

## Old and new pedagogies with ICT

Old pedagogy	New pedagogy
Know as much as there is in the book and as much as the teacher says	Use strategies to decide what is worth knowing in the head and what needs to be stored: not all information should be learned
Teachers uses lecture to pass on his or her knowledge to the students	Teacher helps students access, select, evaluate, organise, and store information coming from a wide range of sources
Students dump information or organise information by categories	Students organise by categories and according to a range of perspectives
Students put information on paper for the teacher to see or the paper is posted on the wall for the school to see	Students write to disks or publish on the web for parents, relatives and a wider audience to see
Paper journals and books as the source of knowledge	Online journals and books replacing established protocols for writing and publishing
Texts are set	Texts are editable
Students have limited choice of sources	Students' personal choices are expected
Goals using technology are not integrated or not present	Integrating classroom goals with the power of technology
Intellectual products such as reports are fixed on paper and finished	Intellectual products are revisable living documents subject to addition, subtraction and change
Report form tests with no connection to the persons producing them	A range of creative multi-sensory electronic forms, such as web pages, with movement, charts, and pictures with personal connections
Neat hand-written reports with every appearance of being produced by children	Intellectual product has a professional look printed with colour and attention to design
Students hide papers from each other, allowing only teachers to read the paper	Students exchange tips about editing and revising their products
Texts are brought home and shared with parents or others in person	Teacher asks students to share their products with friends and relatives in an attachment or on the web as a way to revise and publish for an audience
Knowledge is displayed in one form only	Knowledge is written in a range of forms such as web pages, paper reports, PowerPoint presentations, by cutting and pasting the information into different programmes
Knowledge is displayed only in a linear form	Knowledge is displayed in linear and hypertext formats. Class discusses advantages of each
Students who don't use technology at a young age don't have facility with electronic tools	Students use technology early and often, and discuss strategies for using tools