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TECHNOLOGY FOR TEACHING AND LEARNING 1 (EDUC 214)

MODULE 2: ICT POLICIES AND ISSUES: IMPLICATIONS TO TECHNOLOGY AND LEARNING

Lesson 1: Policies and Issues on Internet and Implications to Teaching and Learning

INTRODUCTION

Globalization is a reality and ICT has become a fundamental part of the process. A networked society is one in which the entire planet is organized around telecommunicated networks of computers. The powerful use of network has broken boundaries, provided opportunities for inclusion and collaboration. However, there will also be a struggle for those who do not have access or those who are excluded, marginalized and powerless. Thus a need to establish policies in the use of ICT is imperative.

“The future has arrived. Now we have to ensure that we have a place in it.

(Department of Information, Communication and Technology DICT)

It takes Covid 19 to force us to a paradigm shift from tradition to Online Distance Learning modalities . Educating students cannot be sacrificed because of this pandemic. Education is a commitment . Strategies and techniques will have to be designed to fulfill the mission and vision of education. What would happen to the world if we have illiterate and non-educated individuals. Perhaps the world will collapse!!!

LEARNING OUTCOMES

At the end of the lesson, the students should be able to:

1. Named examples of ICT Policies which are applicable to teaching and learning
2. Discussed some issues that relate to the ICT Policy

LEARNING INPUTS

Whether you are talking on the phone, sending an electronic mail, going to the bank, using the library, watching news on television, going to the doctor, catching a flight, or seeing a movie, you are using ICT. Almost everything that we do in the modern world is influenced by the new technologies.

Would your life as a teacher be different if you did not have access to the new technologies? Should we live our lives to be controlled by technology or should we control the utilization of technology in our lives? How?



One way of enhancing and regulating the use of ICT is to formulate and implement policies to guide appropriate decisions.

Definition of ICT Policy

ICT policy includes principles and guidelines in the use of ICT which cover three main areas: **telecommunication** (telephone), **broadcasting** (radio and television) and **Internet**.

The New ICT Technologies

1. Information Technology – includes the use of computers. What are needed will be computer hardware and peripherals, software and for the user, computer literacy
2. Telecommunication technologies – include telephones (with fax) and the broadcasting of radio and television often through satellites. Telephone system, radio and TV broadcasting are needed in this category
3. Networking technologies - Internet – this includes mobile telephone, cable, DSL, satellite and other broadband connectivity.

The DICT Roadmap

- The DICT (Department of Information and Communication Technology) has formulated a roadmap to guide all agencies in the utilization, regulation and enhancement of ICT. Each project has a corresponding policy statements and guidelines.
- The ICT for Education (ICT4E) is a program under the DICT that supports all the efforts of the education sector in incorporating the use of ICT as well as in determining and gaining access to the infrastructure (hardware, software, telecommunications facilities and others) which are necessary to use and deploy learning technologies at all levels of education.

Policy recommendation programs to education teaching-learning:

1. **ICT in Education Masterplan** for all levels, including a National Roadmap for Faculty Development in ICT in Education. A National Framework Plan for ICTs in Basic Education was developed.
2. **Content and application development through the Open Content in Education Initiative (OCEI)** which converts DepEd materials into interactive multi-media content, develop applications used in schools and conduct students and teachers competitions to promote the development of education-related web content
3. **PheDNET**, is a “walled” garden that hosts educational learning and teaching materials and applications for use by Filipino students, their parents and teachers. All public high schools will be part of this network with only DepEd-approved multi-media applications, materials and mirrored internet sites accessible from school’s PCs
4. Established **Community eLearning Centers called eSkwela for out-of-school youth (OSY)** providing them with ICT-enhanced alternative education opportunities
5. **eQuality Program** for tertiary education through partnerships with state universities and colleges (SUCs) to improve quality of IT education and the use of ICT in education in the country, particularly outside of Metro Manila
6. **Digital Media Arts Program** which builds digital media skills for government using Open Source technologies. Particular beneficiary agencies include the Philippine Information Agency and the other government media organizations, the Cultural Center of the Philippines, National Commission on Culture and Arts and other government art agencies, State Universities and Local government units.

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7. **ICT skills strategic plan** which develops an inter-agency approach to identifying strategic and policy and program recommendations to address ICT skills demand-supply type.

