

TOPIC 8: ISSUES OF MEDIA & TECHNOLOGY IN EARLY CHILDHOOD EDUCATION

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INTRODUCTION

- ▶ Information technology was **introduced** as schools for the purpose of **assisting with teaching and learning**
- ▶ The Internet, has become a popular **educational tool** among educators and learners for its versatility
- ▶ Internet related activities have made a place in the **teenagers hobby lists and students** have increasingly becoming adept at utilizing the Internet's many interesting features - **electronic mail, chat, online gaming, web browsing and many more**
- ▶ The **pros and cons** of the Internet are widely discussed and have become one of the most debated topics in the education system



ISSUES

- 1) Internet addiction
- 2) Bad influence from online correspondence
- 3) Bad influence through illegal, immoral, criminal and other inappropriate contents
- 4) Lack of face-to-face social interaction
- 5) Facilitation of deception
- 6) Plagiarism
- 7) Budding hackers



(1) INTERNET ADDICTION

- ▶ People become **addicted** to the Internet when they have **dissociated** it from their **face-to-face life**
- ▶ This phenomenon is very common among the “**netizens**”
- ▶ Many Internet users have experiences **drastic lifestyles changes** in order to spend more time online which can be detrimental for young generations



(2) BAD INFLUENCE FROM ONLINE CORRESPONDENCE

- ▶ It has become concern that young generations are **exposed to destructive ideas** through online communication
- ▶ Terrifying possibility for the young **befriending the wrong** people through the Internet
- ▶ “If you are concerned about your child joining the wrong social group at school, imagine the entire world of 400 million users having access to the curious mind of your child?”



(3) BAD INFLUENCE THROUGH ILLEGAL, IMMORAL, CRIMINAL AND OTHER INAPPROPRIATE CONTENTS

- ▶ Being such an **open and hard to control system**, it is **easy** for anybody including youngsters to **access** these materials
- ▶ **Inappropriate content** - variety of information resources available on the Internet that **parents likely do not** want their children looking at for the **fear of the psychological effects** by viewing this material repeatedly
- ▶ Internet has been **praised for making news and educational materials** but also **criticized for pornography, hate speech, defamatory statements** and other materials that may find undesirable



(4) LACK OF FACE-TO-FACE SOCIAL INTERACTION

- ▶ Online communication is seen as **detrimental to social skill development**
- ▶ The **lack of social cues**, inadequately supplemented by devices like emoticons, demands a level of complexity and care in communicative approach



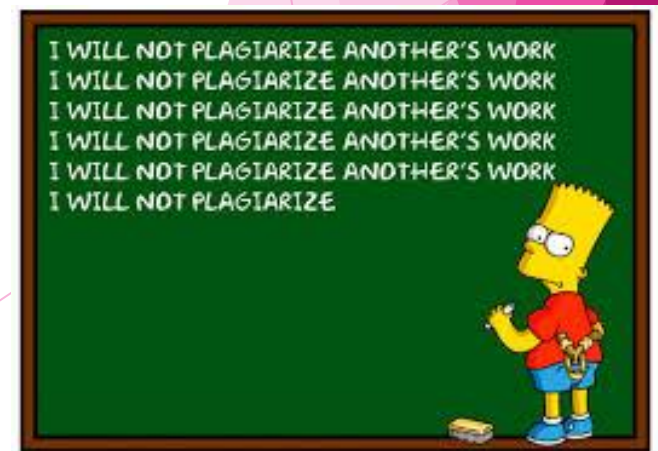
(5) FACILITATION OF DECEPTION

- ▶ Anonymity makes people feel **less vulnerable** about opening up
- ▶ The freedom of speech is exploited to the fullest as people can choose **not to reveal their identities**
- ▶ When acting out hostile feelings, the anonymous **does not have to take responsibility** for those actions
- ▶ People might even convince themselves that those behaviors **“aren’t me at all”**



(6) PLAGIARISM

- ▶ The abundance of knowledge in the Internet has led to an increased number of “web cheaters” among students
- ▶ Students can be tempted to simply implement a “cut, paste and excel” method for their assignments
- ▶ The wealth of knowledge the Internet provides can only make it easier



