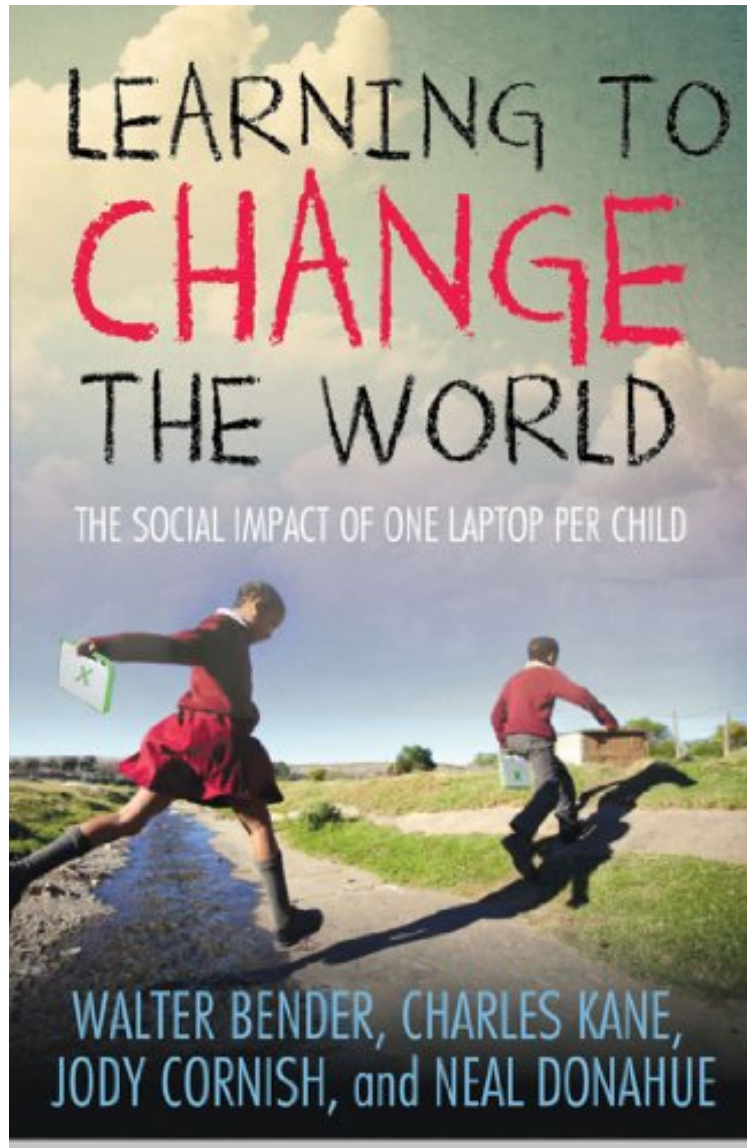


[Free download] Learning to Change the World: The Social Impact of One Laptop Per Child

Learning to Change the World: The Social Impact of One Laptop Per Child

Charles Kane, Walter Bender, Jody Cornish, Neal Donahue
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Charles Kane, Walter Bender, Jody Cornish, Neal Donahue : Learning to Change the World: The Social Impact of One Laptop Per Child before purchasing it in order to gauge whether or not it would be worth my time, and all praised Learning to Change the World: The Social Impact of One Laptop Per Child:

1 of 2 people found the following review helpful. Important book and a important set of topicsBy Gerald ArditoThis book is very much worth reading.The book does a really good job doing three things:1. Discussing and making clear

the theory of Constructionism and what it means in Education.² Discussing the conceptual and practical development of the OLPC XO Laptop and its deployments around the world.³ Examining how an organization can work toward social change.

Enjoy!(Full disclosure: I am on the oversight board for SugarLabs, and my dissertation research is mentioned in the book)

0 of 1 people found the following review helpful. Impressive work!

By Marie Ehrenberg

I recommend this book to anyone trying to do something to improve the opportunities of poor children around the world.

3 of 4 people found the following review helpful. The Untold Story Of OLPC

By Bhakta Jim

Back in 2005 the One Laptop Per Child project was introduced to the world. No doubt you've heard about the \$100 laptop with the hand crank. You may remember the overly optimistic projections of how many laptops would be distributed in the first year, and you might have read a lot of editorials on whether giving computers to children really helps their education. However, there is a lot to this project that did not get much coverage, and this book will tell you what you missed.

OLPC was not just about laptops. There was a philosophy called constructionism that went with the laptops: the idea that children could and should take an active role in their own education, and that some of the most rewarding educational experiences a child could have might take place outside the classroom, when the child uses the computer to explore subjects that interest him. The user interface of the laptops (called Sugar) was designed to encourage students to work together to solve problems. The software provided Activities that made it useful for learning every subject, not just "computer literacy". Older students could create their own Activities, and even work on improving Sugar itself, and many have done just that.

Contrary to what you may have read elsewhere, OLPC is actually a successful project that has improved education for millions of children. I have been following this project almost from the beginning and there was a lot of information in this book that was new to me. I recommend the book to anyone who is interested in education and the right way to use computers to improve it.

UNESCO estimates that eleven percent of primary school-age children; seventy-two million worldwide; are not enrolled in or attending school. Children who do attend may find themselves in schools that lack adequate space, facilities, or resources; impossible situations for learning. It is against this backdrop of profound need that One Laptop per Child (OLPC) emerged in 2005. The mission of the organization is to "empower the children of developing countries to learn." They created the first affordable netbook specifically built to withstand harsh climates and the handling of young children; the bright green and white XO. At the 2005 World Economic Forum, Nicholas Negroponte, the MIT researcher who co-founded the Media Lab and OLPC, introduced the XO laptop to the world and described a new approach to changing education in developing countries. First, children must have access to information (through low-cost data communications) and the tools to educate themselves (affordable computers and learning software). Secondly, the fundamental approach to education must shift from passive knowledge acquisition to active construction of knowledge (learning how to learn). Thirdly, OLPC planned to build an organization with the capability to deliver these computers and support these shifts globally. It was an audacious vision of how to bring about a massive educational change. *Learning to Change the World* is the story of One Laptop per Child; a story that will resonate with entrepreneurs and social innovators in any field. OLPC is an example of a non-profit organization with aspirations for systemic change on a global scale, yet wrestling with tough questions that will be familiar to any social entrepreneur: how to ensure market forces support the scale up of a social program; how to balance the need to repeat past successes but still leave room for innovation; how to leverage a network to expand impact beyond your original capabilities; and how to help people without creating dependence. The authors set out to tell the real story of their journey; both successes and failures. For both ardent supporters and critics alike, this book presents both an invitation and a challenge: to set aside preconceived notions about OLPC and read the inside story of the origins and evolution of the organization.