

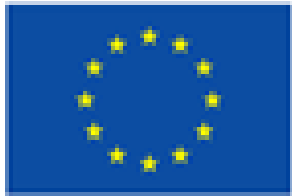


University of Novi Sad
Faculty of Technical Sciences
Computing and Automation Department



Information and communication technologies in curriculum studies

Milan Segedinac
milansegedinac@uns.ac.rs



Tempus



Belgrade, January, 2013

Content

- ICT and education
- ICT and curriculum studies
- Case studies
- Conclusion

ICT in education – some common topics

- *How can ICT make education more efficient?*
- Educational opportunity providers:
 - How can ICT contribute to the economic competitiveness of higher educational institutions at the global (educational) market?
 - How should ICT be integrated into the educational practices?
- Students:
 - Does the usage of ICT effect students' physiological and psychological development?
 - How do the differences in the availability of ICT effect the racial, gender and class inequalities?

ICT and education

- *The concept of education is not explicitly questioned:*
 - Education is perceived as a means to an end (external to education itself).
 - The curriculum is grasped as an instrument.
 - Curriculum (functional tool) is not a subject of an explicit examination.
- *Since ICT-enhanced curriculum is not neutral, on whose moral values and ethical ideals is it based?*

ICT amplified aspects of culture

- Representing data as the basis of thought
- Seeing the language as a communication mediator while ignoring the metaphorical nature of the language
- Reducing culture to concepts that the experts are explicitly aware of
- The authoritative position of individual judgments and corresponding reduction of the cultural history to the events that individuals consider important
- ICT-mediated language that favors instrumentalist and anthropocentric worldview
- Identifying the intelligence incorporated into the ICT as the universal mode of thinking

ICT reduced aspects of culture

- Marginalizing and ignoring all the forms of implicit cultural knowledge
- Neglecting the ways in which the language reproduces the epistemology of cultural groups
- Ignoring the facts that individuals are nested in cultures and that the cultures are nested in nature
- Neglecting the ways in which the tradition is reenacted through everyday practices
- Ignoring the impact that the discourse of culture has on the further cultural development

ICT and the curriculum studies

- The questions are posed in a broader perspective:
- **ICT are not just a tool, but they have the ability to change the culture through education**

Curriculum studies

- Multidisciplinary studies of educational experiences
- Autonomous field of educational research
- There is no unifying paradigm in the field of curriculum studies
- The research is therefore positioned in the historical context

Curriculum studies – a short historical overview

- The emergence of the field and the stabilization of the *curriculum development paradigm*
- *Field reconceptualization*
- *The internationalization of the curriculum research*

The period of *Curriculum development*

- 1918 – 1969
- Instrumentalist approach to the curriculum
- Applying the scientific management methods to the process of education
- The epoch culminates with the Tyler rational
- Results with the crisis
- Still defines the basic curriculum concepts in the most educational practices

The reconceptualization of curriculum studies

- The establishment of an intellectually independent academic field
- Social engineering => the project of **understanding curriculum**, and the concept of curriculum as a conversation
- Instructional technologies => multidisciplinary configuration of curriculum studies
- The influence of continental philosophy, most notably phenomenology and post-structuralism

Aspects of the reconceptualized curriculum studies

- In addition to the *curriculum development* in the reconceptualized curriculum studies, curriculum is studied:
 - historically,
 - politically,
 - (auto)biographically,
 - esthetically,
 - ethically,
 - theologically,
 - in an international context,
 - institutionally,
 - in light of gender, class and race,
 - ...

The internationalization of curriculum studies

- The emergence of transnational spaces in which the local traditions of curriculum research can be practiced together
- Two pillars of curriculum internationalization:
 - *globalization*, the main driving force behind the curriculum internationalization
 - *diversification*, most notably the development of regionally specific features of curriculum research
- Two ways of curriculum internationalization:
 - Studying the regionally and nationally specific features of curriculum through the *horizontal* and *vertical* growth of knowledge
 - The construction of a *common global language* in the field of curriculum studies

Case studies

- Automata Data Corporation¹
- Public Knowledge Project
(<http://pkp.sfu.ca/>)
- Levinux (<http://levinux.org/>)
- StudyPlace (www.studyplace.org/)
- Sistem za internacionalnu razmenu
kurikuluma

¹Willinsky, J., 2001. The Strategic Education Research Program and the Public Value of Research. *Educational Researcher*, 30(1), pp.5-14.