(7) BUDDING HACKERS

- ▶ Many tech savvy teenagers find it amusing to be able to “hack” or interrupt existing network system
- ▶ February 2000, online attack which lasted almost 5 days slowing down the Internet by 20% and crashing many of the world’s most popular e-commerce sites
- ▶ This incident is by a teen hacker and he was using only a simple hacking tool download from the Internet



CURRICULUM & PARENTS

- ▶ Parents **should play the biggest role** in handling any form of **social problems** faced by their children and problems resulting from the information revolution should be **no exception**
- ▶ Very common today that parents simply **leave the responsibility** of overcoming social problems to the education systems, especially when it concerns the use of technology
- ▶ Parents have the **biggest concerns regarding the negative effects** brought by the Internet to their children - **yet** most of them often appear to be **poorly informed** about their children's Internet activities

CURRICULUM & PARENTS

- ▶ Schools must consider involving parents in the students' awareness programs on the Internet safety and responsibility
- ▶ While the curriculum reform and technology solution may work at school, there is no guarantee the students will get the same guidance and protection at home
- ▶ School still have to rely on parents to continue guiding their children

CURRICULUM & PARENTS

- ▶ Many reasons that have led **parents to rely on the education system to guide their children** in embracing the technology:
 - 1) Parents are too busy
 - 2) Parents cannot afford the technology
 - 3) Parents do not know the technology

(1) PARENTS ARE TOO BUSY

- ▶ **Main reasons** for any type of social problems
- ▶ The **modern world** has now made the responsibility to make ends **meet priority** in the households
- ▶ Parents are **too busy making a living** to worry about what computers and the Internet can do to their children



(2) PARENTS CANNOT AFFORD THE TECHNOLOGY

- ▶ Usually the case for families who **cannot afford** to have computers and Internet at home
- ▶ **Cannot afford** to have computers and Internet connections get their **introduction and access to the Internet**
- ▶ In many researches, there is a **big percentage gap** on computer and Internet access availability between families of higher income and those of lower income
- ▶ The **school** has become the **only place their children can have access to the technology**; therefore parents from a “no computer households” have no exposure to the technology



(3) PARENTS DO NOT KNOW TECHNOLOGY

- ▶ Parents who are **not exposed to computers** cannot share the concept of IT with their children
- ▶ Parents are also **worried and afraid** of the negative implications of the technology
- ▶ Parents feel that they are **not knowledgeable enough to teach** their children about IT - they feel that the **children know more than them** and fear appearing uninformed before their children
- ▶ Parents must be **included in forming policies** that is governing **computer use** at school and home
- ▶ Teachers and parents must **get together** to draw guidelines and rules of the children's Internet use



GOVERNMENT & PUBLIC INVOLVEMENT IN HELPING THE EDUCATION SYSTEM ADDRESSING THE ISSUES

- ▶ Many researchers and literatures encourage for an educational response to the needs of **addressing the social and ethical problems** brought by the Internet
- ▶ Young people are more **prone to engage** themselves in **irresponsible Internet activities**, therefore education system have a **duty to educate** the students about their responsibilities as cybercitizens
- ▶ The time has come for **education system to adopt strict technology policies** which minimized the harmful effects to the young
- ▶ It is vital that education system is adaptable and it is important that educators **review their traditional educational practices to accommodate the society's technological changes**

GOVERNMENT & PUBLIC INVOLVEMENT IN HELPING THE EDUCATION SYSTEM ADDRESSING THE ISSUES

- ▶ The governments and the public have steadily **acknowledged the possible dangers** the Internet may have on the young
- ▶ There are also contributions from **non-profit organizations** to help **educate children** on Internet safety and responsibilities
- ▶ The **IT industries** have also contributed through the research and development of technological solutions - filtering programs such as **NetNanny and CyberPatrol** as well as other auditing and **monitoring tools** which are widely used at **schools** as well as homes to **block access to undesirable sites and monitor students' Internet activities**

THANK YOU