

"The value of policy based ICT development"

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Abstract

Policy based ICT development is not a goal on it's own. An ICT-policy plan should facilitate the process of change in Education professionally. Why change?

"The educational system is one of the great successes of the industrial era. Education produced tremendously in the last hundred years and is itself an example of successful mass production. But it is no longer effective in the knowledge society." (Van Aalst 1999)

This *knowledge society* requires a transformation of the learning process; 'from teaching to learning'. A process in which the development of a Powerful Learning Environment will play a crucial role as part of a *learning* educational organisation.

A vision has to be formulated explaining the direction in which the school' s education, including the role of ICT in learning, should develop in the years ahead.

The ICT coordinator's role, the knowledge and skills necessary to guide the ICT-implementation will be subject of the *workshop*.

key words

ICT-policy; ICT-policy plan; ICT coordinator; Coherence; ICT continuous learning line; knowledge society.

The workshop contains 4 parts, in which active your participation is required:

1) Introduction; analyzing knowledge present;

It's important for all participants to be 'on the same wavelength' at the start of this presentation/workshop. .

By using DEGW metaphor cards I'll demonstrate a safe and quick way to make an inventory of the knowledge, experience and attitude present among the participants.

These introduction metaphors will be of use during the assignment in the part 3

It will also demonstrate a way of working; I hope to create a safe learning surrounding and far higher outcome for you and your fellow participants.

Because, if a presenter starts to talk about 'non effective' or 'better' education, there's a possibility some participants might feel not comfortable and being judged upon. In normal training situations, when this happens, blocking statements will come up, and the whole process of the workshop is in danger. This first part will help you to make a contribution in the following learning process

2) Plenary presentation by workshop leader;

After the introduction it's time for a presentation on a 'knowledge framework'. Before making the individual step into your own situation a view is offered upon words like **ELS** (Electronic Learning Surrounding) and **PLE** (Powerful Learning Environment). To make this words come alive for you, the presenter will talk about:

- a. **Constructing new knowledge:** it's not only about information, but also the skill to build and transfer and use the new knowledge. Competences that are essential in constructing new knowledge are not integrated (yet) in our (Dutch) educational system. During the presentation it will become clear that we need a different kind of learning environment in order to create possibilities for students to experience with these skills and competences. The step from teaching to learning...
- b. **Powerful Learning Environment:** Normally people start to think in lots of computers and high-speed networks with enormous bandwidth, when the subject PLE is mentioned. This part of the presentation will make clear that preconditions like hardware and software are certainly important, but the most important factor is... you! You, as coach in a learning process who allows your students to learn in an ICT enriched surrounding
- c. **Policy based ICT development:** not the everyday problems or incidental new software solutions determine what and how ICT is being used. An ICT-policy plan as guideline in the process from ICT as substitution of traditional learning materials into a real transformation of the learning process. These steps, with a transition phase in between, requires a project-based approach with a school wide adopted vision on education learning and ICT.

3) Assignment for participants;

This 3rd, and most important part of the workshop, will give you time for active processing of the new gained information. During 60 minutes you will experience the process of constructing your own new knowledge. Not in an abstract way; you will be asked to make use of your own school situation. To think about what and how you would like to see ICT being used in your own learning arrangements, perhaps even in your own school. From vision to realistic goals...down to earth. By using your own situation and handed out instruments, it's possible to really learn in a collaborative situation and experience learning together is really enriching!

4) Sharing results, general conclusions, focus on ICT&E's international course for ICT-coordinators. 'Enabling change' is the motto of ICT&E. If we really want education to change, we need to start thinking in terms of 'what do people need to change. An ICT coordinator is certainly not an ICT-technician with an educational background. It's the anchorman or anchorwoman in an educational organization facilitating the process of change. Taking in mind and respecting the different phases of involvement. Learners in the center, in focus: student centered learning, teachers changing into facilitators of individual learning arrangements. Future? Far away or nearby, but hopefully worthwhile to get your full attention during a 2,5 hrs workshop. Perhaps you will leave with more questions than you came with at the beginning of the workshop...

literature

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about the author

Bob Hofman (45) has been working in secondary education for over 20 years. In 1997 the University of Professional Education in Nijmegen asked him to become head of the ICT department at the In-service Bureau. During these years a National course for ICT coordinators was developed, and over 400 ICT coordinators were trained in policy based development.

All over the world, in many workshops and training sessions, Bob stimulated professional development of ICT in education... As chairman of the I*EARN Netherlands foundation and two national Dutch educational networks, he keeps a close relation with everyday learning. His four teenaged children are certainly keeping him with both legs on educational grounds.

At September 1st 2000 Bob started his own ICT consultancy and training bureau, ICT&E. A home base where enthusiasm, energy and creativity are the basis for ICT&E's motto: 'Enabling Change'.

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