BRIDGING THE DIVIDE: INTEGRATING AND POSITIONING SCHOOL LIBRARIES AND CURRICULUM WITH THE EMERGING TECHNOLOGIES: CASE STUDY OF CELEBRATION SCHOOL USER COMMUNITY

By Ariel Muvhunzwi
LIASA Durban Conference

Paper by Ariel Muvhunzwi (LIASA 2012)
GOOD AFTERNOON

- Ladies and gentlemen
- All protocols observed
INTRODUCTION

- My purpose of the presentation will focus on integration of school libraries, curriculum and emerging new technologies in the case of Celebration School, Harare, Zimbabwe.

- Emergence of new technologies have brought many changes in the mode of delivery of lesson and curriculum development.
The subjects comprising a course of study in a school or college.

In the 1970s Pinar (1974) produced a different term, ‘currere’ - the Latin infinitive of curriculum, because he wanted to highlight the running (or lived experience). He has subsequently elaborated on this term (Pinar et al., 1995; Pinar, 2004) and has emphasized its value in self-study via an autobiographical method.
Allsop and Woolnough (1990) explain that technology has developed along four different lines, each with its own traditions and character.

a) dominated by craft teachers.

b) focusing on hi-tech advances such as and electronics,

c) technology as an engineering course at the secondary level,

d) views technology as a subset of science.
The school use Abeka curriculum which is compressive yet complex.

- *A Beka Book* provides Christian schools and home-schools with outstanding curriculum and textbooks built on a foundation of academic excellence and Christian character training. Schools and home-schools benefit from our treasury of textbooks and teaching materials that reflect the very best in traditional education, comprehensive curriculum, and eternal truths. ([http://www.abeka.com](http://www.abeka.com))
CORE SUBJECTS IN ABeka CURRICULUM

At CS the students/learners are given a chance to utilise the library and technology.

The ABEKA curriculum designed to give freedom to the teacher and learners to adjust the content to fit the local environment/context.

Hence the school is designing the system that meet the vision and mission.

Library research Reports - students are required to carry out research on given topic(s).

Paper by Ariel Muvhunzwi (LIASA 2012)
INTEGRATION DIAGRAM

School Library
Book and non-book formats
The School and Church

Emerging Technologies
Social networks, internet, computers, iPhone, Kindle readers

Gaming and playing

Point of Integration of the three

Experimenting

Social life and peer pressure

Paper by Ariel Muvhunzwi (LIASA 2012)
VISION AND MISSION OF THE SCHOOL

- We intentionally develop students who are sought out globally for university because of their "can do" mindset, character, ability and willingness to lead.

- To develop students with a biblical worldview and Godly character, having an insatiable passion for learning and strong leadership ability in order to meet people's needs spirit, soul and body.
ACCESS TO TECHNOLOGY

 All the students and teachers have access to computers in their classroom
 Students in high school and some in elementary level have access to computers
 Evidence shows that 95% of the students (high school) have access to smart phones and laptops /Desktops
NEW TECHNOLOGIES

- Social networks are now order of the day for school children as they communicate everyday with friends (i.e Facebook, whatsapp, skype, Hi 5, BiNu etc)
- Increase in the use of tablets and smart phones or Iphones among students is high.
- Gaming on the computers and cellphone
- Use Ipods, kindle readers and laptops by teachers and students
LIBRARY ACCESS AND RESOURCES

- The library is open from 8.00am to 4.00pm Mon. to Thursdays and Fridays 8.00am to 3.00pm
- The library contains over 2000 volumes
- Have access to the internet and open access databases
- With a population of about 120 students, the student-book ratio is sustainable.
- Library corners in the classroom are available for easy access and instil reading culture for lower school level
Recommendation

- Use of ICT in libraries and classroom
- Regular teaching of information literacy skill to new and old students
- Use of social network to monitor progress and initiate discussion among students and teachers
Thank You