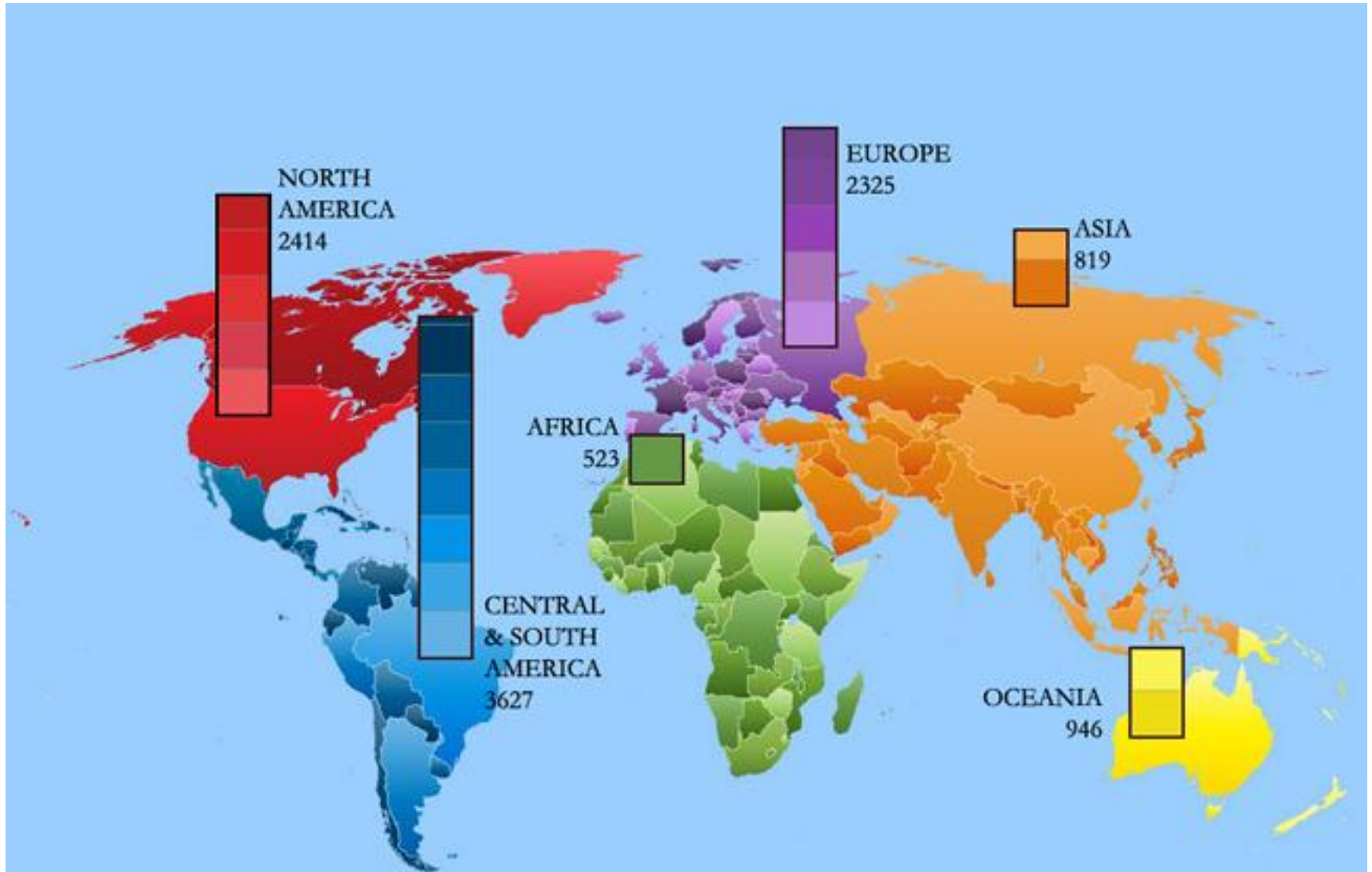
Automata Data Corporation

- John Willinsky, 2001
- Public access to the social studies research
- The goal: increasing public availability of knowledge in the field of (not exclusively) curriculum studies
- Web application developed for a wide audience
- Does not tend to unify the knowledge made available, but to map the field of research

