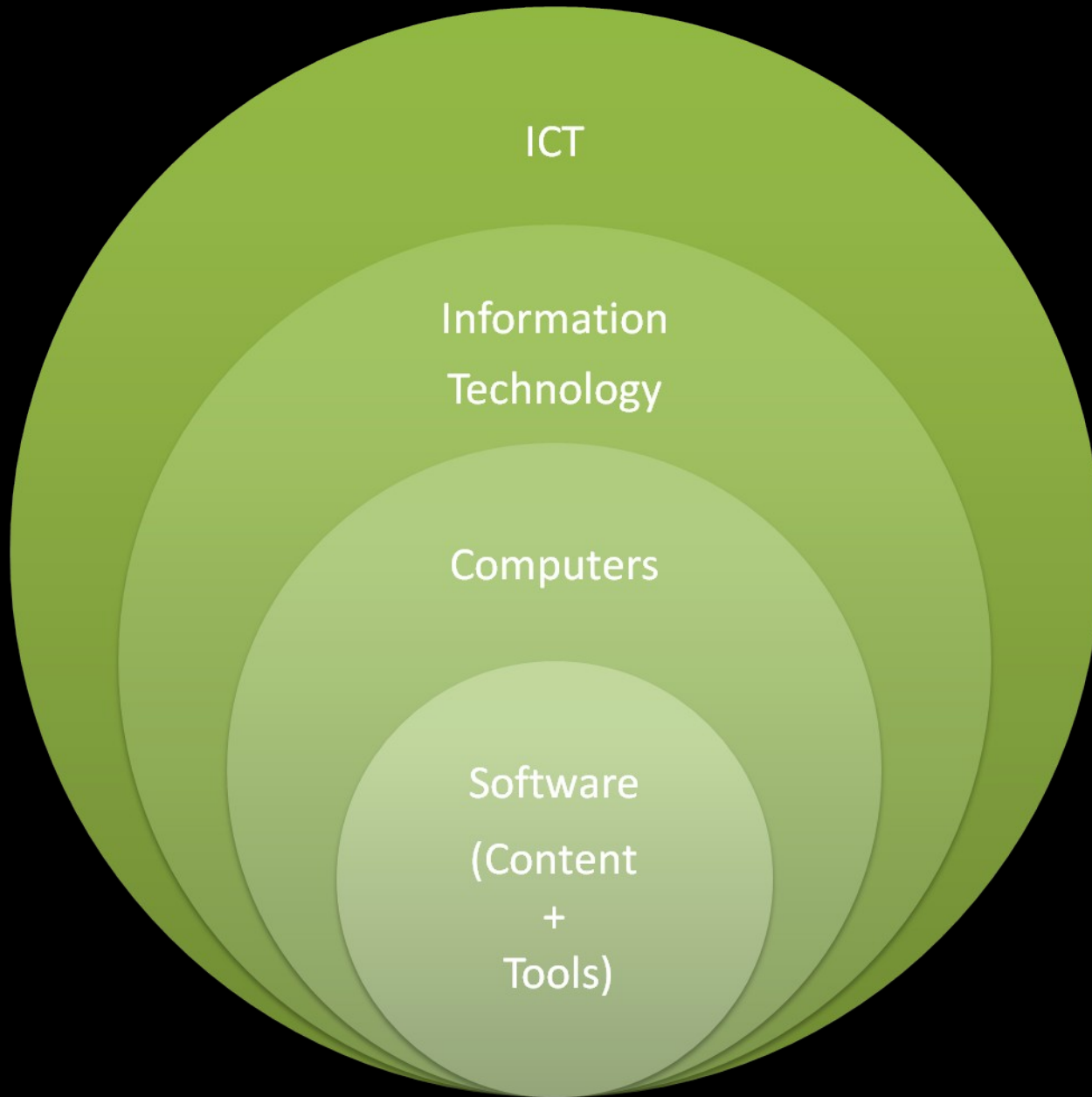


# Software Principles for Public Education

# Nightmare on ICT Street

“If little Eva cannot sleep, she can learn algebra instead.”

*Diane Ravitch*



ICT

Information  
Technology

Computers

Software  
(Content  
+  
Tools)

“Public education does not serve a public. It *creates* a public.”

