Management for Sustainable Education

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Summary
Digital technologies are influencing how learners access learning in increasingly significant ways. There are increased interests in providing educational support from beyond the classroom, as well as encouragements for teachers and other support- ers to adopt practices within and outside classrooms that will extend and deepen learning experiences. This symposium is concerned with an exploration of these issues. We will look at notions of how educational practices are changing, the fea- tures that are being seen to bring about changes, and the impacts this is having and will have on stakeholders across educational and learning communities and soci- eties – learners, parents, teachers, tutors, managers, employers and policy makers. There are implications for the ways that ICT and digital skills will be enabled to sup- port lifelong practices, as well as the need to consider how intergenerational practic- es will support longer-term societal progress. We will focus our exploration through four themes, which will look at specific elements within this wider topic in more de- tail.

Keywords
educational management, sustainable education, managing sustainable education, e-learning, e-education

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The Current and Future Shape of the Curriculum
Managing Shifts in Sustainable Ways

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Abstract
The management of education has traditionally been focused on institutional practices – whether these are through kindergarten, schools, colleges, or universities. This management focus is irrespective of countries - although alternative educational management to match different forms of provision is seen in some specific regions or areas, for example, the School of the Air in Australia (Australia.gov.au, 2012), or the Open University in the UK, or Virtual Schools in the USA (Picciano & Seaman, 2007). Not only are freely available resources such as those from the Khan Academy being developed and made accessible to learners worldwide, but the volume of outside-school tutoring is increasing, evidenced clearly by a recent EC report (European Commission Education and Training, 2011), and the value of real-life projects is being recognised more widely (such as Technasium in the Netherlands). Managing sustainable education means that there is now a need to consider the roles and contributions of three key and different elements (Passey, 2013): the formal (classroom) environments; the non-formal (after-school and society) clubs and activities; and the informal (out-of-school, home and other location endeavours chosen as and when desired). This paper will explore evidence of these shifts and their implications.

Keywords
Curriculum management, curriculum models, blended educational models, informal learning, formal learning, non-formal learning

References

Biography
Don Passey is Professor of Technology Enhanced Learning and a Co-Director of the Centre for Technology Enhanced Learning in the Department of Educational Research at Lancaster University, UK. His research spans uses of digital technologies to support learning, for those in compulsory education, those who find it hard to learn, and those seeking employment and training. He is vice-chair of IFIP WG3.7, and has been a member of IFIP since 1994.
Mediatization of Primary Schools
The Picture in Schools in Germany

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Abstract
The process of mediatization has been profoundly described as a meta-process (Krotz, 2007) that is interwoven with transformation of culture and society. Primary schools have a crucial role in the socialization of children concerning their critical understanding of the mediatized worlds and their ICT literacy. Most current research is focused on changes in teaching and learning. What is missing is an understanding of the reflexivity between media change and cultural change within the schools as social organisations embedded in country-specific governance structures. In our 2-year project (Breiter, Aufenanger, Averbeck, Welling, & Wedjelek, 2013), we conducted a representative quantitative study of primary schools (170) and their teachers (940) on these change processes in Germany’s largest Federal State, Nordrhein-Westphalia. Additionally, with the help of qualitative interviews, case studies of schools and their organizational environment (district, department of education, teacher training, etc.) delivered in-depth insights into the changing forces of media technologies for teaching and learning as well as for organizational development. The results show significant changes over the last ten years in primary schools and reveal supporting and hindering factors at both school and governance structure levels.

Keywords
Mediatization, educational transformation, socialization in mediatization, mediatisation and change, mediatisation and organizational development

References

Biography
Andreas Breiter is Scientific Director of the Institute for Information Management Bremen, and a full Professor at the University of Bremen in the field of information management and educational technologies. His research work centres around interdependent processes of mediatization, technological and organizational change within the educational system. He is chair of IFIP WG 3.7.

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Vital Roles of Digital Skills and Literacies

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Abstract
The ability to use technology is vital for everyone in an Information Society. This ability is often called “digital literacy”, “digital skills” or “e-skills”. At an International Conference on Technology Supported Learning and Training in December 2011, the EU Commissioner for the Digital Agenda in Europe, Neelie Kroes, commented (Europa Press Releases Rapid, 2011) “You are nowhere without digital skills in the 21st century.” There is a need for digital literacy in education, beginning at primary level and continuing through lifelong learning. Discussing the importance of technology in education, Hague and Payton (2010) assert “Digital literacy is an important entitlement for all young people in an increasingly digital culture.” What competencies or skills are expected of a teacher in the Information Society? The skills might include the ability to: (1) Use technology to help prepare educational material; (2) Use technology as part of a “blended learning” model of teaching (e.g. e-learning systems, communication with students, and enabling collaboration amongst students); (3) Teach technology to the students. For many teachers this will require a radical change in thinking. Students also need e-skills, ranging from basic digital literacy to the skills needed for research and collaboration. All need to be supported in their use of technology. “Teachers who want to change need an innovative environment to act in. Therefore also management has to change” (Jans & Awouters, 2009).

Keywords
Curriculum management, curriculum models, blended educational models, informal learning, formal learning, non-formal learning

References

Biography
Denise Leahy is Associate Professor, School of Computer Science and Statistics, Trinity College Dublin, Ireland. She was chair of an international working group on computer literacy for people with disabilities, a member of the working party determining the implementation of ECDL in Ireland, a Fellow of the Irish Computer Society, and a member of IFIP WG 3.9.
Intergenerational Practices
Affecting the Adult Population +55

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Abstract
Many young people actively and willingly explore new forms of digital technologies, while older people have less time to do this, yet need to keep up with the facilities that the technologies bring. Both active aging and active citizenship can be supported by intergenerational learning and online learning that are supported by the enthusiasm and expertise of youth. While there is very often a lack of communication between the older and younger generation, there are nevertheless opportunities to be gained for both parties in looking to extend practices where communication supports mutual activity and benefits. Although a lack of communication can be caused by lack of common understanding, through using the affordances of a modern ICT environment, practices are emerging where younger people are helping seniors through intergenerational learning and the creation of voluntary support groups (European Commission, 2012). The technology gap between the generations, shifting levels of mobility and higher unemployment need to be tackled to avoid increasing social exclusion. An important element will be the encouragement of social interactions between generations by sharing and preserving skills, knowledge, history, culture, languages and traditions.

Keywords
Intergenerational learning, active citizenship, generational technology gap, shifting levels of mobility, social interaction

References

Biography
Anna Grabowska was awarded her PhD from Gdansk University of Technology, Poland and has a Masters in Science degree in Applied Informatics from De Montfort University, Leicester, UK. She is an e-learning specialist for the PRO-MED sp. z o.o., Head of the Autodesk Training Centre at Gdansk University of Technology, Poland, an advisor for U3A online, and is vice-chair of IFIP WG3.6.

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