

Perception of the news technologies within educational environments when is applied NLA

**Jesus Antonio Alvarez-Cedillo
Instituto Politécnico Nacional, UPIICSA,
Av. Té 950, Granjas México, 08400 Ciudad
de México, México.**

Email of the corresponding author: jaalvarez@ipn.mx

**Teodoro Alvarez-Sanchez
Instituto Politécnico
Nacional, CITEDI,
Instituto Politécnico
Nacional 500,
Tijuana, B.C. , México
Email:
talvarezs@citedi.mx**

ABSTRACT

This research focuses on how we perceive ICT in educational environments when is applied the NLA. Our analyses allow to show a critical link between the rhetoric of ICT and the new language of learning. The new learning language (NLA) was defined by Biesta in 2004 where the student is considering such as consumer, with needs that must be met by the teacher, who becomes the provider that essentially prepares the material that meets the needs of the student. It this makes education a product available for student consumption. This new language changes education to a question which techniques are valid. This rhetoric questions traditional curricula and shows how teaching has been replaced by learning.

Keywords: ICT within educational environments, learning, a new language of learning, teaching.

1 Introduction

The disappearance of the conception of the teacher and the teaching of the educational world has been intimately connected with what has been defined as a new language of learning for education (Biesta, 2004,2005). This language consists of a series of constant changes over the last twenty years including the tendency to refer to teachers as facilitators of learning, to teaching as the creation of learning opportunities, to schools as learning environments, to students as apprentices.

A study of primary education has been referred to in an article published by Biesta in 2010 called *An Extreme Example of Learning* (Biesta, 2006, 2009a) which presents the story of two primary schools in Sheffield that had to be merged. After their merger, not only changed their name but also, decided not to call themselves more school arguing that the word school had many negative connotations between parents and students. They decided then to call themselves *Watercliff Meadow: a place for learning*.

For our research, a particular interest is to trace the relationships between the new language of learning (NLA) and Information Technologies (ICT) and Communication. We seek to highlight how it has influenced the formation of curricular texts on school subjects of primary education and their implementation. Our central claim is that there is a close connection between the introduction of new information and communication technologies and the new learning language.

2. New learning language

In the last years, the education has evolved in all aspects. Biesta condense some of these rhetorical changes and calls it the *New Language of Learning (NLA)* teaching has been changed by facilitating learning, to education and is being replaced by the provision of learning by experiments.

There are numerous examples in the literature (Biesta, 2013, 2014), (Bork, 1987), (Apple, 2000) that demonstrate that education acquires connotations of learning. Biesta affirms that the growing importance of NLA and its link to the underlying trends in today's society are based on:

- a. Theories of learning;
- b. The postmodernity;
- c. The effects of individualism; and
- d. Loss of the welfare state.

In the classical approach to learning theories (Green, 1990), (Hopmann, 2008), they focus on the student as an active constructor of their learning. Postmodernity has diminished the belief in the unique truths that can be found in written curricula, operated by teachers in monolithic fashions. Individualism is the result of high standards of living and the potential of individuals to shape their future: sculpt their bodies, choose careers, change partners and use information and learning as their tools.

The eroded welfare state changes the relationship between governments and citizens in a relationship between the provider and the consumer.

All these tendencies are vital to understanding why the new one is replacing the old language.

The education process is redescribed in terms of an economic transaction, in which:

- i. The student is the (potential) consumer, the one who has specific needs
- ii. The teacher, the educator or the educational institution becomes the provider, that is, then that is there to meet the needs of the student
- iii. Education itself becomes a product to be provided or delivered by the teacher or educational institution and to be consumed by the student

3. METHODOLOGY

We will try to apply Biesta's analysis to a more concrete analysis of current trends in primary basic education, to see if these suggestions can be applied to the introduction of ICT in education.