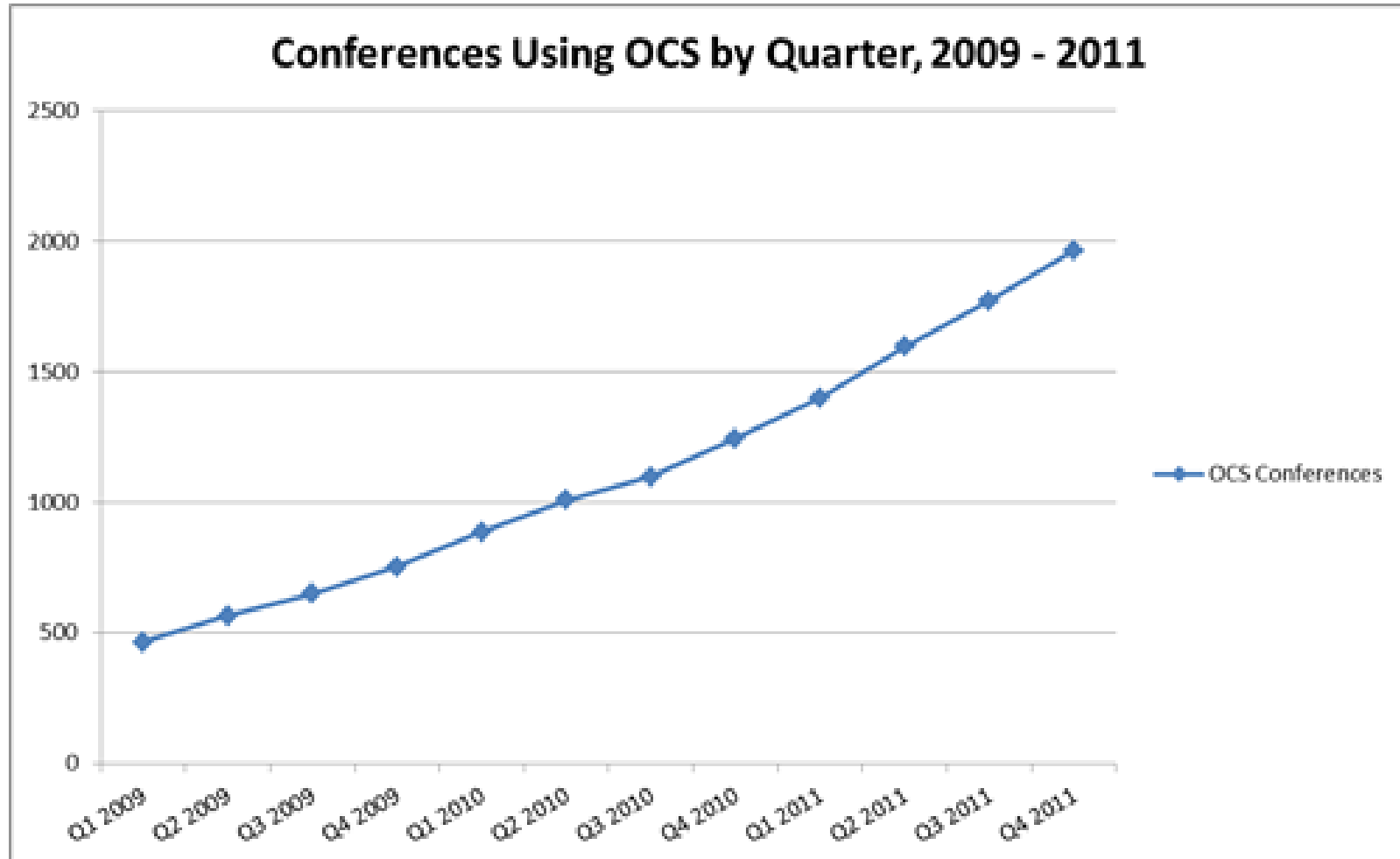
Public Knowledge Project

- John Willinsky, 1998
- Open Journal System, Open Conference Systems and monografijama Open Monograph Press
- Journal of curriculum and instruction (<http://www.joci.ecu.edu/index.php/JoCI>), Journal of the Canadian Association for Curriculum Studies (<http://www.csse-scee.ca/>) and Transnational Curriculum Inquiry (<http://ojs.library.ubc.ca/index.php/tci>)

