

# DECODE



## EDUCATION AND ICT

### THE 5 STAGES OF LOVE

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# 5 STAGES OF LOVE

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Stage 1: Falling In Love

Stage 2: Becoming a Couple

Stage 3: Disillusionment

Stage 4: Creating Real, Lasting Love

Stage 5: Using the Power of Two to Change the World



**TECHNOLOGY**



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## STAGE 1. FALLING IN LOVE

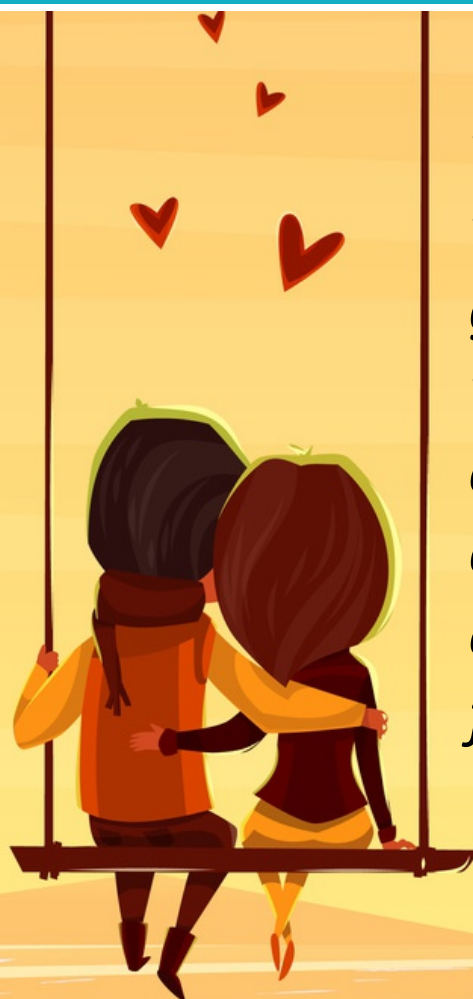
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*We are sure  
we will remain  
in love forever.*

*we project all  
our hopes and  
dreams on our  
lover*

*we imagine that they  
will fulfill our desires,  
give us all the things  
we didn't get as  
children, deliver on  
all the promises our  
earlier relationships  
failed to fulfill.*



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## STAGE 1. FALLING IN LOVE

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If we don't act  
now, we will fall  
behind

By MAGDALENA BALICA

Technology has the power to transform how people learn! The content we need is already available and free Digital learning materials will engage and motivate our children The introduction of technology will improve learning Today's children are digital natives and the 'net' generation they learn differently from older people. Learning has changed now we have access to knowledge through the internet, today's children don't need to know stuff, they just need to know where to find it. We must use technology because it is there! ICT will make more accessible and easy!

*Technology has the power to transform how people learn!*

*The content we need is already available – and free.*

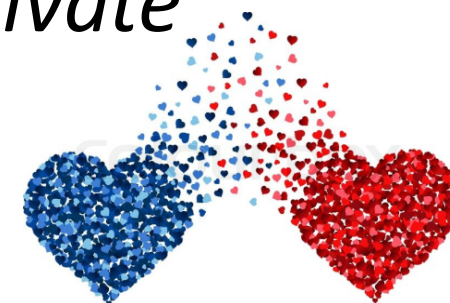
*Anytime, anywhere for evrybody*

*The introduction of technology will improve learning*

*Digital learning materials will engage and motivate our children*



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## STAGE 2 - BECOMING A COUPLE

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*our love deepens and we join together as a couple*



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## STAGE 2 - BECOMING A COUPLE