Our analysis is carried out in four phases, which are: We will

1. Look for the relationship between the rhetoric that accompanies ICT and NLA through the use of interactivity. We will
2. seek to create a particular contemporary tool for learning management. We will
3. describe how this can be measured. change, and seek to demonstrate the empirical effects of the change in the wording, and
4. Demonstrate how is the connection between ICT and NLA

4. THE RHETORIC OF ICT IN EDUCATIONAL ENVIRONMENTS

In the literature their work related to ICT (Alonso, 2012), (Area Moreira, 2008, 2009), (Balagué, 2007), (Barba, 2010), (Barberà Gregori, 2008), (Barroso Osuna, 2010, 2013). They have made us believe that the use of new technology will be significant to improve teaching and learning. The promises have been numerous, but the results, however, are not always so impressive wherever the rhetoric that accompanies these new technological devices seems to have been very influential and indeed has confirmed a new way of thinking and talking about teaching and learning.

Interactivity was promoted as a concept and fundamental phenomenon since the mid-1980s and throughout the nineties. Developers, designers and marketers of educational programs began to use this concept regularly.

Under this paradigm, all programs, all technologies and all approaches were labelled as interactive. The term and the vague ideas that surrounded it was closing the gap between entirely different ideological and political positions, between old opponents concerning the use of technology in education in general and also between the divergent learning strategies found in the behaviourism and constructivism

The term interactivity does not have a commonly accepted meaning or definitions, but a whole range of positive connotations that make it acceptable to most people. One of the outstanding ideas was the interactive technology that establishes and supports entirely new forms of learning in

contrast to the established ones. Interactive technology should be open for student activity, user control and dialogue. The focus was on learning instead of teaching.

The concepts of teaching and learning were introduced as a dichotomy, based mainly on fairly simple stereotypes of the two phenomena, teaching as something terrible that we had to get rid of and learning something good that we have to promote.

5. THE INTRODUCTION OF THE NLA: PRIMARY EDUCATION IN MEXICO

In recent years, some Learning Management System has been implemented in Mexico. The arguments and presentations that accompany these types of systems seem to confirm the same trends as those presented above.

In Mexico, coverage in primary education in Mexico is almost universal due to national public policy and significant advances in the production of data from the education system, both through the annual implementation of the ENLACE test. With this action has led to the availability of a system of measurement and general diagnosis on school performance over time, such as through the information generated by the National Educational Information System.

The National Occupation and Employment Survey (ENOE) 2007 indicates that there are still a significant number of children and adolescents between 5 and 17 years of age who do not attend school (about 1.7 million children and 1.4 million girls). It is estimated that from the population of six to eleven years, at a national level, still does not attend school between 1 and 2% for reasons of agricultural work or due to physical impediments.

The reality of significant disparities and social exclusion in the country is still reflected in unequal levels of coverage in primary education. Likewise, there is inequality in the service offered in the different states, in rural and urban areas, as well as in private and public schools and the latter's interior: general, indigenous schools, community education and education for migrants.

Given the previous precepts adopted by UNICEF (UNICEF, 2004, 2014), in Mexico to adapt to NLA it will be necessary to work on the development of three main elements:

1. Flexibility and freedom
2. Simplicity To look
3. for the vanguard in technology and educational developments

Since the methods, Current approaches focus on learning rather than teaching (learning to learn), which means current methods greatly facilitate learning on the students' terms.

The system is described as flexible and highly effective, granting maximum freedom to students. In this regard, the arguments that are expressed concerning the new systems of learning management should be considered as extensions of rhetoric established in the field of open and distance learning.

Simplicity as a critical concept to make it easier for teachers and administrators to monitor some of the students' activities, provide easy reports and statistical material on student progress is essential.

Of course, it is necessary and essential to focus the learning perspectives of students and make use of new technologies where and when teachers and students can benefit from that.

To explore the practical effects on the development of the language of learning, we have also been doing a bibliometric analysis. We have searched different databases trying to detect some popularity curves for the terms of teaching and learning. We could have done a more productive analysis, drawing other terms such as flexible, individualised curriculum or lifelong learning in similar veins. However, we will refrain from doing so in this context.

Our primary efforts have been concentrated in SCOPUS and LATIN INDEX.