Public Knowledge Project OJS



Public Knowledge Project OCS



Levinux

- Jacques Daignault, 1999
- Examining the potentials that ICT have in redefying the relations of power in educational institutions
- Setting free the development of educational institutions through the free evolution of ICT that the institutions use
- Open source software, based upon the same principles as the public education (publicly available knowledge)
- Everyone has access to the ICT:
 - suggesting the possible changes,
 - contributing in the process of software development
 - using the existing source code in the in a new way
 - rearranging the software platform

Levinux

- Similar projects in Morocco and Gabon
- Laboratories consisting of recycled computers and open source software
- Anti-corporative approach to the application of ICT in educational
- EduPunk personified – the educational practices that result from do-it-yourself (DIY) approach and avoiding mainstream tools (such as Moodle and Blackboard)
- By seeing ICT are as fluid, it is avoided that the rigid ICT application limits the educational practices

Levinux

LevinuxDebut - Levinux - Mozilla Firefox

File Edit View History Bookmarks Tools Help

LevinuxDebut - Levinux

lelinux.org

gmail uns LAMS ASCD dcelements.owl

Connexion

Lévinux

Levinux Publications Courriel Campus virtuel La forge

Imprimer

Le vélo-génératrice 2012 c'est par [ICI](#)
Le vélo-génératrice 2011 c'est par [ICI](#)
Le vélothon 2008 c'est par [ICI](#)
La velomobile c'est par [ici](#)

Bienvenue sur le site de Lévinux

Lévinux (Laboratoire d'Éducation à la Virtualité à l'Intégration des NTIC à l'Université sous Xwindow) a été fondé par Jacques Daignault en 1999. Le laboratoire héberge plusieurs sites à buts non lucratifs et administre plusieurs sites dédiés aux activités universitaires de l'UQAR-Campus de Lévis.

Les activités de formation et de recherche du laboratoire sont liées au département des sciences de l'éducation de l'UQAR (un comité de trois professeurs élus pour deux ans en assure la coordination), tandis que sa fonction communautaire (en particulier au chapitre de l'animation de la vie étudiante sur le Campus de Lévis) est confiée à un club étudiant, élu en début de chaque année scolaire.

La mission de Lévinux est simple: promouvoir le logiciel libre dans les milieux scolaire et communautaire afin de contribuer à l'éclosion d'une communauté virtuelle fondée sur le partage de la connaissance et des expériences de vie.

Lévinux possède sa propre salle de serveurs ainsi qu'un laboratoire d'expérimentation de terminaux X et d'autres projets connexes. Lévinux a reçu plus de 40 stagiaires (pour des périodes de 6 à 12 semaines) au fil des de son existence. Une page leur est consacrée, qui relate leurs principales contributions au logiciel libre

Le nouveau site, de type wiki -- lancé à l'été 2006 --, propose toujours un espace interactif de collaboration mais ajoute cette année une docuthèque thématique regroupant l'essentiel du travail réalisé depuis ses débuts. Des centaines, voire des milliers de pages en cours d'édition seront rendues publiques au cours de l'année 2006-2007.

Par où commencer ?

Si vous ne connaissez rien à la technologie **Wiki**, commencez par lire la page suivante qui s'adresse aux débutants. Si vous vous sentez prêt à participer à la vie de ce site, commencez plutôt par cette page-ci.

Vous voulez déjà nous aider ? Lisez cette page!

Thème conçu par H. Omma et H. Stern. Adaptation par J. Daignault. Moteur Wiki : MoinMoin

StudyPlace

- Robert McClintock
- Wiki with a mission to “to develop a global pedagogical commons, a repository of knowledge and thought, free and open to all, in which we assemble and advance the study of education. ”
- Educational studies that surpass the applied research of instructional methods, educational design and the classroom organization
- In the historical context it is being studied how the concepts of education have developed, and how education interacts with society

StudyPlace

- ICT brings together multitude of educational experiences and insights in education
- The StudyPlace contains:
 - essays and publications on education
 - educational material
- Integrates academic curriculum studies with the practical curriculum realizations

StudyPlace

Studyplace - Mozilla Firefox

File Edit View History Bookmarks Tools Help

Studyplace +

www.studyplace.org/wiki/Welcome_to_StudyPlace

Google

log in

StudyPlace Wiki

explorations in education, communication, and culture

resources

- home
- commons
- newcomers
- site index
- courses
- my canon
- help
- stubs
- new pages
- recent changes
- about studyplace

search

Go Search

toolbox

- what links here
- related changes
- special pages
- printable version
- permanent link

page talk view source history

StudyPlace is a global cultural commons exploring the basic question, *what educates?*

Together we *study* the educative experience, collaboratively and publicly, recursively building a resource for ourselves and others. This wiki invites thoughtful edits of any page.



