

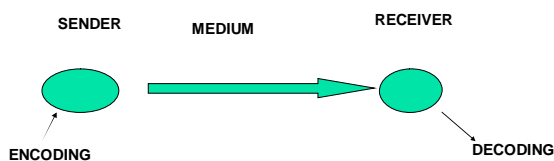
Higher education, digital technology and cultures of learning

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What are the challenges of ICT to teaching and learning in higher education?

- Traditional learning culture
 - Vor-lesung (Swedish: före-läsning)
 - Books and textbooks
 - Knowledge testing orally and in writing
 - Essay writing
 - Exercises (laboratory work etc.)
- Seminars

TRANSMISSION MODEL PIPE-LINE MODEL of teaching



Interpretation of learning

- Learning as the mastery of what is given and already known
- A stable 'collective memory' within disciplines
- Academic knowledge as limited to few areas and activities, but of little relevance to many social activities

Consequences of media changes and information explosion


- The invention of book printing and the spread of books
 - Compilations
 - Excerpts and summaries of books
 - Encyclopedias, reference books
- Typography
 - Paragraphs
 - Contents
 - Index

Consequences of media changes and information explosion

- Digital technology
 - Information explosion
 - 'Solves' the problem of information storage
 - Provides access to information in new manners
 - New representational forms (multimodality)
 - Interactivity
- Dynamically evolving 'collective memory' and organization of knowledge

- External symbolic storages (ESS)
- Artificial memory systems (AMS)


- ### External symbolic storages (ESS)
- Books
 - Libraries
 - Maps and charts
 - Registers
 - Databases
 - Instruments (clocks, compasses, etc.)
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 - Repositories for our collective memory/shared experiences

- ### The issue of learning:
- The interaction between
 - The social organization of learning
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- Learning by individuals

- ### Changes in the social context
- Expansion of higher education
 - Increasing role of knowledge and qualifications in production
 - Significance for life chances of individuals

- ### Consequences of digital technology and media changes for our interpretation of learning
- A focus on learning rather than teaching
 - An increasing reliance on co-contribution by individuals to their own cognitive socialization

- ### Consequences of digital technology and media changes for our interpretation of learning
- Transformation of the nature of knowing and skills
 - Sharp distinction between information and knowledge
 - Knowing as the ability to organize information in a relevant manner
 - 'Meta-knowing' becomes more important
 - Knowing becomes more procedurally oriented



Consequences of digital technology and media changes for our interpretation of learning

- n Learning becomes an activity of producing knowledge that is relevant, well articulated, trustworthy and interesting.