

# Educational Policy Analysis Debates and New Learning Technologies in England

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## INTRODUCTION

New education policies and reforms have always encouraged analysts to scrutinise their effects and implications on education and training provisions. However, there has never been an agreement among different “factions” of analysts on which policy analysis framework(s) should be applied. The primary purpose of this article is to analyse educational policy in conjunction with a strategy for new technologies in education in England and draw some lesson for a wider context. To this end the process of the first major new technology policy on Further Education (FE), “Networking Lifelong Learning: An Information and Learning Technology Development Strategy for FE” (ILTSFE), Further Education Funding Council (FEFC) (1999a) has been examined.

To put the discussion in context, a synopsis of the major debates on educational policy analysis, particularly between the Pluralists and the Marxists are assessed. The main perspectives of educational policy analysis are explored to substantiate an argument that multiple perspectives should be applied in education policy analysis. A “policy spiral” model of education/new technologies is proposed as an alternative to the “policy cycle” framework, introduced by Ball (1990).

## BACKGROUND

Governments around the world have acknowledged the necessity to plan strategically to exploit the social, economic and personal benefits of new technologies within a context of global competitiveness and continuous change. Selwyn (2011, p. 55) observes that following the publication of the Clinton-Gore administration’s National Information Infrastructure in 1993, governments across the globe passed legislation to augment technological resources – hardware, software, network

and training support. The UK National Grid for Learning, German Schulen ans Netz, and the Singaporean ICT Masterplan are examples of early policies drives. He summarises:

*...[C]ountries such as the UK and US saw the launch and re-launch of often indistinguishable national educational technology policies and local initiatives throughout 1980s... [From the mid 1990s] onwards the field of educational technology [...] has attracted the sustained attention of policy-makers, figuring ever more prominently in the education policy agendas of countries around the world.*

Selwyn (2011) concludes that now nearly every country in the world has made and implemented an educational technology policy.

The last UK Labour Government took various separate policy initiatives such as ILTSFE on new technology in education, particularly FE. From around year 2005, the Government attempted to coordinate its policy by linking different education, ICT and social reform policies to improve educational access, quality and widen participation to those social groups traditionally excluded from learning. The Government invested hugely in these initiatives. The current analysis concentrates on ILTSFE for its historical significance.

## Debates on Educational Policy Analysis

Educational reforms have provided educational researchers with the opportunity to study changes and examine theoretical perspectives and methodological approaches to policy research. These studies debate the educational policy analysis perspectives held by the Pluralists and the Marxists who have particularly differing approaches to the role of the State in education policy and its reforms (Ranson, 1995). The Pluralists view is

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
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