Chapter Outline

Introduction
Challenges of looking forward
The changing demographic and the future
Technology and the future
Future educational scenarios
Conclusions
Future Technology and Education

Activity
The US National Intelligence Council suggests that by 2020, countries that remain behind in adopting technologies are likely to be those that have failed to pursue policies that support the application of new technologies – such as good governance, universal education and market reforms – and not solely because they are poor (US National Intelligence Council, 2004: 34.) The question for policy-makers is how should the education system be used to address this growing trend. What would you suggest?

Activity
Why should it be necessary that, regardless of location, future curriculum developments will have more of a focus on multiple language acquisition and a greater emphasis on global history and geography?

Activity
It is clear that the developed and developing world display some conflicting trends, although there is a general convergence towards what is happening in the developed world. For example, the birth rate in parts of the developing world is increasing rather than decreasing (Index Mundi, 2009). What is the significance of this variation in terms of education for both the developed and developing worlds?

Activity
Moore's Law implies that computing power will continue to increase, for the foreseeable future at least. This is manifest in Specks and a similar development called mote (very small) computing. What do you think this will mean for learning and teaching?
Activity

It appears that trends in technology might help to bring about a future in which we all have the equivalent of our own personal digital cloud, information landscapes become richer and deeper and traditional locations where learning can take place will be abandoned. Considers each one of these in turn and decide how likely it is to occur, the impact it will have if it does become a reality and how quickly the effect will be felt. Taking into account your thinking on the technology issue and the other trends now decide which one of the three scenarios (if any) is most likely to occur and identify why.
**Big Question**

Watkins (1942: 214), when writing about the future of education during the Second World War, was moved to point out that this new order of things that were emerging was ‘not the arbitrary creation of a few geniuses nor of a few fanatical mentalities. Rather, it is the by-product of economic and social forces that have found their way irresistibly, cutting deep channels through the soil of traditions and institutions’ (Watkins, 1942: 214). Perhaps then the real question we should be asking about the link between technology and education is not what will happen but what do we want to happen?