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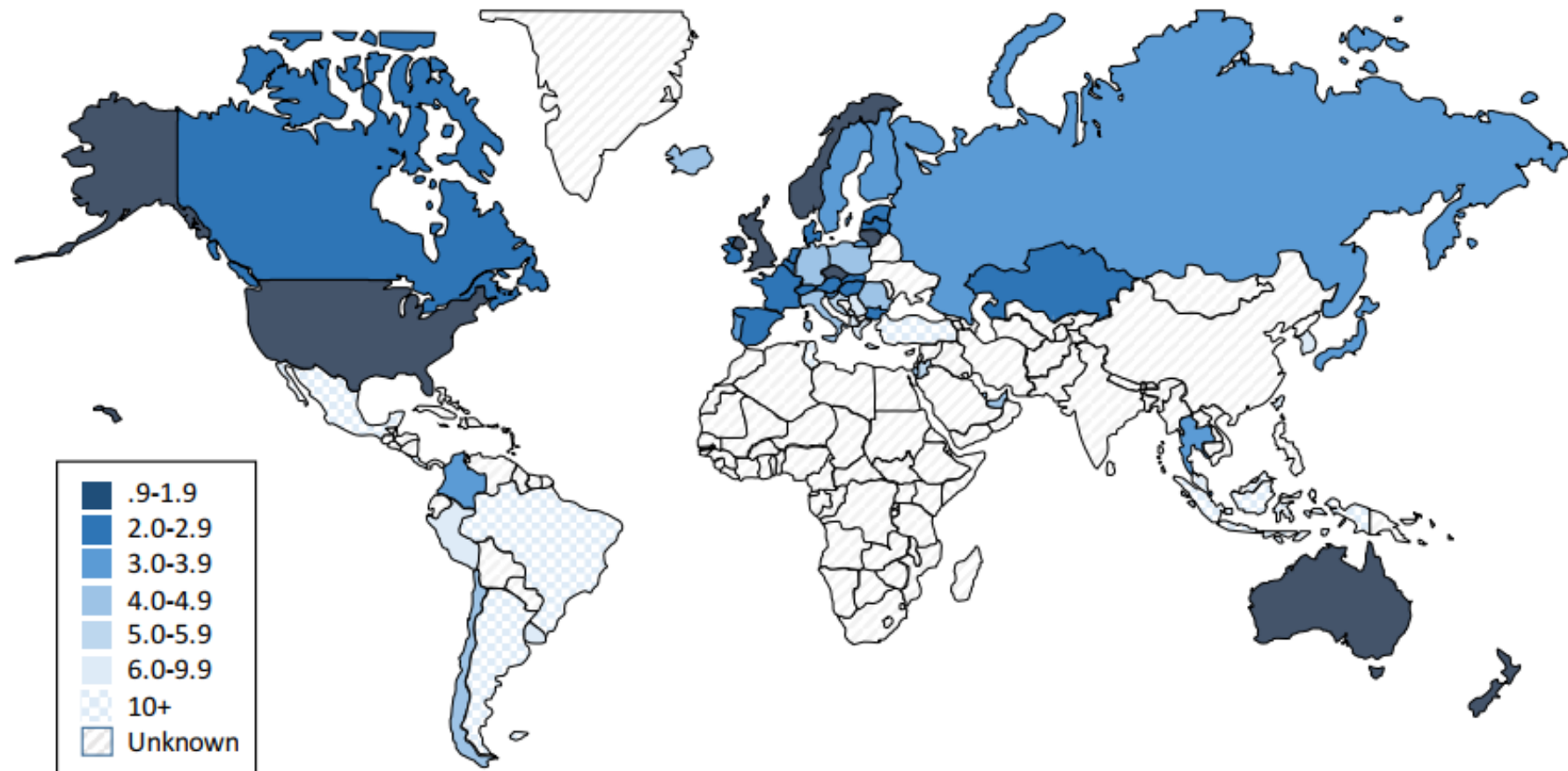


Figure 1. Number of students per school computer (OECD, 2015)



