Introduction

Technology has become a sociopolitical force around the world. There are many reasons for this; the obvious one is that technological change is the main source of new areas of profitable accumulation of wealth. The educational institutions play roles in helping to facilitate the complex maneuvers by which the accumulation circuit works. Also, computers and Internet connections are becoming widely available in schools and classrooms. Information Communication Technology can be used in many different ways, and how it is integrated into educational settings depends largely on teachers’ instructional goals and strategies. Computer networks are also the technological foundation that has allowed the emergence of global network capitalism, that is, regimes of accumulation, regulation, and discipline that are helping to increasingly base the accumulation of economic, political, and cultural capital on transnational network organizations that make use of cyberspace and other new technologies for global coordination and communication.

It is important to share experiences from various issues regarding the use of technology in teaching and learning. Challenges associated with any cross-cultural interaction, such as the misunderstandings that arise from the assumptions we unknowingly make (Hall, 1976), also influence teaching and learning. Dewey (1916) observed almost a century ago that deep and sustainable learning is dependent on the relevance of the curriculum to one’s life-situation. The editor of this book believes that it is critical not only to effectively deal with cross-cultural issues in the utilization of technology to teach and learn, but also that the struggle of addressing cultural issues might even help creatively reshape our view of technologies and of education itself.

OBJECTIVE OF THE BOOK

The goal of this book is to explore issues concerning Informational Capitalism and Globalization and the challenges and solutions for teaching and learning, and to illustrate the different challenges faced when utilizing technology for teaching and learning in various cultural settings and how they were resolved. It also included how globalization affects learning and how educational organizations can find, create, or adapt technology for use in other cultures.

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