



DIGITALIZATION AND TECHNOLOGY IN SCHOOLS

VIDEO TEXT SCRIPT

Slide2

One can approach digitalization and technology in many ways. Here we will look at four aspects.

Slide3

The first aspect is digitalization in the 2000s. How has digitization developed? What does it mean? What is its significance?

Slide4

The mobile internet came into use in the beginning of the 21st century. First it was used in offices, schools and public spaces. Today it is in our mobile phones, tablets, and homes. It is in offices, on trains and in airplanes. The speed of the mobile internet has grown, and we can use email and surf the net, access our files, and use various applications easily and quickly. We can share our internet connections wirelessly with other users.

Slide5

In 2004, social media revolutionized our ability to create web-based communities and discuss things with others, via the sharing of messages, images, and video. Social media applications gave people the possibility to network into groups and communities on a global level. The services are often free of charge and easy to use.

Slide6

Already in 2019, the most popular social medium among young people was YouTube. Young people spent approximately two hours a day using YouTube.

Slide7

From 2006 and 2007 onwards, a plethora of cloud services has changed our digital worlds and how we can do information work. We use computer programs through cloud services. We can save information in the cloud, or use it to share files with others, even editing documents simultaneously. One no longer needs to save all of one's files, or install all of one's programs, on one's own computer. We can even access our files privately using other people's devices.

Slide7

From 2011 and 2012 onwards, the amount of data available via different cloud services has grown exponentially. There is an enormous and still rapidly increasing amount of information on the internet.

Slide8

Since 2015 we have been in a situation where we need to think about what we want to do with all this information. How can we use it? The trend in digitalization since 2015 has been artificial intelligence, or how computers can help us use the enormous amount of information that we keep producing. This is also a central question for schools.

Slide9

Another aspect to think about is what technologies should be used in schools, and how should they be used?

Slide10

What devices do we need for what kinds of work? One can look at this from several points of view. We need technology already when learning and teaching the use of the tools of information work. We need it when we document, save and print. We need it when we share digital material, or search for information on the web, or when we build and program robots.

Slide10

Technology in schools is also relevant when we think about how classrooms should be equipped, how space should be used, how we want to work within those spaces, or what things will be taught and studied.

Slide11

The third aspect is to look at what systems, applications or learning platforms are to be used and how they should be used.

Slide12

Even single schools may now have a lot of these. What will we choose when we teach? What should an individual student know? How will we and our students learn to use them?

Slide12

It is critically important to think about how we want to use technology.

Slide13

The fourth aspect of digitalization and technology is to think about what we can do with it.

Slide14

Looking at goals of activity is probably the most concrete way of describing the aims and goals of teaching and learning. The goals may be to show, share, document, explain or search. Thinking about these may help you to think about which media will help you to achieve this.

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