

Remodeling the School Social Environment through Technology Driven Curriculum in Nigeria

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Abstract

*The current curriculum seems to give teachers overwhelming power when interacting with students. **A curriculum is a collection of lessons, assessments, and other academic content that's taught in a school, programme, or class by a teacher. The paper views technology driven curriculum as a curriculum whose content could be accessed via the electronic technology. Technology driven curriculum could play a significant role and serves to enrich a traditional face-to-face classroom by introducing wider approach to the curriculum where learners and the facilitators could interact through divers' means. The paper describes school social environment as a setting that is characterized with freedom from abuse and violence, a climate of care trust and respect, social rapport and mental health promotion, opportunities for physical and recreation as well as opportunities for monitoring and role model. The paper believes, that through technology driven curriculum learning could be in synchronous or asynchronous delivery modes, because students as well as the teachers could access the curriculum and use it in the presence or absence of any of the two groups. The paper suggests some areas for remodeling among others to include students being made to play active against the passive role they play currently. Implications inter alia would be how to regulate technology in school depending on how fascinating some aspects are as well as the influence it would put on the learners. The paper concludes that remodeling is necessary because the current social setting seems not to permit social nearness.***

Keywords: Education, Remodeling, School Social Environment, Technology Driven Curriculum

Introduction

Education in this globalization era demands human resources with certain competencies in order to be able to adapt global demands. Some of these competencies are

critical thinking and problem solving skills, communication and collaborative skills, ability to create and innovate, literacy in communication and information technology, contextual learning, and literacy in media and information (Astuti, et al., 2021). Curriculum simply spells out the contents of subject, the expected performance objective, the teacher as well as the student activities and evaluation. **A curriculum is a collection of lessons, assessments, and other academic content that's taught in a school, programme, or class by a teacher** (Stauffer, 2020). Curriculum may also refer to a defined and prescribed course of studies, which students must fulfill in order to pass a certain level of education. The curriculum carries what the [societies](#) envisage as important teaching and learning constitutes the "intended" curriculum (Kelly, 2009). *With a good curriculum, the school social environment could be strengthening because the interaction with curriculum would have been strategized to reflect the technological era which is student centered.*

However, the conventional education system in Nigeria is tied to the manual curriculum where the accessibility and usability are limited as well as being the exclusive responsibility of the teacher. The implication of these scenarios in education system could only be imagined as some teachers would be tempted to teach outside the content and context. This could be responsible for some failure most students recorded in external examination as well as the inability of the students to succeed in school quiz and other related cognitive competitions. **When there is no curriculum, the teachers are no longer required to make syllabus and learning materials lack creativity. The school social environment would be greatly affected as interaction would be distorted. Hence, to remedy the school system especially in the Nigeria, there is the necessity to remodel the school social environment through technology driven curriculum. In other words, can technology driven curriculum bring about any significant impact in the school social environment? Meanwhile, technology** is perceived as a source of information that develops creative ideas and improvisation in the scientific field (Astuti, et al., 2021).

While there are many possible theories, anchored instruction theory by John Bransford (1990) was considered to give a base to the work. Anchored instruction is a major paradigm for technology-based learning. The theory advocates that curriculum materials should allow exploration by the learner. The initial focus of the theory was on the development of interactive videodisc tools that encouraged students and teachers to pose and solve complex, realistic problems. The video materials serve as "anchors" (macro-contexts) for all subsequent learning and instruction. The goal was to create interesting, realistic contexts that encouraged the active construction of knowledge by learners. The anchors were stories rather than lectures and were designed to be explored by students and teachers." The use of interactive videodisc technology makes it possible for students to easily explore the content.

From the theory it is obvious that the era of sequestering learners to what the teacher gives are over and learners need to be allowed to explore their school social environments while teachers would be on hand to facilitate and moderate the learning activities.

Concepts Analysis

School Social Environment

The impact of social dynamics of the school cannot be over accentuated. With the new normal occasioned by the novel coronavirus, educators are saddled with the responsibility of higher order thinking (HOT) which would translate to problems solving and minimize unnecessary rift between and among learners. Ekott and Jimmy (2019) averred that, school social environment is a tension system consisting of forces in a dynamic state of interaction that remains relatively stable over time. In view of the dynamics in the school social environment, there is a compelling need to consider various methods where the educators especially the teacher could possibly use to engage students or learners without necessarily breaching the trust and social bonding in the environment. Ekott and Jimmy (2019) describe school social environment as a setting that is characterized with freedom from abuse and violence, a climate of care trust and respect, social rapport and mental health promotion, opportunities for physical and recreation and opportunities for monitoring and role model.