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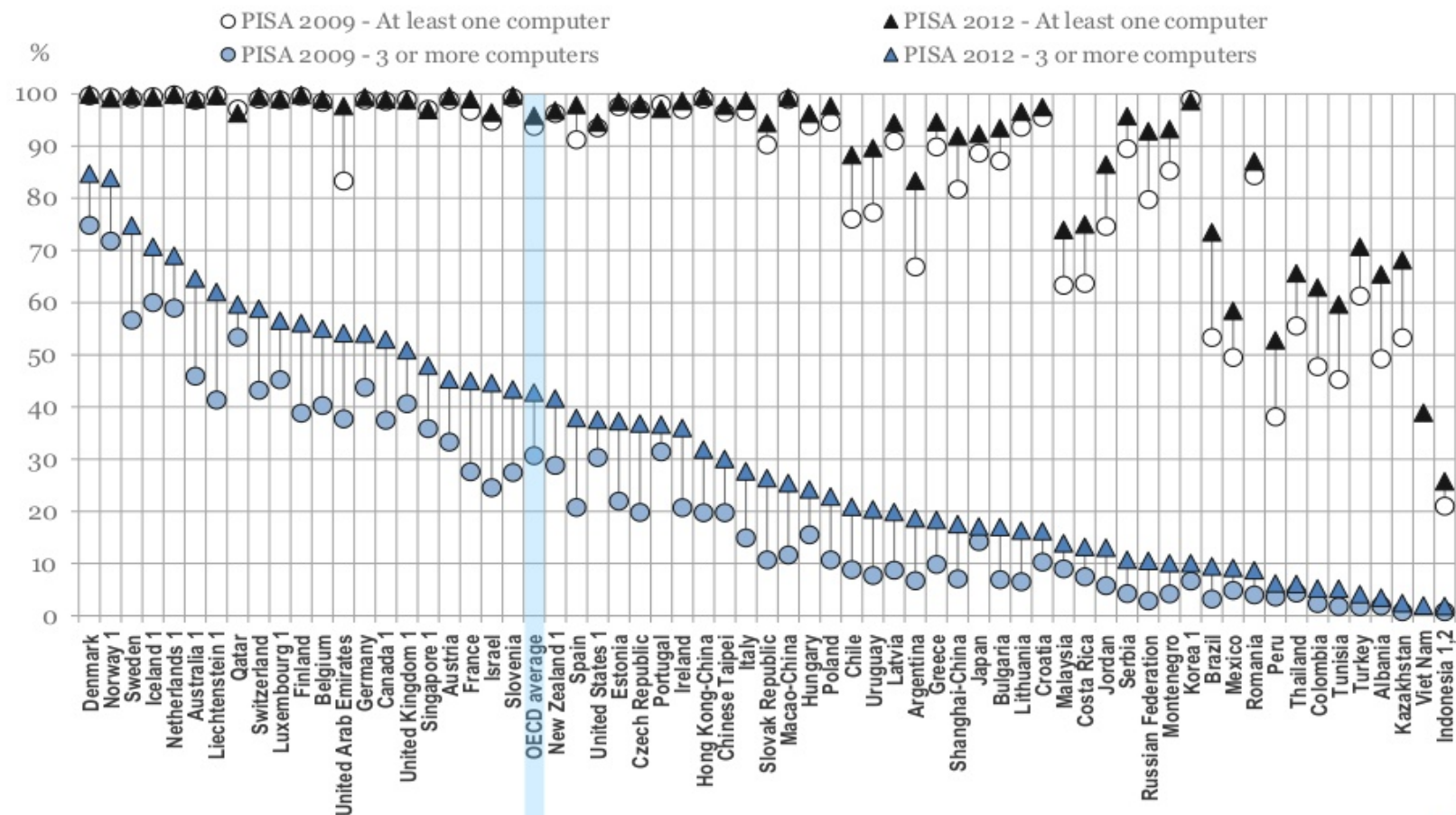
## STAGE 2 - BECOMING A COUPLE

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- 72% of students in OECD countries reported using computers in schools (OECD, 2015).

