

Technology and Education Design

How technology shapes pedagogy and education management principles

The Legacy Internet

The dominance of prevailing pedagogy and education design principles continue to influence the choice and use of legacy internet technologies and services in the classroom. Financial models, management practices and classroom paradigms inadvertently exclude the introduction of Post PC devices and services that could support and extend teaching and learning in schools.



Education design principles have underpinned the adoption and use of technologies in the education setting. Traditionally, education technologies and services have been designed and manufactured to meet the needs of these design principles. When these two viewpoints come together they exacerbate and entrench the use of legacy internet technologies in our schools.

The Post PC Education Paradigm

A growing number of schools have recognised the need to realign their management, financial and classroom practices so that they can take advantage of Post PC technologies and services.

Post PC education design principles adopt and support learner centered technologies that are focused much more on how learners wish, desire and want to use education technologies rather than forcing them to change their learning behaviours to accommodate for the technology.



In the Post PC world, technology is influencing how education management principles are formulated, designed and shaped. Technology is having a profound impact on our education lives, and the consequences of poor education technology design are pronounced. Education technology can either excite teachers and learners or frustrate them. The former enables productivity, creativity and collaboration amongst its users, whilst the latter stifles creativity and it isolates the individual.

We must remember that whilst technological change is simple; social, cultural and organisational change in schools is hard. Nevertheless, this should not be used as an excuse to remain still.

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