

# TL Module I: Understanding ICT in Education

## Unit 2: National ICT Policy and its Impact on Education



### Objectives:

Teachers should be able to identify key characteristics of classroom practices and specify how these characteristics serve to implement policies. (UNESCO ICT-CFT, TL.1.a)



### Duration:

Total of 3 notional hours – 1 hour computer practical session, 1 hour self-study preferably at a computer, 1 hour group tutorial.



### A] Computer Practical (Total 1 hour)

#### Notes to Facilitator

Participants will need to be provided with an opportunity to work in a computer laboratory setting in order to develop their Internet searching skills. The facilitator should guide the students through the steps to open the web browser, access the specified document and save it. The facilitator should be on hand to support the students as required but should also encourage the Participants to interact with their peers when help is required. Ensure that the workstations have Adobe Acrobat Reader loaded (visit <http://getadobe.com/reader/> as the participant will need this browser plugin to access policy documents).

Participants will require a copy of the National ICT Policy/Strategy Document for your particular country for the self-study activity. Search [here](#) for your country's policies. If your country does not have one or you are unable to get a copy students can make use of a National ICT Policy/Strategy Document from another country. Use one of these copies from [Namibia](#) or [New Zealand](#).)

#### Task 1: Downloading Documents/Resources

In Unit 1 you had the opportunity to navigate the World Wide Web. In this unit we will use this skill to locate a specific website and download an education and technology policy document. That document will act as the focus of this unit's activities.

**Step 1:** Open your Internet browser (e.g. Internet Explorer or Mozilla Firefox) either by clicking on the icon on your desktop or by selecting the 'Start' button, then 'All Programs' and then the name of your browser.

**Step 2:** Now look for the address field in the browser. Browsers programs normally locate this field at the top of the screen. In the address field, type in the following URL: [http://www.gesci.org/assets/files/Knowledge\\_Centre/country-policies.pdf](http://www.gesci.org/assets/files/Knowledge_Centre/country-policies.pdf) (No Internet? Click [here](#) for a copy from the CD ROM.)

**Step 3:** Press enter on the keyboard or select the GO button with the mouse pointer. The browser will access the site directly. You will notice that this is much faster than using a search engine.

**Step 4:** Spend some time browsing through the ICT policies developed by various countries for integrating ICT in education. Select one of the National ICT Policy/Strategy documents by clicking on it. (Hint: The hyperlinks are blue in colour.)

**Step 5:** Save the file by selecting the save button at the top left hand side of the screen.



You will notice that a 'pop-up window' will appear. Click on the 'SAVE' button and take note of where the file has been saved onto your computer.

Saving downloads – that is, documents and files saved from the WWW – is not difficult but it does take a bit of organisation to be able to find it later on your computer. Having a specific folder for the document you have downloaded will make it easier to find, back up or install at a later time.

[Read more at <http://www.basiccomputerinformation.ca/saving-downloads/> [CC BY-NC-ND].]



## **B] Self-Study (Total 1 hour)**

The following self-study activity will provide you with an opportunity to develop an understanding of the relationship between classroom practices and the way in which they contribute to the implementation of national policies. You will spend time reading through and familiarising yourself with the National ICT Policy/Strategy Document relevant to your particular country. (Don't have? Use one of these copies from [Namibia](#) or [New Zealand](#)).

It is important to understand the relationship between classroom practices and the way in which they serve to contribute to the implementation of national policies. This is often overlooked, as the passage below suggests.

'There are often huge gaps between policies and the changes in classroom practice that they are intended to affect (Cohen & Hill, 2001). Policies are articulated, but teachers are often not aware of the specifics of these policies or their goals. In turn, policies are implemented as programs, but often these programs are not effective in achieving change at the classroom level. A study by Cohen and Hill (2001) found that policies were most effectively implemented in classrooms where teachers had extended opportunities to learn policy-related materials. Rather than general reviews of policy statements or discussions of their implications, the most effective teacher-development experiences were concrete, content-specific, and instructionally useable practices directly connected to policy. Consequently, ICT policy implementation can best be assured when teacher professional development includes specific skills and tasks that incorporate ICT into their everyday classroom practices and explicitly connect these practices to ICT and broader education policies.'<sup>1</sup>

Extracted from: Kozma, R. (in press). *Comparative analysis of policies for ICT in education*. In J. Voogt and G. Knezek (Eds.) *International handbook of information technology in primary and secondary education*. Springer: New York.