Okeke (2016) conceives school environment as both man-made and natural conditions and provisions that are physically present as well as their consequent arrangements all of which are meant to contribute towards achieving the set school's objective. The author further stresses the social arrangement of individuals (learners, teaching and non-teaching staff) within the school system. However, the quest to remodel the school social environment through technology driven curriculum looks beyond the immediate school environment but focuses on the basic technology infrastructure which could possibly excite the students to interact confidently with the teachers.

Technology Driven Curriculum

Technology driven curriculum should incorporate all the necessary technological skills and gadgets to promote learning activities between the teacher and the taught. Through this, teacher as well as the learners would gain access to the curriculum since the new nature would be curriculum anywhere, anytime and anyhow. The use of technology in education today is common with many new teaching and learning tools being introduced and used. Instead of using the conventional paper-based and static learning materials, educators are looking at manipulating and utilizing dynamic learning materials. The impact of technology in transforming education, and how people teach and learn are huge (Kassim, 2013). Technology driven curriculum connotes a curriculum whose content could be accessed via the electronic technology. It plays a subordinate role and serves to enrich a traditional face-to-face classroom by introducing wider approach to the curriculum where learners and the facilitators could interact through divers' means. With the technology, learners cannot only view all types of content from text to pictures to music; they can also interact with it, alter it, create new content, and disseminate it back to a wider community. In addition, the medium is

well matched to the new requirements of education and training in the knowledge-based economy (Koller , et. al. nd). Through technology driven curriculum learning could be in synchronous or asynchronous delivery modes. In other words, students as well as the teachers could access the curriculum and use it in the presence or absence of any of the two groups. In most school system now, the curriculum is only exposed to the teachers and other school administrators in hard copies with students highly prohibited from touching it. In some aspects few schools could only boast of complete curricular in all subject, this makes accessibility difficult to teachers and students in the school system.

Suggested Areas for Remodeling School Social Environment via Technology Driven Curriculum

The current curriculum setting gives much power to the teachers while the taught seem to be groping in the unnecessary darkness. Technology driven curriculum school social environment should include:

1. Incorporating the necessary technological apparatus in the classroom setting where the activities of humans would be minimized thereby increasing even in piecemeal cyber interaction devoid of any form of cyber bullying. This calls for structural change not only in making the curriculum accessible, available and usable for all classes of learners technologically, but building technological driven infrastructure in schools which would facilitate interaction between the teachers and learners as well as among learners.
2. Technology driven curriculum should be robust system based to guard against unnecessary breakdown while users interact
3. Students should be made to dominate the process of using this curriculum. In other words, remodeling should make usability open to teachers and students; this would prompt students' dominance of the process.
4. Students should be made to play active against the passive role they play currently. For instance , the manual curriculum used in Nigeria spell out, the topic, performance objectives, content, teachers activities ,students activities , teaching aids and evaluation. More often than not, the students' activities remain participating in the discussion passively (Ministry of Education, 2013).This practice seems to be outdated which prompted a structure which aimed at achieving optimum school social environment.

Implications for the School Social Environment

The implication is that most teachers in school system who had encountered digital divide challenge would endeavour to be inclusive digitally or be phased out. It would seem to heap another burden on the education stakeholders who are still grappling with the integration of manual curriculum across school in Nigeria. Again it would reveal the status quo of technological infrastructures in most countries especially the developing ones that are

intended to drive the remodeling of the extant curriculum as well as the level of availability and usability. It also implies that, the classroom would be connected to the internet and every student would be expected to have electronic gadget to work. The situation would reveal that, the single most important tool the students will need to succeed in school, from a young age through college, is access to a steady Internet connection. Another great challenge would be how to regulate technology in school depending on how fascinating some aspects are as well as the influence it would put on the learners.

Conclusion

Distance learning is practiced in some culture even when the curriculum which spell the contents of what is learn and how it is learn is not exposed to the learners. Therefore, remodeling school social environment through technology driven curriculum is necessary because the current social setting seems not to permit social nearness with a new dimension of interdependence.

Recommendations

Based on the conclusion of the paper the following recommendations are raised,

1. Students should be exposed to technological curriculum contents as well as the expected student's performance to facilitate learning process.
2. Technological driven infrastructures should be gradually introduced into the school system to encourage diversified learning
3. Government policy on education in Nigeria should be remodeled to reflect the current technological issues concerning the curriculum.
4. Since the private sector in Nigeria is one of the major drivers of government policy, the sector should endeavour to assist government to actualize the objective of technological driven curriculum
5. Teachers especially those affected by digital divide should be willing to embark on re-training in order to facilitate the process of technological driven curriculum.

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