ICTs for a relevant education

Dr Michelle Selinger
Education for All may not be enough: perhaps it ought to be a *relevant* education for all. All learning should start with local relevance in order to engage the learner, enabling them to live, work and play within their own community and encouraging them to be an active and engaged citizen as a first step to becoming a global citizen. Those that have the wherewithal can then go on to develop broader global skills and understanding. ICTs have a significant role to play in both these areas *if* they are harnessed in the right way and made available on appropriate devices. Mobile learning and OERs offer solutions to achieving the MDGs for education, but to do so, there needs to be significant work done to ensure the resources are set within a negotiated curriculum framework and developed to agreed resource development guidelines. Moving from face to face pedagogy to an online pedagogy is neither obvious nor easy so training in instructional design is of significant importance, as is making content available on mobile devices in ways that make it easy and economical for learners to access and review their learning. But content is not the only challenge; it is the way that learners engage with that content that promotes effective learning. Here again technology has a role to play in connecting learners with remote teachers, peers and the wider community providing authentic opportunities to discuss and debate their learning in order to make it robust, relevant and applicable.
“Someday, in the distant future, our grandchildren’s grandchildren will develop a new equivalent of our classrooms. They will spend many hours in front of boxes with fires glowing within. May they have the wisdom to know the difference between light and knowledge”

Plato (428 – 348 BC)
Building the Knowledge Base

- Knowing what
- Knowing that
- Knowing why
- Knowing how
- Knowing where
- Knowing when
- Knowing who

Being Knowledgeable
Learning in Context
Who chooses how to use ICT?

“It is a proven lesson from the history of technology that users are the key producers of the technology by adapting it to their uses and values, and ultimately transforming the technology itself …”

Manuel Castells, 2001
Differences brought by ICT

The tools we learn with

The way we learn

With whom we learn
Implications of Uses of ICTs for Policy

• Greater engagement of business, community and civil society in developing uses of ICTs and integration for curriculum and assessment relevance

• Use of experts

• Peer to peer communications

• Open access to resources

• Teachers as curators

• Collaboration models

• Application of research findings to practice

• Learner voice
ICT can catalyse the emergence of a new pedagogy
“Learning originates with people, and [yet] schooling has very little to do with people, but rather processes. I’ve long wondered why we don’t simply make a school based on people, and their problems and opportunities, and simply directly teach to that.”

Zeus Yiamouyiannis in conversation with Kirsten Olson, Oct. 24, 2012