



Bridging the Disconnects

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Adobe - Senior Education Advocate (Asia Pacific)



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Driving active use & awareness
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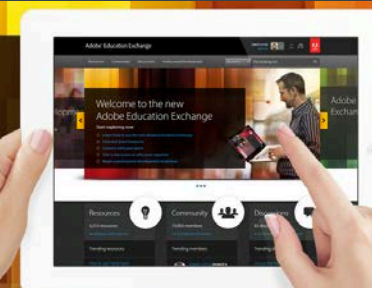
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Aim of Presentation

Outline disconnects

Bridging the disconnects using digital technologies



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Teachers' developmental levels of ICT use

1. Inaction;
2. Investigation;
3. Application;
4. Integration; and
5. Transformation.



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Teachers' developmental levels of ICT use

Inaction

- Lack of interest
- Rarely if ever use ICT



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Teachers' developmental levels of ICT use

Investigation Stage

- developed an interest
- see the relevance & start acting



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Teachers' developmental levels of ICT use

Application Stage

- Regular ICT user
- Competent and confident with some software & hardware but don't like too many changes



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Teachers' developmental levels of ICT use

Integration Stage

- ICT is critical to learning & teaching
- Students are provided with a range of ICT related experiences



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Teachers' developmental levels of ICT use

Transformation Stage

- Lead the school in relation to ICT use
- Present at seminars and conferences about the way they use ICT



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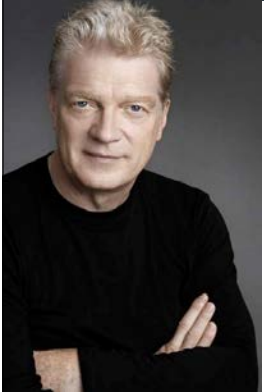


What is the purpose of mainstream education?

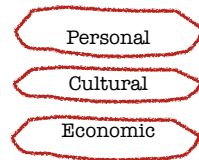
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Purpose of Education



Sir Ken Robinson

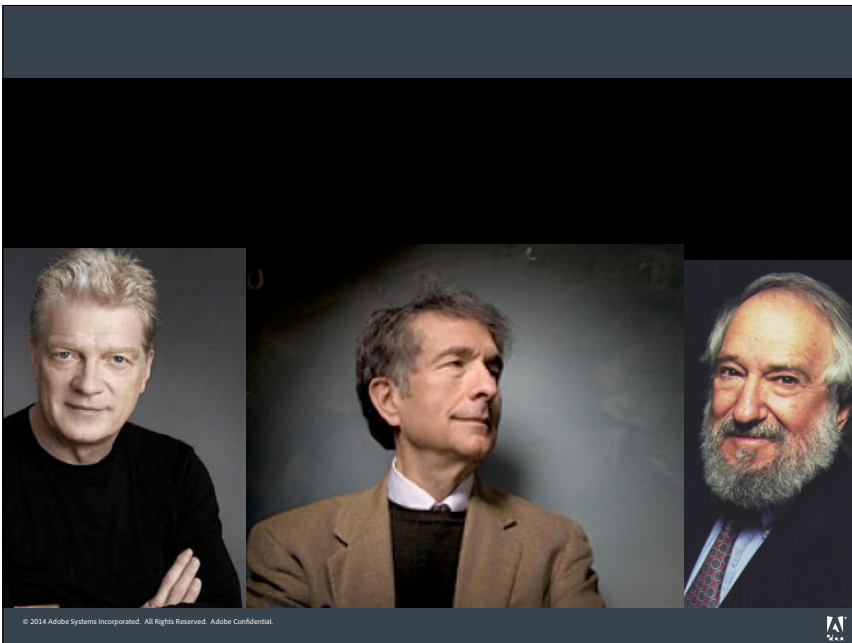


Robinson, K. - Out of Our Minds - Chapter 3



General Capabilities in the Australian Curriculum

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY



Professor Nicholas Negroponte



elimination of poverty
creation of peace
saving the environment
Education is Key

Children should be making things.

Learning by Doing

Learning to Learn



Professor Seymour Papert - 1980s

"We are trying to find ways in which the technology enables children to use knowledge."



Professor Seymour Papert - 1980s

"We are trying to find ways in which the technology enables children to use knowledge."

"Nobody knows how computers will be used in 10 or 20 or 30 year's time. What we do know is that they'll be everywhere, as much as pencils. Everybody will have them all the time."



Professor Seymour Papert - 1980s

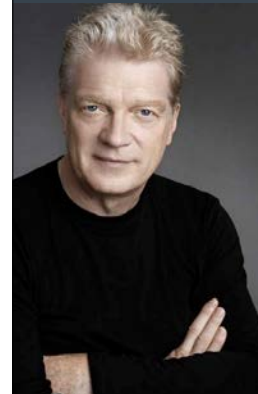
"We are trying to find ways in which the technology enables children to use knowledge."

"Nobody knows how computers will be used in 10 or 20 or 30 year's time. What we do know is that they'll be everywhere, as much as pencils. Everybody will have them all the time."

"And with everybody having computers all the time, it is inconceivable that learning will be like it's been in the past. There will be new ways of learning. But it's up to you, and me, and all of us, to invent that future."



Purpose of Education



It is an interesting feature of cultural change that, for a period of time, new technologies tend to be used to do the same old thing.