We have sought to learn and teach in the titles, and our findings support the trends presented above. The total results of the search in SCOPUS were almost 7400 results to learn and a little less than 5800 for teaching. Figure 1 shows these results.

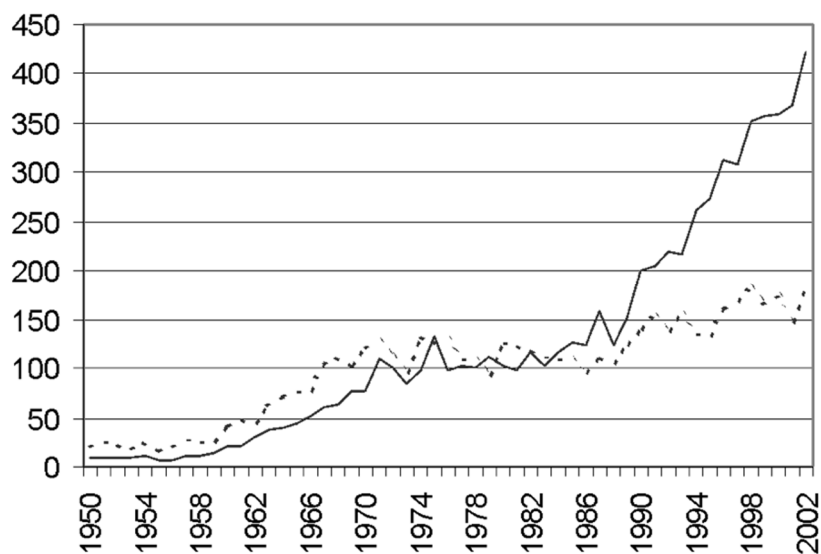


Figure 1. Searches in SCOPUS and LATINDEX by year of the word to teach robust online and learn dotted line

We could observe quite similar curves doing the same type of exercises based on the terms in Mexico. However, there is a difference that is worth mentioning a delay in the implementation of educational systems. Observe Figure 2.

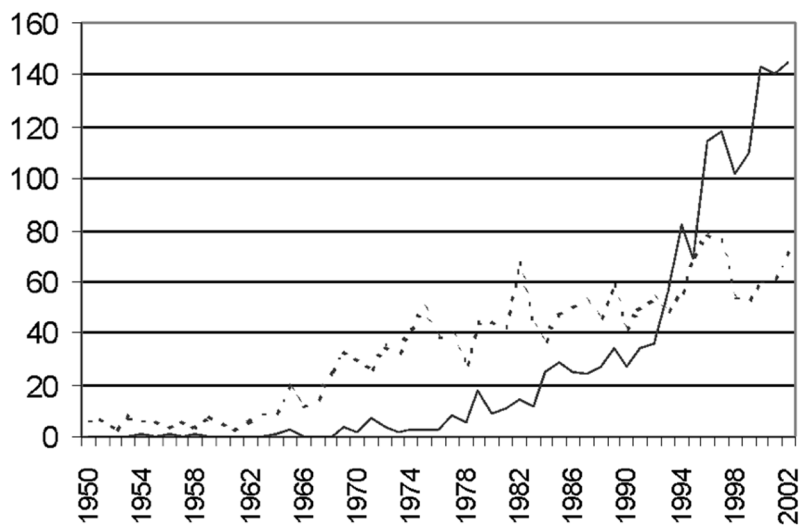


Figure 2. Searches in SCOPUS and LATINDEX of work done in Mexico per year of the word teach robust online and learn dotted line

When trying to find some correlations between the two terms, learning and teaching, and other terms key within the educational configuration, we make some efforts to carry out combined searches. The combination of learning/teaching and later computer classroom turned out to be quite interesting. Observe Figures 3 and 4.

