- The new revolution challenges our social norms and personal priorities
- Over emphasis could result in minimising the real in favour of the virtual
- This would limit imagination and stifle creativity



Why ICT's in Education?

- Why then do we pursue ICT's in Education, why indeed this Summit?
- Assume we all accept that ICT's are a principle driver of economic and social change
- Do we ignore issued raised?
- Fundamental problems with historical projects, that they use old measurement techniques
- In addition issues of one laptop/PC per child and effects of excessive usage are not yet applicable
- Establish best practices for successful ELearning implementations



Effective eLearning Implementation

- ICT equipment plays one part but often it is the primary the focus. Need to consider other criteria:

Shared Vision and Policy

- Vital to have clear shared vision
- Lack of vision leads to uncoordinated, piece meal and often donor driven rather than vision driven projects
- Coordinated with other Ministries and meet economic and social goals
- Establish cross-ministry agency or council that utilises external resources
- Specific, detailed, short term and reviewed



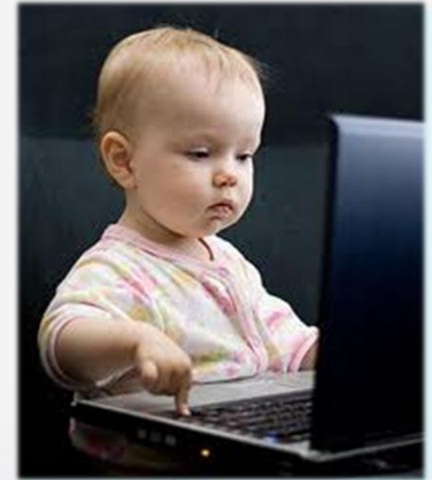
21st Century Pedagogy

- Need to revise our pedagogy to meet desired outcomes for students for the 21st Century
- Trick is not to add ICT's or new methods, but use ICT's to enhance learning
- Some of these outcomes are:
 - creativity & innovation
 - communication & collaboration
 - research & information fluency
 - critical thinking, problem solving & decision making
 - awareness of digital global citizenship, technology operations and concepts
- Changing our pedagogy is critical for successful eLearning outcomes



Foundational ICT Skills

- Training to start at appropriate levels for teachers and pupils to build skills and confidence in gradual steps.
- Ensuring foundational ICT skills are taught and not assumed



Curriculum Framework

- Need to identify locally relevant content, standards and resources that support eLearning.
- Needs to be based on student-centred learning, and incorporate planning, teaching methods and assessments criteria



Contingency Planning

- Teachers and support staff to be prepared for disruptions due to internal and external infrastructure failures or limitations.
- Should be included with curriculums guides and planning



Skilled Personnel

- Educators, support staff and other leaders need to be skilled in the selection and effective use of appropriate ICT resources.
- Not once off, but should include on-going professional development



Suitable Equipment

- On- going funding to support access to appropriate technologies, with access for all students, teachers, staff, school leaders.
- Tablets are becoming very important for Education, e.g. Aakashe in India, Russia



Technical Support

- Reliable and accessible assistance for maintaining, renewing, and using ICT and digital learning resources – let teachers teach

Assessment and Evaluation

- Need to revise assessment and evaluation methods to match new 21st Century skills, so success of eLearning can be measured.
- Continuous assessments of desired outcomes as well as evaluation of ICT and digital resources skills



Conclusion

- eLearning is a facilitator to meet economic and social agendas, and will level the past inadequacies and open up global learning opportunities to allow effectively equipped graduates with skills to meet the 21st Century requirements
- Need more than ICT equipment and programs to successfully implement an eLearning environment. It needs vision, planning and is a long term commitment
- eLearning too will never replace the spoken or written word, but it will drastically effect the way we can teach and probably more than any technology before, will and has already drastically effected the way we as humans interact, explore and learn





Thank You



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Building Blocks for a new Dawn

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*Do not ignore the importance of
the written word, nor forget the
human connection of the
spoken word.*