All the seven programs were guided by the roadmap that embeds policy statements that relate to education specifically in the enhancement of human development for teaching and learning.

Some Issues on ICT and Internet Policy and Regulations

Global Issues: Access and Civil Liberties

- **Civil Liberties** – refer to human rights and freedom. These include freedom of expression, the right to privacy, the right to communicate and intellectual property rights.
- **Access to the Use of Internet and ICT.** Access means the possibility for everyone to use the internet and other media. Some countries have easy access to internet but in some countries internet is not accessible.
- **Infringement to Civil Liberties or Human Rights**

Issue No. 1: Freedom of Expression and Censorship

Under international human right conventions, all people are guaranteed the rights for free expression. However, with the shift from communicating through letter, newspapers and public meetings the electronic communications and on-line networking, a need to look into how these new means modifies the understanding of freedom of expression and censorship.

The UN Universal Declaration of Human Rights provides that everyone has the right to freedom of thought, conscience and religion, likewise the right to freedom of opinion and expression. However, there are practices that violate these provisions in the use of internet.

Issue No. 2: Privacy and Security

Examples of types of privacy:

1. **Personal privacy** is the right of individuals not to have their homes, private life or personal life interfered with.
2. **Privacy of communication** refers to the protection from interference with communication over the phone or internet. Respect for privacy of communication is an essential prerequisite for the maintenance of human relationship via technological communications media.
3. **Information privacy** is related to the use of computers and communication system which are able to hold and process information about large numbers of people at a high speed. It is important to ensure that information will only be used for purposes for which it was gathered and will not be disclosed to others without consent of the individuals.

Issue no. 3: Surveillance and Data Retention

- In the direct surveillance, there is no direct contact between the agent and the subject of surveillance but evidence of activities can be traced.
- **Dataveillance** is the use of personal information to monitor a person's activities. It is the new and powerful form of surveillance.
- **Data Retention** is the storage and use of information from communication systems.
- There is very little that can be done to prevent surveillance but what can be done is to change the methods of surveillance. This is called "counter surveillance" or "information security".

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Issue No. 4: E-pollutants from E-waste

- • Large amount of e-waste is generated by ICT. These are:
 - a. Terminal equipment used for computing - PC, laptops
 - b. Broadcasting - television and radio sets
 - c. Telephony - fixed and mobile phones
 - d. Peripherals – fax machines, printers and scanners
- The accumulated e-waste is due to rapid turnover of equipment due to rapid improvement of software.
- Utmost management is required when crushing material waste because these are toxic materials
- A very dismal state is that there is a significant amount of electronic waste that has been shipped from industrial countries to developing countries, using less environmentally-responsible procedure.
- Remedies include standardization and regulatory measures to increase the life cycle of equipment before they become obsolete.
- Vendors who are selling toxic materials and recycling them are required to exert efficient extraction procedures.
- If this is not controlled, e-waste will tremendously affect climate change, damage human lives, and overload the capacity of the earth in carrying solid waste.

How do the policy guidelines, projects and issues relate to the teaching and learning?

Implications to Teachers and Teaching

1. Guide the teachers on what they should teach that relate to ICT, and how to teach it. Since ICT development comes so rapid and fast, teachers might be overwhelmed by its rapid speed. Temperance in its use is a caution that should be looked at.
2. Technology should never replace any human teacher. The tools are support instructional materials for the teachers which are available for use. The human touch of the teacher is still a vital component in teaching. Teachers should always be reminded that there are always limitations in the use of the different gadget and tools.
3. There are rules and regulations that govern the use of technology. Caution should be observed to protect individual privacy. As teachers, you must be aware that the use of technology may jeopardize your privacy and security.
4. All issues and many more shall be part of the teaching content as each teacher will be encouraged to use technology in teaching.

Implications to Learners and Learning

- Although learners are more advanced in the 21st century, they still need guidance on how to use and regulate technology.
- Learners should not only know the benefits of technology but should also know how they can be protected from the hazards that technology brings to their lives
- Learners should take advantage of the potential of learning support they can derive such as the development of higher order thinking skills, the development of learning communities through collaboration, the enhancement of skills to manage the vast resources as 21st century learners.

Both teachers and learners are responsible for the e-waste that are being thrown away to the land and to the atmosphere.