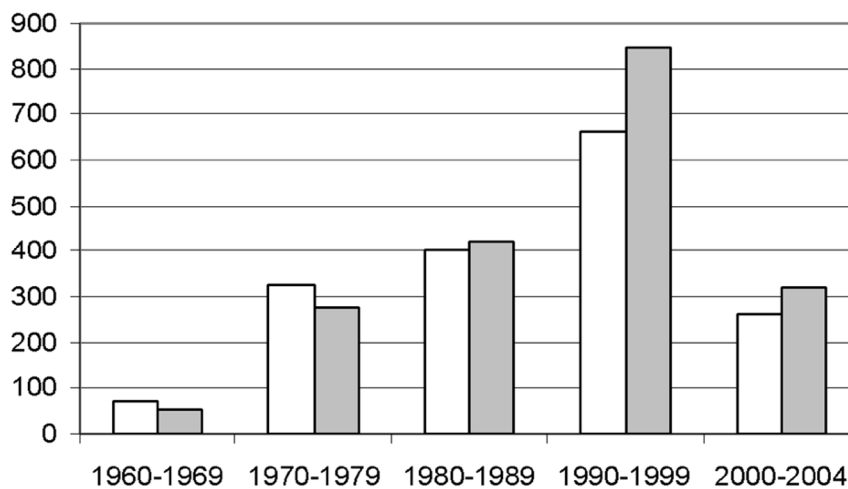


Figure 3. Searches in SCOPUS and LATINDEX of work done in Mexico per year of the word teach in white bar and learn in a dark bar with the word classroom

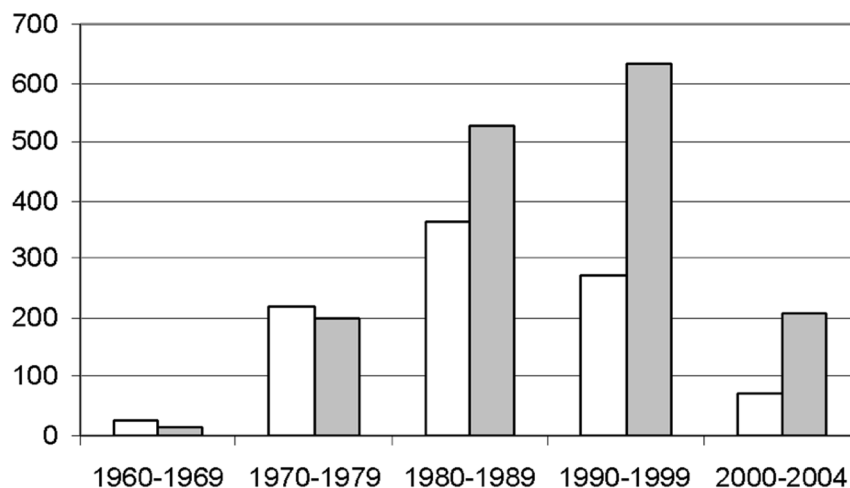


Figure 4. Searches in SCOPUS and LATINDEXT of work done in Mexico by year of the word teach in white bar and learn in a dark bar with the word computer

6. FINAL COMMENTS

Despite this possible change about the ideas that underpin the rhetoric of ICT and education, our findings as a whole confirm the of a new learning language developed from the eighties. According to Biesta, this new language is related to the underlying tendencies in today's society: the theories of learning, the effect of postmodernity, the effects of individualism and the erosion of the welfare state. It will be difficult to identify one or some trends as the most important to explain the changes described. However, in this document, we wanted to draw attention to a part of the image that has hardly been focused until now, namely, the consequence of the introduction of computers. As noted above, we could speak of a type of technological push concerning the language of learning, and we have tried to present some possible effects of the rhetoric that accompanies the introduction of technology in education and the dominant position that the new technology.

Acknowledgements

We are grateful for the facilities granted to carry out this work to the National Polytechnic Institute through the Research and Postgraduate Secretariat with the SIP 20180023 projects. To the Interdisciplinary Unit of Engineering and Social and Administrative Sciences, Digital Technology Research and Development Center and the Autonomous Metropolitan University. Likewise, to the Program of Stimulus to the Performance of the Researchers (EDI) and the Program of Stimulus to the Teaching Performance (EDD).

REFERENCES

Alonso, Laura and Florentino Blázquez, *The virtual education teacher. Basic guide* It includes orientations and examples of the educational use of Moodle, Madrid, Narcea, 2012.