### Access to computers at home: Change between 2009 and 2012

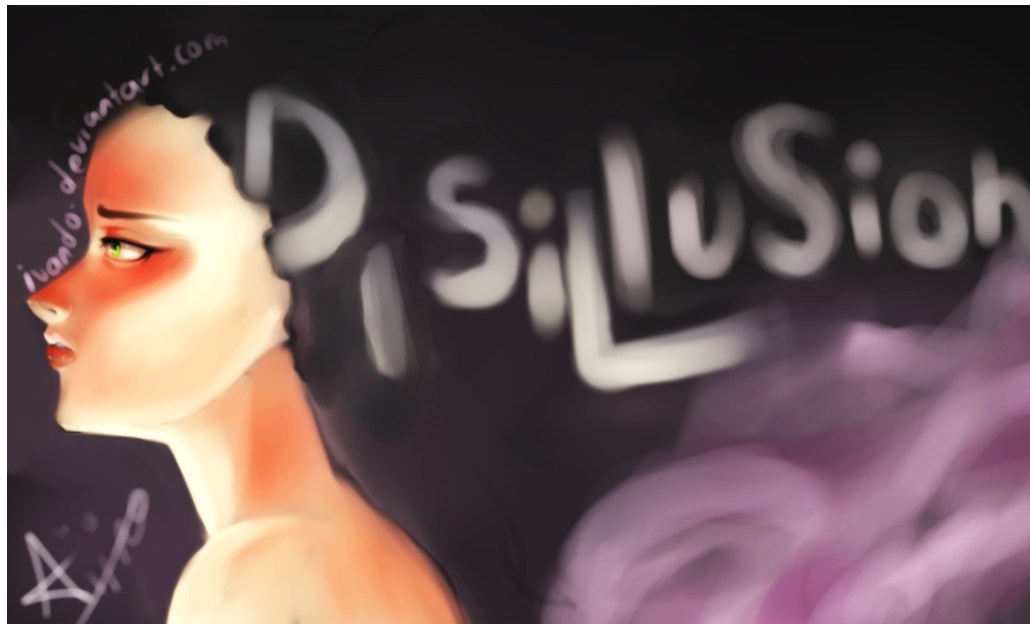


## STAGE 3 - DISILLUSIONMENT

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marriages collapse  
things begin to feel bad  
little things begin to bother us  
we feel less loved and cared for  
we feel trapped and want to escape



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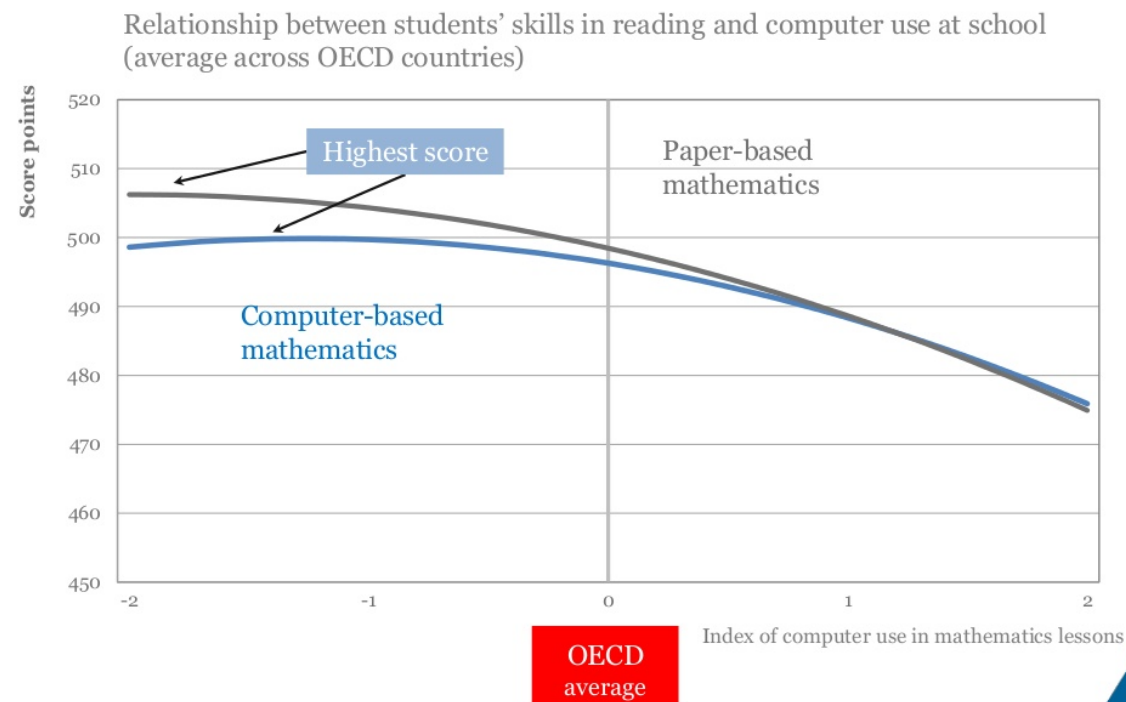
## STAGE 3 - DISILLUSIONMENT

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*things begin to feel bad... national investment in school computers and classroom technology does not correlate with improvements in pupils' performance on the PISA examination*

