MODELS OF PROGRESSION IN LEARNING TECHNOLOGY

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Abstract

As curricula in technology have been developed over the last twenty years there has been recognition that there needs to be a greater emphasis on understanding the nature of student learning in technology and how students make progress in learning technology. There is published research on what students do when involved in technological activities, there is a need for greater emphasis in research on technology on students' learning in technology and ways in which this learning can be enhanced. Student learning in technology can be enhanced by effective formative interactions occurring between teacher and student and student and student. Part of technology assessment must also be to provide evidence of progression to show that learning has occurred, and to what extent, yet we know very little about how students progress in their learning of technology. In thinking about this we need to construct a notion progression as a verb rather than a noun – that is we need to think about students making progress rather than progression. This paper will discuss the importance of understanding how students make progress in learning technology and ways we might fast forward this as teachers.