Feature: Emilia, or, The City as Educator

Emilia is a novel of education, a work of fiction meant to serve as a serious thought experiment, inspired by Rousseau's *Emile*. It explores the idea of "going to city" as an alternative to going to college, through the life of Emilia, its heroine, her family and friends. As the story develops, the ideas behind this alternative unfold. The benefits and challenges of "going to city" come into sharper focus as Emilia takes ownership of her education and embraces the challenge. [More...](#)

Technology is society made durable

Bruno Latour 1991

<<add a quote>>

A&HH6577 Adam Smith AERA Aesthetics Anarchism Anthropology Athens as Educator Bibliography **BOOKS** Brian street Bruno latour Callan Castells CTE Peers Cdp09 CEP **City as Educator** Civic Ecology Civic Education Civic Pedagogy Commonality Sprint **Commons** Common knowledge Common learning CommunicationTools Community Comparative education Comprehensive Education **Concepts** Conference Conversation analysis Cooking **Cosmopolitanism** **Courses** Courses-old Courses F08 Courses F09 Courses S08 **Courses S10 Courses S11** CourseTools Critical Pedagogy Current events **Defining Education** Delete Digital Carey Economics Education analogy **Ed Tech Essays** Ethnography Ethnomethodology Event Formative Education Guide HCI Health **Help** History Ignorance and Education Internet **ITSF4015** **ITSF4026** **ITSF4034** Justice Kredyt Kredyty Literacy Marx Maxine Greene Movies MSTU4010 MSTU4016 MSTU4020 **MSTU5031** MSTU5606 **MSTU 4028** MSTU 4052 NeedsUpdate New literacies Notes OPR Peers Or type a new category here... P2p learning Patriotism **Pedagogy People** Philosophy Plato Policy Political Character Political Identification Political Participation Popular culture Portals Possible components Power Protected pages Qualitative Questioning **Ranciere** Reich Research **Reviews** Schools of education Site Index Sociolinguistics STS **Stub** StudyPlace StudyPlace Core Style and Navigation **Subjects** Symposia Teachers College Class Notes Teaching **Technology** TESOL The Educator's Oath Tough Choices Update Users

In order to repair the *Studyplace* site from damage caused by spamming and vandalism, we have reverted it to its condition in late October, 2011. In addition, new accounts made since October 21st will need to be re-established and the ability to make changes to the site will be blocked for *all* users who lack administrative privileges.

This reversion erases edits and additions made after October 20, 2011. Users who are maintaining sites for academic courses during the spring 2012 semester should email editors@studyplace.org to make arrangements for updating and maintaining your course site for the semester. You may want, however, to explore alternative arrangements. Owing to financial and staff limitations, early in the summer of 2012, Studyplace will become a static site, useful for archival purposes.

Welcome

Browse: Take the **tour**. See the **latest activity**. **Search** for a topic of interest. Browse through articles, starting at the **Site index** or **categories list**.

Join: Join StudyPlace in order to start contributing content. Anyone can **join the site**.

Edit: Login and then click on the **edit tab** to change the content of a page or the **study tab** to add a comment.

