Chapter 7.1
Critical Barriers to Technology in K–12 Education

Christine Sweeney
NCS Pearson, USA

INTRODUCTION

Those who are fortunate enough to be associated with K-12 education during this first decade of the 21st century will witness tremendous evolutionary—even revolutionary—changes throughout those institutions. The interrelated dynamics of public education, the IT industry, and the evolving “digital society” are already combining to produce a variety of entirely new models for K-12. Although those models are indeed emerging, significant change will come at a pace that is perhaps somewhat slower initially than some would prefer. K-12 education is, after all, an institution rich in tradition and culture, and often slow to change. Nonetheless, as the presence and reach of new technologies—the Internet in particular—reach critical mass, that pace will quicken, and by the year 2010, school age children will enjoy an educational experience profoundly different from anything previously known. Profound change usually occurs when not one, but several change agents come together, either deliberately or coincidentally, and interact—often sparked by some sort of catalyst. This type of interaction is occurring throughout public education today. In this case, the change agents at work include K-12 institutions, the evolving IT industry, and the rapidly emerging digital society.

K-12 INSTITUTIONS

Public education leaders are facing tremendous challenges and unclear demands as we begin the new millennium. The call for improved student performance—education’s “bottom line”—is pervasive and louder than ever. At the same time, state and federal departments of education have, or are creating, high stakes examinations around tough new curriculum standards designed to determine “how well” our students are learning—as well as which schools are not performing as well as they should. Accountability is a word that is part of virtually every current discussion about education, yet there is little consensus around its precise meaning or how to measure it. The need for productive school-community collaboration—the