Role of Technology ..... Education to Economic Development

A scenario from a hypothetical distributed, distance-learning teacher professional development program with an emphasis on integration of technology in the classroom.
SAME PROBLEMS CLASSROOM EXCHANGE

CHILE

U.S.A.

John

Mary
VIRTUAL

email
I. Mo.

← Office hours
online

TA:
Pedro:
John:
Mary:
Enrique:

J:
SEND
Two months after end of quarter:
Enrique picks up his notes online
TERM OVER!!!

online communities of learners.
Framing Questions

• Value-add due to technology

• Real world constraints

• Issues around integration
Value-add due to technology

- “Be the student”
- Situated teacher professional development
- Easy archival and retrieval of course materials for ongoing learning
- Distributed & co-located learning
- Encourages collaborative learning
Real world constraints

- Expensive
- Changing the culture
- Long term assessment is essential to measure impact on teaching styles
Issues around Integration

• Demand based model

• Network for dissemination already in place

• Political commitment and institutional excitement
Rationale

• Why teachers?
• Why distributed?
• Why “environmental” technology?
Teachers

- Agents of change
- Teachers are the infantry that fights the battles of educational reform
- Make it their war
Distributed Learning

• Integrating technology is **hard**
• Alleviate the pedagogical isolation
• Start them off with a community of practice
• “But we are a developing nation”
“Environmental” Technology

- Teach them the way they are expected to teach
- From integrative to transformative use
- This is the natural way to teach
Questions?

Vishakha Parvate & Reinhold Steinbeck
Stanford International Outreach Initiative