

Understanding context

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Understanding Context Understanding Context Part Web access has transformed significantly leading to the surfacing of desired technological competencies for teachers, learners, and education investigators. Web 2. 0 technologies hold important benefits in education due to their open nature, and simplicity and they support effective collaboration including communication. From such a standpoint, Web 2. 0 technologies open up many opportunities in teaching and learning. For example, Web 2. 0 technologies enable for hybrid learning and teaching experiences. Learners and teachers can make choices on how to conduct learning, privately, publicly, and at home or in school (Greenhow, Robelia & Hughes, 2009). Then again, Web 2. 0 technologies risk altering the prior knowledge of students on how to retrieve information, adding another approach of finding information on the Web. In addition, students risk their creative potential and may plagiarize their assignments or exams (Daanen & Facer, 2007). Other problems such as online security in the context of Web 2. 0 technologies, led to the emergence of learning management systems (LMS's). The systems have managed to meet autonomy, connectivity and socio-experimental learning needs of the geographically dispersed learners. However, LMS's are large and complex systems, unlike Web 2. 0 technologies, which are easy to use, LMS's require an institution to train its teachers (Dalgaard, 2006).

Part 2

I work in a remote university in Africa. A non-governmental organization, recently gave the institution twenty computers. Although it was an appropriate move to align the institution with the rest of the world, the students will have problems in accessing the technology. In the same context, the remoteness of the institution also limits the regular access. On <https://assignbuster.com/understanding-context/>

the other hand, the students might have to share a computer, which is a challenge (Chung, Pasquini & Koh, 2013). The institution faces a challenge of lack of computers and limited access to technology; hence, implementation of LMS might be unsuccessful. In addition, due to limited access to technology, the institution will also have to train teachers to use the LMS (Falvo, Ben & Johnson, 2007).

Part 3

The need of Web 2.0 and LMS's technology in learning and teaching has driven our institution to allocate funds to buy enough computers, and ensure student's access technology. Similarly, the institution has included the use of technologies in their policy by motivating teachers and students into using Web 2.0 technologies. To ensure the security of the online learning, the school is adopting an LMS system, and putting in place training for the teachers to ensure success in the endeavor.

On the other hand, the support for online teaching will help the institution cut costs significantly (Anderson, 2008). It will realize this through the integrating of the institution's library with the LMS. This will reduce the cost of housing books and incurring extra costs for professional support. In the same context, the institution is aiming at adopting a blended learning approach. As such, the communication technology based settings will replace the face-to-face-learning environment, which will help the institution cut on staffing costs. The institution can later accommodate more students and decrease the number of classes (Poon, 2013).

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