*Neil Postman*

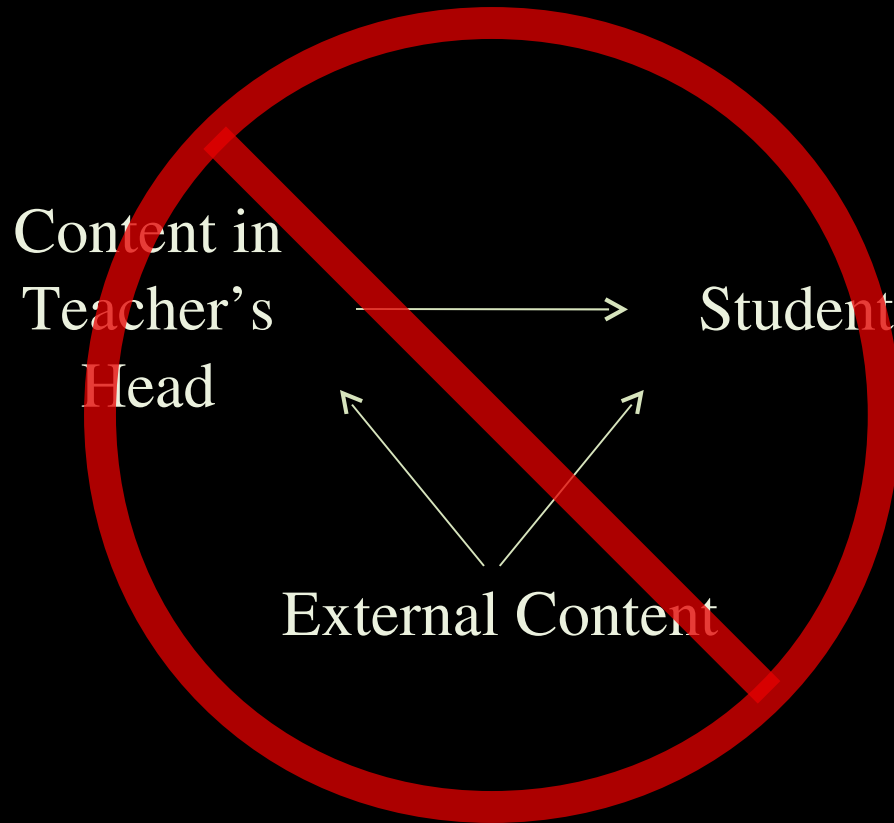
The question is, **what kind of a public**  
do we want to create?

Self-indulgent consumers; angry,  
soulless, directionless masses;  
indifferent, confused citizens

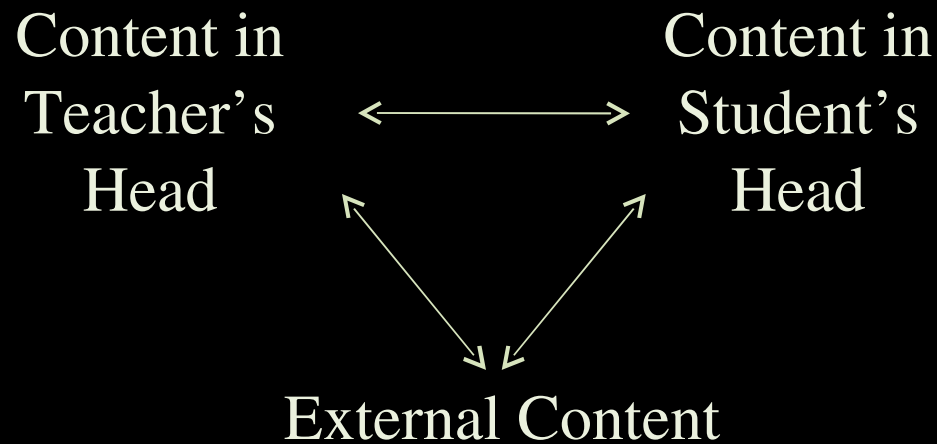
OR

A public imbued with confidence, a  
sense of purpose, and respectful of  
learning and tolerance

Education is **NOT** a process of  
**consuming content**



Knowledge is IN our struggle to understand



The map is **not** the territory; it only helps navigate the territory

Similarly, content is not knowledge; it only helps create knowledge

“Columbus discovered America in 1492” is merely content; it is **NOT** knowledge

Knowledge is **IN** struggling to answer:

- What did he set out to do? Why?
- What is discovery? First man, first European or first army?
- Are the Bahamas in America?

So, content has to be such that it can be broken down, questioned, modified, flipped around, and put together again

Which means, content has to be **open**

Whether we like it or not, ICT will increasingly be **embedded** in the public education system

However, ICT poses a real **risk** of reducing education to mere **consumption of content**

For ICT to have a **meaningful role**, it has to **improve the pedagogy**

**NOT** change chalk & talk to cut & paste

Go **beyond information retrieval** to  
problem solving

Allow **new** instructional and learning  
**experiences** not possible without them

Promote **deep processing** of ideas

Increase student **interaction** with subject  
matter

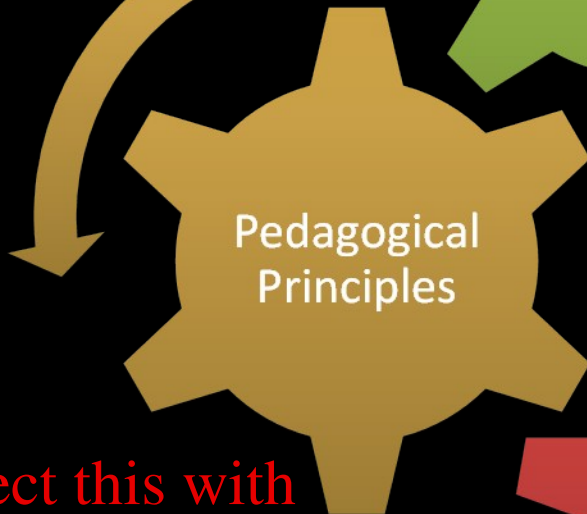
Promote teacher and student **enthusiasm**  
for teaching and learning

Free up time for **quality** classroom  
interaction

We need public policy that will ensure **software** is used as a **creative tool** in the hands of teachers and students

We also need public policy that will ensure each **teacher** becomes a **learning designer**

Remember  
what we said  
about  
“creating a  
public”



Connect this with  
“education as  
knowledge  
creation”

What you get is  
a policy of

“Data, data everywhere, but not a  
thought to think”

*Theodore Roszak*