

TECH TALK FOR PRINCIPALS

ScopelT Education – January, 2017

Edition #2



Providing School Principals with an understanding of Digital Technologies

Welcome to the second edition of *Tech Talk For Principals*. In this issue, we would like to help guide you with some tips you can use when selecting an ICT program for your school.

There are a myriad of services, methods, websites, programs and providers pitching to help 'teach kids to code'. But is teaching kids to code enough or is the answer to the Digital Technologies curriculum much broader than this? Sure, coding is the language of the future and a robust digital technologies education should be

underpinned by coding but coding is just one part of the equation. The conversation must be more than 'let's teach kids to code', even if this is a great place to start.

What we need is a more holistic approach to equipping our students to tackle the Digital Technologies curriculum. It's critical that we prepare them with the necessary skills for 21st century learning and their future employment. Here are four key areas that every school principal should review in their ICT plan.

Read more...



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If we can be of any assistance to you or your school, please don't hesitate to contact us.

Frank Lucisano is a Sydney based entrepreneur with a passion for technology and education. Frank is the founder and CEO of **ScopeIT Education**, Australia's leading and fastest growing ICT Educator. Additionally, Frank is Chairman of the **Academic and Education Board.org**.

Not only is Frank a strong advocate of education, he has his own academic achievements including Computer Science (CS50x) at Harvard, Economics with UC Irvine and Duke University. Frank also undertook a philanthropic endeavour by holding a position as a volunteer with the University of Illinois, Champagne-Urbana teaching Microeconomics. He currently sits on the advisory panel of Education Nation.

Four questions when choosing the best digital learning program for your school

1. Does the ICT course deliver subject matter in a meaningful, engaging way that ensures students can put their learnings into a real world context?

Many technological courses and lessons focus too heavily on simply mastering the technical outcome, but not providing benefit to real world use. It is important for school leaders to vet the coursework and ensure that the course doesn't simply have an alluring 'marketing line' that sounds impressive, but has no real key learning outcome strategy. Ensure that the courses are not only aligned with standardised curriculum, but that they have a purpose and pathway to learning success.

2. Does the course complement other subjects or does it just teach computer science in isolation?

Further to the last point it's imperative that computer science isn't just taught to improve technology related outcomes. Efficiency and time is so valuable in our students' work day so it's important that integrated subject matter is brought into the lessons. ICT lessons can, when well constructed, incorporate many mathematical, geometry, language, comprehension and design elements that help us meet curriculum requirements.

3. Is the ICT subject being taught at a core skills level and not software-specific program learning that is quickly outdated?

With ICT lessons, it's very easy to fall into the trap of 'teaching for today'. Many courses simply teach software-specific content like Microsoft Word. With software and computing evolving so rapidly, many of these tools either are superseded or are vastly different over time. It's important that ICT lessons teach computer science at a fundamental level of engagement and understanding. In this way, students can adapt and apply their knowledge to any new computing developments, always remaining up to date with the latest technology processes.

4. Is hardware being used that actually translates to better education and workplace use?

One of the most difficult aspects to accommodate is hardware use. With technology evolving so quickly, the economic cost of keeping hardware (and fast, reliable internet access) up to date is very difficult. If children are learning on outdated hardware, how will this impact their further education and job skills? Only 5 years ago, schools were scrambling to ensure that enough computers were in place for their students. Now, with the advent of touch screens, the proliferation of software and things like 3D printing, schools are yet again heavily under-resourced. Where possible, we need to ensure students are given access to current equipment to ensure their skills are not outdated by the time they complete their ICT education.

At ScopeIT Education we believe that an integrated, complementary ICT learning experience is crucial to the education of this generation. With the combination of strategic planning, skilled design and current best practice implementation, schools can provide an ICT pathway to ensure student success.