Students who do not use computers in maths lessons score highest in mathematics



Source: Figure 6.7



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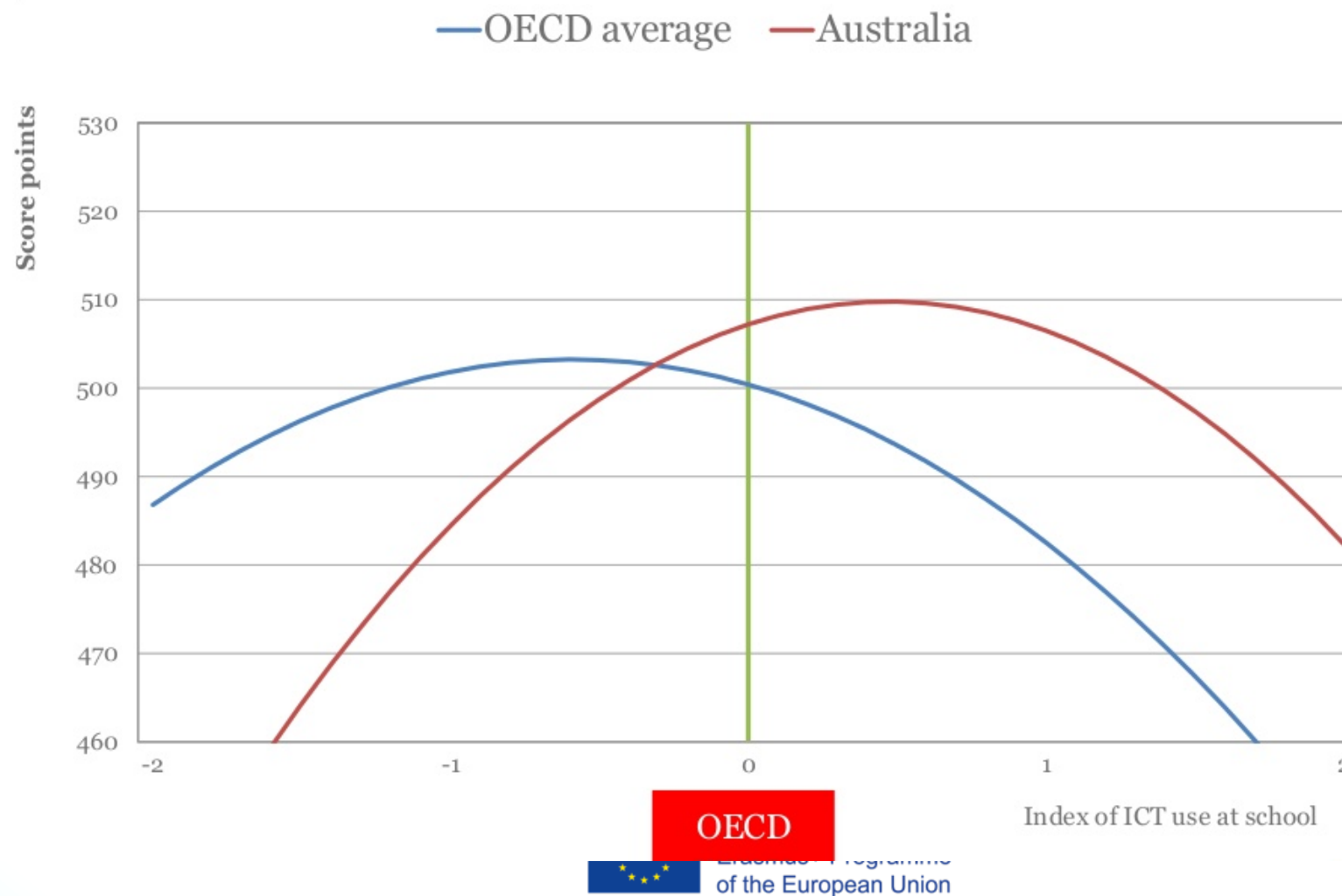


## STAGE 3 - DISILLUSIONMENT

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Students who use computers at school only moderately score the highest in reading





ICT screens lead to sleep disruption and deprivation, which impacts on learning, and is associated with obesity, and other physical disorders, such as computer vision syndrome.



Computer use in class disrupts the learning process and impairs learning outcomes for users and non-users alike; Smartphone, iPad, and laptop use in class results in student distraction and multitasking, which, impair learning and lead to neural addiction problems, such as internet addiction disorder and other psychological maladies.





