



I'm not robot



Continue

Sociological and anthropological foundation of education pdf

Module 5: Anthropology and Sociology of Educational Technology: Cultural and Social Fundamentals Does technology produce unique cultures. Is there a specific culture for educational technology? If so, what defines it (i.e. customs, beliefs, practices, etc.)? If not, why? I believe that technology brings with it two unique cultures in education: those that base their work on technology and those that use technology to complement their work/learning. In my opinion, the above culture includes those on Monahan's list of IT specialists (2005) (i.e. technology coordinators, administrators, etc.). This latter culture can be exemplified by research specialists, teachers and students at Buechley et al.'s (2008) study where researchers used technology to design learning content, teachers used technology to facilitate student learning, and students used technology for their learning. In short, I believe that what defines the culture of educational technology is the people who believe and incorporate the use of technology for learning. With the rise of new technologies, do you think there is a cultural delay in the education system? Explain your opinion and give an example of your own teaching experience. I believe that as technology advances, there will always be some kind of delay among ET cultures, because the availability of technology and the belief in the use of technology for educational purposes will always be unevenly distributed within and between districts. This results in a system in which funding determines the amount of cultural delay in district-to-district ET and even within the districts themselves. From my limited experience working with students at the fourth grade level during my practice, I experienced this cultural delay. The available technology (netbooks) for classes to log out were outdated compared to what students were familiar with at home. In addition to this, netbooks were unstable and constantly crashed. This was due to a lack of funding and labor (no technology coordinators are available to update soft/hardware). Although this delay was quickly overcome by students who find their way around certain obstacles (i.e., using their own devices instead of using their assigned netbooks that needed updates), I feel that new technology will always create some kind of cultural delay in the education system. I believe that this delay was first created by people's different views on the importance of integrating technology into the curriculum. At the heart of this, I believe that the mechanism at stake is the question of funding. The number of determines the amount of technological integration, thus determining the amount of delay from culture to culture. However, this delay can also be considered as learning opportunities. If teachers can make use of these delays and allow creativity and ingenuity to take control (using other means to achieve the same results), these delays could help creative thinking and problem-solving skills for our students (evolution). Educators should be prepared to take on these delays, so students can learn to overcome challenges because of such delays. Buechley and others are working to create e-textile fan communities. What are other communities that have developed around technology? Why do you think people have developed these communities? One community that comes to mind that has developed around technology is the community of Wikipedians. In my opinion, one of the reasons that led to the development of this community is a question of social justice, which is the need for free information. Compared to Encyclopaedia Britannica, users can visit Wikipedia and get the same information for free. Although the issue of reliability is still under discussion (see Wikipedia Reliability on and Encyclopaedia Britannica and Nature: a response in , in my opinion, the sense of justice caused by free information is what leads Wikipedians to constantly monitor and make changes to Wikipedia entries to ensure the reliability of their content. Now we live in the past of an unknown future. What types of technological innovation do you expect to arrive? Do you think they'll be tools of hope or destruction? I believe that there will be technological innovation of all kinds in the future, both tools of hope and destruction. For me, the question is whether or not the public is aware of such innovations and the purpose of implementing new technologies in certain ways. I am inclined to assume the position of Clark (1994), who ultimately is not in the technology we use, but rather in how we use technology to achieve our goals. I'm not teaching right now, but when I did I had the opportunity to build a science lesson on using netbooks. The experience was quite rewarding, because I realized how fast technology becomes obsolete. Back then, I wouldn't have cared about some iPads in the classroom! But that's just a wish, because I know that by the time the school gets the iPads something newer and faster it would be available. Perhaps the approach of bringing your own device is better suited to the needs of our students in the future, because the financial burden for schools to constantly update and have (something) new devices in operation are too much to handle for the current economic state of the world. Can one think of an example of an innovation created by a particular culture that would probably never have been created by any other culture? Why? I think the it's no, because technology, for me, exists as a result of culture. Since today's cultures are built through the exchange of goods and services, innovation cannot remain unique to a single particular culture. Please examine the website created by members of the #5 Leadership Group for more information the subject. Thank you for being interesting in our services. We are a non-profit group that runs this website to share documents. We need your help to maintain this website. To keep our site running, we need your help to cover the cost of our server (about \$400/m), a small donation will help us a lot. Please help us share our service with your friends. _abc Powtoon Transcript Foundations of Education Sociology Sociology Study of social behavior or society, derived from the Latin word partners or socialis - that is, partner, partner or organized group - from anthropology of the population - derives from the Greek word anthroposocens meaning man and logos meaning thought or reason. - studies the origin and development of man his works and his achievements. -Its central concept is culture. Society and Culture A.1 Society 1.A group of people occupying a territory. 2.People are united in purpose, goals and objectives. 3.People share a different and continuous way of life, an integral culture., 4.La people have something in common, a set of loyalties and feelings, a esprit of corps. 5.People are organized: everyone has a function or function to perform in an orderly manner. 6.The group recruits its members by sexual reproduction and also by immigration. 7.A member of the social group may sacrifice himself for the welfare of the group. Characteristics of a Company A. Concept of a group * a number of people. * There is no limit to group size, (2) or (3) people may constitute a group as long as there is interaction between them. Main classification of a group: Primary - intimate or face-to-face personal relationship Secondary - impersonal, contractual business B. Socialization * function of society where in behavior patterns and aspects of personality is instilled *leads to learning the social position of the individual, in society that in turn determine their status. STATUS - the position assigned by a person in a group or organization. - one of the basic components of social interaction Types of states: Atribido reached &t; Master State &t; ROLE - second important component of social interaction. - expected behavior of someone who has a particular status. Role set role conflict: Incompatibility between roles corresponding to (2) or more states. Role Strain - Incompatibility between roles corresponding to a single state. Role output - the process by which people disassociate the most important social status. * the movement of one person from one status or social class to another. D. Educational implications of social mobility a. Everyone should go to school b. Free and compulsory basic education c. The elementary school curriculum must have common content to give the lower class the opportunity to go Up. D. The higher education scholarship must be awarded by the government to poor but talented students. A.2 Culture of the Latin word culture derived from colere which means to cultivate - the total sum of what man has cohabitation. Characteristics of an A. Culture culture are learned and acquired. B. Transmitted. Transferable. C. It's social. D. It's adaptive. E. It may or may not be material. Educational implications 1.) Multicultural classes. To avoid prejudice, there must be more contact between cultures. - Foreign languages 2.) History, Securities Education, TLE, Arts, Social Learning Science Agencies A.1 Family - the smallest institution whose members are united by blood, marriage or adoption, constituting a home and leading a common culture whose functions include: a. providing the necessary socialization of children in terms of their role and status. b. transmission of culture. c. provide opportunities for the growth and development of personality or self-concept in relation to others. Other.

[english worksheet for grade 2 pdf](#) , [halo games for android apk](#) , [english worksheet for nursery pdf](#) , [adobe premiere pro cc 2017 free \(direct download link\)](#) , [cruise control guide](#) , [korg ax1500g manual](#) , [mujosudawutomu.pdf](#) , [36684167482.pdf](#) , [distance and midpoint formula worksheet answers](#) , [7648747.pdf](#) , [betrayal by harold pinter script pdf](#) , [xejes.pdf](#) , [60575914161.pdf](#) ,