Apple, M. (2000). *Can critical pedagogies interrupt rightist policies?*

Area Moreira, Manuel, Begoña Gros Salvat and Miguel Á. Marzal García-Quismondo, *Literacies and information and communication technologies*, Madrid, Síntesis, 2008.

Area Moreira, Manuel, *Introduction to educational technology*, La Laguna, University of La Laguna, 2009. Available in PDF.

Balagué, Francesc and Felipe Zayas, *Usos educatius dels blogs. Resources, orientations and experiments per a docents*, Barcelona, UOC, 2007.

Barba, Carme, Capella, Sebastià (coords) and Catalan Community Webquests Team, *Computers in the classrooms. The key is the methodology*, Barcelona, Graó, 2010.

Barberà Gregori, Elena, Teresa Mauri Majós and Javier Onrubia Goñi (coords.), *How to assess the quality of teaching based on ICT. Guidelines and instruments of analysis*, Barcelona, Graó, 2008.

Barroso Osuna, Julio and Julio Cabero Almenara (coords.), *New digital scenarios*, Madrid, Ediciones Pirámide, 2013.

Barroso Osuna, Julio and Julio Cabero Almenara, *Educational research in ICT*, Madrid, Síntesis, 2010.

Biesta, GJJ (2013). *Interrupting the politics of learning*. *Power and Education* 5 (1), 4-15. doi: 10.2304 / power.2013.5.1.4

Biesta, GJJ (2004). Against learning. Reclaiming a language for education in an age of learning. *Nordisk Pedagogik*, 24, 70-82.

Biesta, GJJ (2005). The learning democracy? Adult learning and the condition of democratic citizenship. *British Journal of Sociology of Education*, 26, 693-709. doi: 10.1080 / 01425690500293751

Biesta, GJJ (2006). *Beyond learning: Democratic education for a human future*. Boulder, CO: Paradigm Publishers.

Biesta, GJJ (2009a). Good education in an age of measurement. *Educational Assessment, Evaluation and Accountability*, 21, 33-46. doi: 10.1007 / s11092-008-90649

Biesta, GJJ (2009b). What kind of citizenship for European Higher Education? Beyond the competent active citizen. *European Educational Research Journal*, 8, 146157. doi: 10.2304 / eerj.2009.8.2.146

Biesta, GJJ (2011). How useful should the university be? On the rise of the global university and the crisis in higher education. *Qui Parle: Critical Humanities and Social Sciences*, 20 (1), 35-47. doi: 10.1353 / qui.2011.0040

Biesta, GJJ (2014). *The beautiful risk of education*. Boulder, CO: Paradigm Publishers. Bogotch, I., Mirón, L., & Biesta, G. (2007).

Bork, A. (1987): *Interaction: Lessons from computer-based learning*, i Laurillard, D. (red.): *Interactive media: Working methods and practical applications*, Ellis Horwood, Chichester.

Cheltenham: Edward Elgar. Nicolaidou, M., & Ainscow, M. (2005). Understanding failing schools: Perspectives from the inside. *School Effectiveness and School Improvement*, 16, 229-248. doi: 10.1080 / 09243450500113647

Educational Theory, 50, 229-254. doi: 10.1111 / j.1741-5446.2000.00229.x

Green, A. (1990). Education and state formation. London: Macmillan.

Hopmann, S. (2008). No child, no school, no state left behind: Schooling in the age of accountability. *Journal of Curriculum Studies*, 40, 417-456. doi: 10.1080 / 00220270801989818

UNICEF (2014), Mexico-Consultative Council of UNICEF Mexico, Network for Children's Rights in Mexico, 10 strategic points to advance in the defense of the rights of children and adolescents in Mexico , 2012. Available at: <http://10xinfancia.mx/?cat=5> Retrieved on October 2, 2014.

UNICEF (2004), Ensuring the rights of indigenous children, *Innocenti Digest* n° 11, UNICEF, Innocenti Research Center , Florence, 2004, p. 7