

Preface

Media in Education: Results from the 2011 ICEM and SIIE Joint Conference is the title of a collection of blind peer-reviewed papers that were selected for a special publication by Springer. It represents points of view from the authors of the papers on the topic “Old meets new—media in education”, a topic central to the conference jointly organised by ICEM and SIIE, that took place at the University of Aveiro, Portugal, September 28–30, 2011.

ICEM-CIME is a non-profit, non-governmental organization, which has been active in the field of educational technology since 1950 and has been organizing an Annual International Conference in a different country each year. Its seat and treasury are currently in Vienna, Austria, and it maintains operational relations with UNESCO and an NGO affiliate.

ICEM’s goals are to provide a channel for the international exchange and evaluation of information, experience and materials in the field of educational media as it applies to pre-school, primary and secondary education; technical, vocational, industrial and commercial training; teacher training and continuing and distance education, and to cooperate in the development and application of educational technology with other international organizations involved in practice, research, production and distribution of educational materials.

The International Symposium on Computers in Education (SIIE) is a professional meeting organized alternately in Spain and Portugal, and lately also in Latin America, where it associates with the Red Iberoamericana de Informática Educativa (RIBIE), and it has long become a reference gathering of researchers, particularly in the Iberian-American context. It gathers practitioners and researchers in the field of educational media, promoting the presentation, reflection and debate of the latest advances in research and practice in the field of Information and Communication Technologies applied to Education.

This book offers reflections that are different in nature, culture and posture as to media in education. Nelson Preto, with his text “Old meets New: culture and digital technologies in schools”, analyses the overflow of information and its impacts on

culture and the education that derives from it, and how it empowers people to transform the educational system that he associates with the dangers of industrialism and economics, criticizing it and bring to discussion the concept of “a pedagogy of difference” opposing it to a “pedagogy of assimilation”.

Johannes Cronje’s text “What is this thing called “Design” in Instructional Design research?—the ABC instant research question generator”, criticises the recurring confusion between the process of design and design itself, proposing, in his own words, “an adaptation of Burrell & Morgan’s four paradigms of social science research to produce four research questions that can be used as a point of departure for instructional design research”.

Fernando Albuquerque Costa discusses the various competencies required to “Designing Educational Multimedia Resources”, alerting to the fact that the teacher does not always possess the possibility to resort to a multidisciplinary team, proposing a design model “that aims to systematise and carry out some of the main aspects to be considered in the planning of educational multimedia products”.

“An evaluation model for quality assurance of blended learning—exploring the lecturers’ perspectives” is then offered the reader by Lúcia Pombo and António Moreira, where the process of evaluation in blended learning courses is discussed, offering a model for blended learning courses based on lecturers’ opinions on “what is evaluation for?”, “who should evaluate?”, “how and when to evaluate?” and “what should be evaluated?”.

Ronaldo Nunes Linhares and Simone de Lucena Ferreira describe the public policies of introducing information and communication technologies in education in Brazil, how the policies were implemented so as to offer training courses for teachers, therefore preparing them for the use of an ubiquitous and decentralized means of learning. Their text “Reflective map about the limits and challenges of continued training of teachers for the use of mobile technologies: the experience of PROUCA”, presents data pertaining to the teacher training program as it took place in the state of Sergipe.

“Web 1.0 and Web 2.0—An Anglo-Portuguese research project on the impact of using technology in Science Education programmes” reports on a study conducted by Lúcia Pombo, Cecília Guerra, António Moreira, Leigh Hoath, Dave Howard and Malcolm Smith, focusing on the impact of Science Education programmes that resort to innovative methodologies for the professional development of student teachers and in-service primary teachers. The team collaboratively identified quality evaluation criteria of teaching practices and defined the evaluation criteria for improvement of the curricula.

Finally, Teresa Cardoso and Filipa Matos offer the reader a text on “Learning Foreign Languages in the twenty-first Century: An Innovating Teletandem experiment through Skype”, presenting an innovative experience with students from the University of Salerno (Italy) and the Universidade Estadual Paulista de Assis (Brazil), communicating using Skype.

It is our hope that these seven chapters depict the variety of views, tools, strategies and approaches that are at our disposal in this ever-changing and fascinating world, and that they give rise to further discussion, therefore making our knowledge evolve and offer education a new, valuable and productive meaning.

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