Taking notes with pen and paper, as opposed to touch typing notes in class, leads to better learning outcomes; Learning with books and paper is superior to learning with e-books.



## STAGE 4 - CREATING REAL, LASTING LOVE

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Can we get to the core of what causes the pain and conflict?



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## STAGE 4 - CREATING REAL, LASTING LOVE

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Honesty .... Context wise Critical thinking.... Building together

- confronting the unhappiness in Stage 3
- we can get to the core of what causes the pain and conflict
- helping each other understand and heal the wounds
- the partner sees you and loves you for who you are



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## STAGE 4 - CREATING REAL, LASTING LOVE



### Honesty .... Context wise Critical thinking.... Building together

1. Recognize areas where computers might be useful or not
2. Teachers' attitudes and beliefs on ICT can be change only if they see that it is working in their real context
3. Better ICT recourses, apps and devices for teachers will not make better teaching
4. Digital native students needs support
5. ICT solutions are not that cheep as we pretend. Investments are important
6. Good practices example are limited in transfer
7. How transversal are the transversal skills in using ICT?



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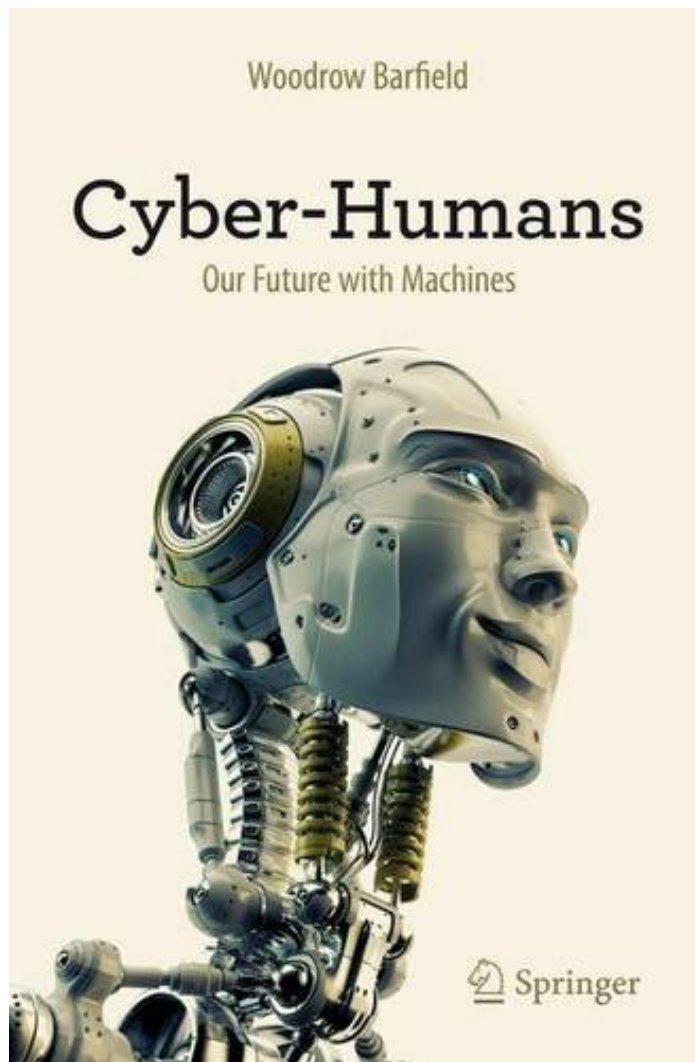


If we can learn to overcome our differences and find real, lasting love in our relationships, perhaps we can work together to find real, lasting love in the world.



# STAGE 5 - USING THE POWER OF TWO TO CHANGE THE WORLD

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- **IDENTITY**  
PERSONAL DEVELOPMENT
- **SECURITY**  
NEVER TOO EARLY TO LEARN
- **ETHICS**  
CRITICAL THINKING
- **SOCIAL INVOLVEMENT**  
EQUITY AND SOCIAL INCLUSIONS
- **PHILOSOPHY**  
ARE WE STILL HUMAN?



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# STAGE 5 - USING THE POWER OF TWO TO CHANGE THE WORLD

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