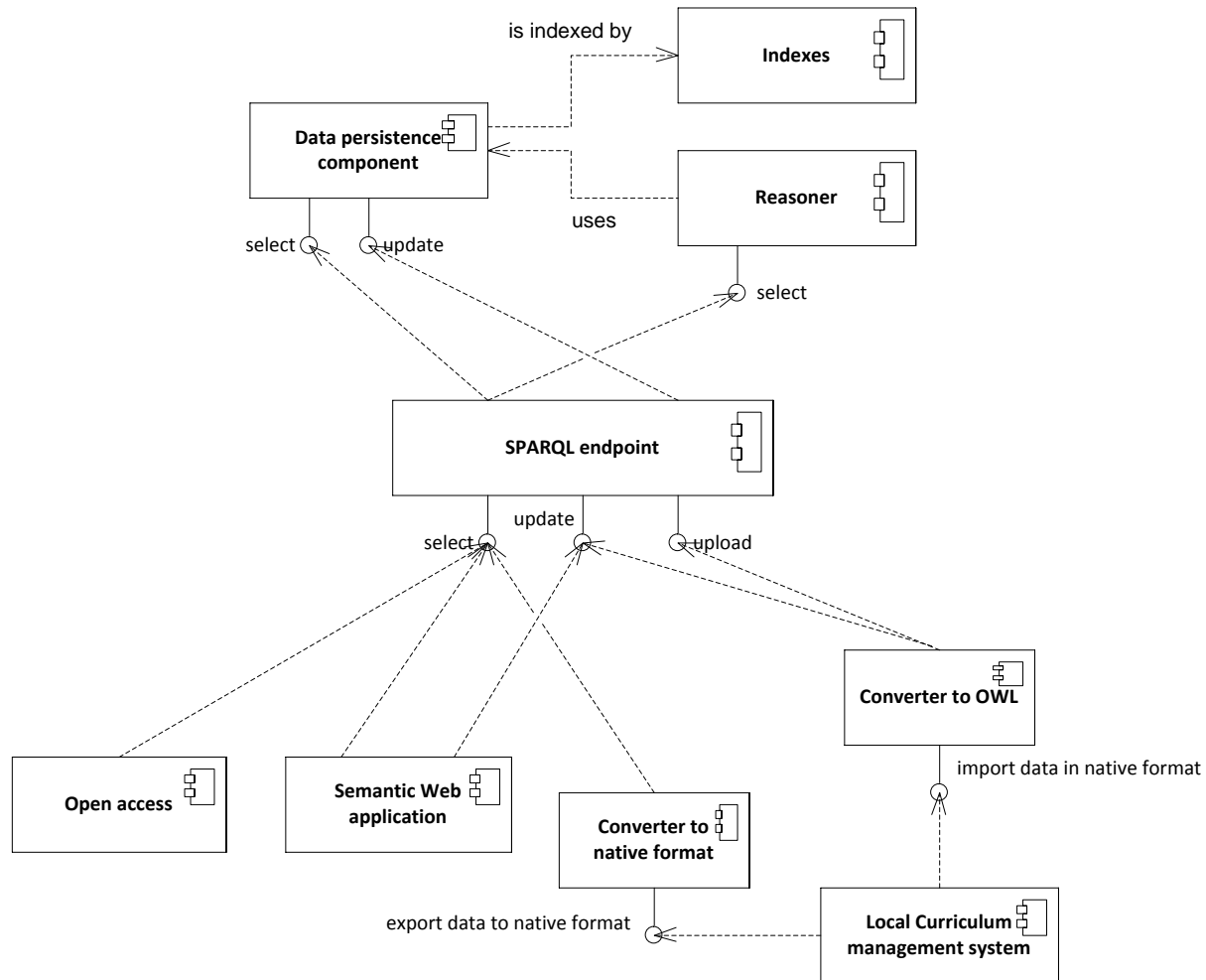
What's New

- The Radical **Philosophies: Maxine Greene Seminar** recently concluded.
- Let's improve the **look and feel** of StudyPlace.

International curriculum exchange system

- Work in progress
- Based upon Semantic Web technologies:
 - *computers interact so that the data is being interpreted in the cultural context in which they have been created (with respect to the conceptualizations of local communities of practice)*
- Uses standards for representing educational opportunities (MLO-AD (CWA 15903:2008) and MLO ECTS IP/CC (CWA 16076:2010))

International curriculum exchange system



Conclusion – *how ICT can contribute to the curriculum research?*

- *Increased knowledge availability* – through open education
- *Allowing participants in educational process to redefine structural and institutional characteristics of education* – through the usage of open-source systems (software and information sources)
- *Advancing the internationalization of curriculum studies* – by facilitating the establishment of new institutions and journals, and simplifying the communication among the local communities of practice
- *Preserving the local specificities of educational practices* – through *do-it-yourself* principle
- *Fading of borders between the curriculum studies and educational practice* – through the electrical approach to the ICT such as StudyPlace