Sir Ken Robinson



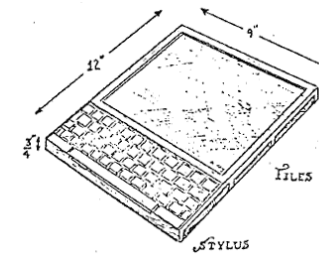
The iPad Evolution



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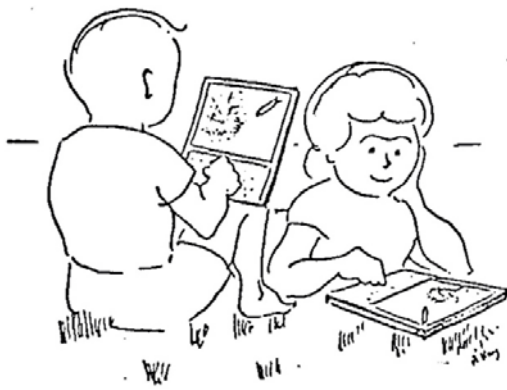
Alan Kay's Dynabook



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Drawing from Alan Kay's 1972 paper "A Personal Computer for Children of All Ages"



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The iPad evolution

1:1 Student to computer (Anytime Anywhere)

- Expense (parents & the school)
- Battery life
- Ergonomics
- Security
- Dominance in learning environment



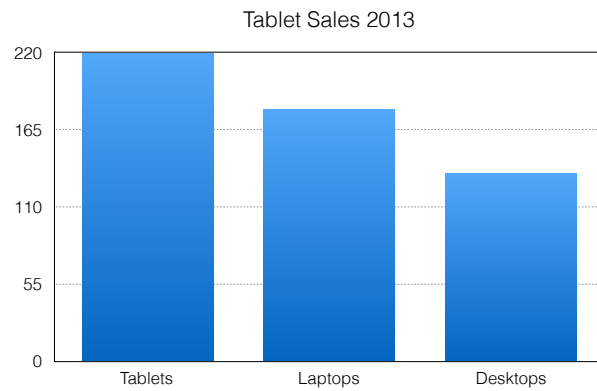
The iPad addressed all these concerns



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The Tablet evolution



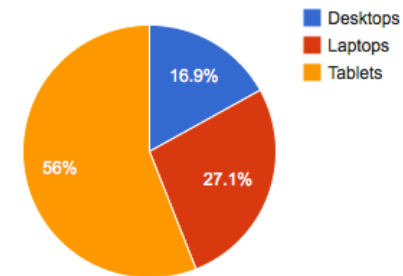
IDC Research 2013
pcpro.co.uk

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The Tablet evolution

2017 Shipments (predicted, IDC)



IDC Research 2013
pcpro.co.uk

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The tablet evolution

Thailand pioneers tablet computers in schools nationwide

Mar 8, 2013 2:38pm by Jake Maxwell Watts

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Where's my iPad?

A Thai government deal to supply 1.8m school children with tablet computers, the largest contract of its kind in the world, could tempt about 10 manufacturers to bid.

At just under \$100 a tablet, the margins will be wafer-thin. But there will be considerable kudos for the winners. In a fiercely-competitive market that will do no harm.

With a budget of Bt5bn (\$168m), the latest plan was for bidding to take place in April but the schedule has suffered [organisational delays](#) so tablet computers may not appear in the hands of children until around May – after the start of term.

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Microsoft all in one solution



Microsoft Surface

<http://www.plomonet.com>

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Blended Learning



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What do the following all have in common?



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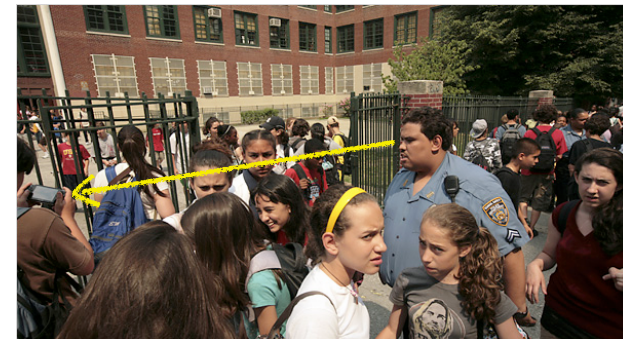
They have all been banned from schools.



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Some US Schools



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Students owning mobile devices

Student Data on owning a mobile device

80% of students have a laptop

65% of students have a smartphone

36% of students have a tablet

Sir Ken Robinson - How is technology transforming education?



Adobe TV

<http://bit.ly/sirkenadobe1>



Adobe TV

Connectivism



<http://www.elearnspace.org/about.htm>

Connectivism

Technology has reorganised how we:

- live,
- communicate,
- learn.

Learning needs and theories that describe learning principles and processes, should be reflective of underlying social environments



<http://www.elearnspace.org/about.htm>

Connectivism

Traditional learning and teaching theories catered for a different world to today.



<http://www.elearnspace.org/about.htm>

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Connectivism

Half of what is known today was not known 10 years ago.

The world's collective data is doubling every 18 months.



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Connectivism

Formal education no longer comprises the majority of learning that takes place.

Learning happens through communities of practice, social networking and work projects.



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Connectivism

Learning is a lifelong process, not just an formal process

Technological developments are providing the tools to define and develop our thinking



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Connectivism

Connectivism is not teacher centred or computer centred.

It is about learning being driven by change.



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Connectivism

The capacity to know is more important than what is actually known.

Maintaining connections between concepts, ideas and networks is vital.

What is considered right today may well be wrong tomorrow.



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Discuss

In what ways (if any) does Siemens' learning theory of connectivism relate to you and your teaching?



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