Learning, Context and the Role of Technology

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Twenty-first-century developments in technology, education and design make it

possible for learners to decide how, where and with whom they learn. However, current technology-rich learning development models need further work if they are to result in applications that enable learners to take full advantage of this situation. In her lecture, Professor Luckin discusses the empirical grounding of a new model: the Ecology of Resources model of context. This offers the foundation for a design framework to support the development of technology-rich learning to prepare learners to be able to take full advantage of all the resources available to them.

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