

Tectonic Shifts

The Legacy Internet and the Post PC World within the education sector

The legacy internet describes the development, presentation, use and application of popular internet based technologies and services that we have grown familiar with over the last decade or more. The era is dominated by the personal computer and the laptop device. The legacy internet is also defined by the dominance of traditional pedagogy, practices, norms and cultures within the education sector. The function and use of networked devices is shaped by these prevailing practices.

The post PC education world is in its infancy and it describes the use of ubiquitous mobile technology and web based services within the education setting. The technological paradigm of the post PC era will forever alter the shape of current and future pedagogy within the education sector. It is already altering our perceptions of the world and how we engage and shape it. It is changing our behaviour and aspirations as teachers and learners. The post PC world also reflects a change in how education establishments manage and finance their technology resources.

Characteristics of a Legacy Internet School

The dominance of the legacy internet within the education sector takes many forms. Here I have highlighted a small number of characteristics. For instance the legacy internet school:

- uses the digital teaching wall in its classrooms to support traditional pedagogy;
- continues to make use of traditional ICT suites and the desktop PC is dominant on the school campus. Laptops are used to improve facilitate access to networked services.
- utilises educational software packages whose structure, shape and format reflects prevailing practices and norms at the school. These norms are further supported by publishers when authoring and distributing educational software across the education sector;
- uses computing hardware and software that supports and reinforces traditional pedagogies;
- has a culture that cannot manage the use of personal smartphones by students and other related devices to support teaching and learning;
- has a top down structure when managing the content on Virtual Learning Environments and Learning Platforms. The student body contributes little or nothing to the school's online platform;
- supports the model were it hosts networked services at the school and is suspicious of accessing remotely hosted services; and
- supports the capital expenditure model to finance ICT investment on its campus. Here the governing body sets aside funds over a period of time to finance spending on ICT equipment and network infrastructure works. The exercise is repeated on a regular cycle when funds have been built up to refresh its ICT estate.



Characteristics of a Post PC School

The post PC school is a very different place and it marks the maturing use of ICT within the education sector. For instance the post PC school:

- makes use of a distributed, partially devolved and decentralised computing model which enables
 - students to use their own devices at school;
 - the school to access remotely hosted services;
 - the adoption of home-school device schemes;
 - ubiquitous access to hardware and software;
- has embraced the hardware as a service model for managing ICT across its campus. In this management model the school pays a fixed amount per year to access hardware, software and support services from a third party education ICT company;
- has adopted the use of flexible learning spaces on its campus and the digital teaching wall is no longer the focus of attention in the classroom. The mobile form factor is the norm;
- embraces the vocational relevance of web based skills and technologies; and establishes strategic partnerships to promote access to the knowledge economy for its student body; and
- embraces the post PC era to excite and enrich the creative minds of its staff and students.



The norms of the legacy internet have only just been learnt and it is of no surprise to hear that it will take time before the new norms of the post PC era become prevalent and widely adopted within the education sector.

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