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<sup>1</sup> Ministry of Human Resource Development Government of India. (2008). *National Policy on ICT in School Education*. Retrieved from [http://www.csdms.in/gesci/Kozma\\_Policy\\_Recommendations\\_for\\_India.asp](http://www.csdms.in/gesci/Kozma_Policy_Recommendations_for_India.asp).

Even though the passage states that ‘*general reviews of policy statements or discussions of their implications*’ does not provide the most effective teacher development experience, it is in fact the starting point. Only once you have a clear understanding of the policy and the objectives/statements that apply to your particular educational setting, you can begin to construct and implement learning practices that support the objectives/statements.

[Read more at [http://www.csdms.in/gesci/Kozma\\_Policy\\_Recommendations\\_for\\_India.asp](http://www.csdms.in/gesci/Kozma_Policy_Recommendations_for_India.asp)] [CC BY-NC-ND].]

### Task 1: Review National ICT Policy/Strategy Document

Spend some time reading through and familiarising yourself with the National Policy/Strategy document. Focus specific attention to the following aspects of the document:

- Vision/Mission
- Goals and Objectives
- Strategic Plan



### C] Tutorial (1 hour)

#### Notes to Facilitator

Participants should be divided into groups consisting of no more than 10 members. Each group will require a copy of the National ICT Policy/Strategy document as well a mechanism for capturing notes and ideas (computer or pen and paper). One member of the team should be appointed as the scribe and should take responsibility for documenting the outcome of the discussion (i.e. the group’s response to the queries listed below.)

#### Task 2: Example Answers

The following goals/objectives could be listed from the [ICT Framework for Education in New Zealand](#):

- A more learner-centred education system transcending organisational boundaries.
- More informed decision making within the education sector by learners, teachers, parents, communities, public, businesses, researchers, policy makers, and administrators.
- Increased ease and opportunity of access and reduced compliance costs for all participants.
- Increased confidence, capability and capacity from the use of ICT by all participants in the education sector.
- Greater opportunities for the generation, application and sharing of new ideas and technologies.
- More effective and efficient investment in ICT by education sector government agencies.

#### Task 3: Example Answers

See some examples of classroom practices that could support the specific ICT objectives listed in the [Namibian ICT Integration for Equity & Excellence in Education Policy](#) document.

Specific Objective	Example Classroom Practice/Activity
• Leverage ICT to assist and facilitate learning	Devise a research project where students can

for the benefit of all learners and teachers across the curriculum	interact with students and/or experts in other areas/countries.
<ul style="list-style-type: none"> <li>• Produce ICT literate citizens;</li> </ul>	Set assignments where the computer skills developed can be implemented within local contexts. For example, helping parents research prices of local produce, etc.
<ul style="list-style-type: none"> <li>• Produce people capable of working and participating in the new economies and societies arising from ICT and related developments</li> </ul>	Link the teaching of ICTs to business studies or entrepreneurship. Students use ICTs to research, cost, market and track expenditure and profit, etc.

Working in tutorial groups (8-10 members), read through the ICT vision, overall objective and specific objectives of the *National ICT Policy/Strategy Document*.

### **Task 2: National ICT Policy/Strategy within the Classroom Setting**

List the specific ICT objectives of the *National ICT Policy/Strategy* that should be addressed within the classroom setting.

### **Task 3: Classroom Practices that Support the Specific ICT Objectives of the *National ICT Policy/Strategy***

Brainstorm three classroom practices that would support the specific ICT objectives as listed in the *National ICT Policy/Strategy Document*.



### **Resources Used in this Lesson Unit**

New Zealand Ministry of Education (2006) *ICT Strategic Framework for Education*. Retrieved from: <http://csdms.in/gesci/NEW%20ZEALAND.asp>

Namibian Ministry of Education (N/A) *ICT Integration for Equity and Excellence*  
Retrieved from <http://csdms.in/gesci/pdf/NAMIBIA.pdf>

Newbie.org. (n.d.). *Learn to use Internet Explorer*. Retrieved from [http://www.newbie.org/internet\\_explorer](http://www.newbie.org/internet_explorer).

Basic Computer Information. (2011). *Saving downloads*. Retrieved from <http://www.basiccomputerinformation.ca/saving-downloads/>.

Ministry of Human Resource Development Government of India. (2008). *National Policy on ICT in School Education*. Retrieved from [http://www.csdms.in/gesci/Kozma\\_Policy\\_Recommendations\\_for\\_India.asp](http://www.csdms.in/gesci/Kozma_Policy_Recommendations_for_India.asp).