Chapter V

Teaching with Educational Technology: A Profile of the Pacific

The 21st century brings the Pacific islands unwelcome currents. Global economic integration will strip Pacific islands of trade preferences. Radical weather change, reef damage, and sea level rise will push natural resources toward extinction. To buck the tide, we do not need business-as-usual leaders. We need mould-breaking, heroic leadership. Education is key. We had better start teaching our kids political science from the cradle. In the next century, social ills rooted in economic injustice and flourishing in ethnic and religious strife will continue to generate desperation in the world’s poverty pockets. Instead of stirring clouds of human rights allegations, we must learn to live with the migrants and refugees fleeing to our shores. Television, the great leveller, homogenises cultural values in every corner of the world. Indigenous language erodes. Island cultures are swamped. The heroic leader will need a worldly education and a “bend-your-back for others” apprenticeship in traditional island service. (Bruce, 1998, p. 126)
Micronesia refers to a geographic area encompassing an enormous expanse of the tropical western Pacific Ocean. The following areas are particularly challenged by political, economic, cultural, and linguistic diversity: the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), the Republic of the Marshall Islands, and the Republic of Palau. Computers and the Internet have changed the way people interact with each other in their professional and personal lives, but access to the Internet is not homogenous in every country or every region in the world (Perez-Paredes & Cantos-Gomez, 2002). This chapter is about teaching with technology throughout Micronesia, with a special focus on community colleges in this region. This chapter also touches upon the library. Information is the key to power, but knowing how to get information is powerful. Librarians have an impact on individual learning by providing organized interfaces to information resources. This is particularly true in Micronesia, which is geographically remote from the U.S. mainland.

• Community Colleges and Educational Technology
• Faculty Technology Experiences Throughout Micronesia
• Library, Learning, and Educational Technology

Community Colleges and Educational Technology

Vocational education, in Rosenfeld’s (2001) review, was a separate track in the secondary school curriculum, beginning in the 1960s and continuing through the 1970s. In the 1980s, the community college’s mission again expanded to meet the demands of small- and mid-sized enterprises for the new technical and organizational skills associated with the adoption of new technologies. The next transition in community colleges, which began in the 1990s and is ongoing, reflects an information-based economy and the ubiquity of the Internet.

Successful college will be regionally committed and globally connected, possess a store of technical expertise and knowledge, adapt quickly to
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