Concept-guided development of classroom use of ICT

Concept-specific types of ICT use and their integration into teachers’ practices

de Koster, S.

Citation for published version (APA):

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: https://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.

UvA-DARE is a service provided by the library of the University of Amsterdam (http://dare.uva.nl)
Concept-guided development of classroom use of ICT: developing classroom use of ICT with a strong link to the school's educational concept

Does a concept-guided approach in schools with either a ‘traditional’ or an ‘innovative’ educational concept contribute to the development of ICT use that becomes integrated in the teachers’ classroom practices?

In order to answer this question we performed four, mainly qualitative, studies in five primary schools: two ‘traditional’ and three ‘innovative’ schools that participated in a two-year ICT innovation project.

These studies showed that concept-guided development of ICT use can lead to distinguishable types of ICT use in schools with different educational concepts. The developed ICT use became integrated into the teachers’ practices, although this integration was not necessarily sustainable.

We conclude that it is a promising approach that can help schools realise the potential of classroom technology, but that concept-specific differences need to be taken into account.

Concept-guided development of classroom use of ICT: Concept-specific types of ICT use and their integration into teachers’ practices

Does a concept-guided approach in schools with either a ‘traditional’ or an ‘innovative’ educational concept contribute to the development of ICT use that becomes integrated in the teachers’ classroom practices?

In order to answer this question we performed four, mainly qualitative, studies in five primary schools: two ‘traditional’ and three ‘innovative’ schools that participated in a two-year ICT innovation project.

These studies showed that concept-guided development of ICT use can lead to distinguishable types of ICT use in schools with different educational concepts. The developed ICT use became integrated into the teachers’ practices, although this integration was not necessarily sustainable.

We conclude that it is a promising approach that can help schools realise the potential of classroom technology, but that concept-specific differences need to be taken into account.

Concept-guided development of classroom use of ICT: Concept-specific types of ICT use and their integration into teachers’ practices

Does a concept-guided approach in schools with either a ‘traditional’ or an ‘innovative’ educational concept contribute to the development of ICT use that becomes integrated in the teachers’ classroom practices?

In order to answer this question we performed four, mainly qualitative, studies in five primary schools: two ‘traditional’ and three ‘innovative’ schools that participated in a two-year ICT innovation project.

These studies showed that concept-guided development of ICT use can lead to distinguishable types of ICT use in schools with different educational concepts. The developed ICT use became integrated into the teachers’ practices, although this integration was not necessarily sustainable.

We conclude that it is a promising approach that can help schools realise the potential of classroom technology, but that concept-specific differences need to be taken into account.

Concept-guided development of classroom use of ICT: Concept-specific types of ICT use and their integration into teachers’ practices

Does a concept-guided approach in schools with either a ‘traditional’ or an ‘innovative’ educational concept contribute to the development of ICT use that becomes integrated in the teachers’ classroom practices?

In order to answer this question we performed four, mainly qualitative, studies in five primary schools: two ‘traditional’ and three ‘innovative’ schools that participated in a two-year ICT innovation project.

These studies showed that concept-guided development of ICT use can lead to distinguishable types of ICT use in schools with different educational concepts. The developed ICT use became integrated into the teachers’ practices, although this integration was not necessarily sustainable.

We conclude that it is a promising approach that can help schools realise the potential of classroom technology, but that concept-specific differences need to be taken into account.
Concept-guided development of classroom use of ICT: concept-specific types of ICT use and their integration into teachers’ practices

Sandra de Koster
Concept-guided development of classroom use of ICT: concept-specific types of ICT use and their integration into teachers’ practices

ACADEMISCH PROEFSCHRIJT

ter verkrijging van de graad van doctor

aan de Universiteit van Amsterdam

op gezag van de Rector Magnificus

mw. prof. dr. ir. K.I.J. (Karen) Maex,

ten overstaan van een door het College voor Promoties ingestelde commissie,

in het openbaar te verdedigen in de Agnietenkapel

op dinsdag 16 mei 2017, te 14.00 uur

door

Sandra de Koster

geboren te Venray
Promotiecommissie:

Promotor: Prof. Dr. M.L.L. Volman Universiteit van Amsterdam
Co-promotor: Dr. E.J. Kuiper Universiteit van Amsterdam

Overige leden: Prof. dr. J. van Braak Universiteit Gent
Dr. M.H. Kral Hogeschool van Arnhem en Nijmegen
Prof. dr. C.A.M. van Boxtel Universiteit van Amsterdam
Prof. dr. F.P. Geijsel Universiteit van Amsterdam
Prof. dr. J.M. Voogt Universiteit van Amsterdam

Faculteit der Maatschappij- en Gedragswetenschappen
Contents

Chapter 1  General introduction ................................................................. 7

Part I  Types of ICT use that were developed

Chapter 2  Concept-guided development of ICT use in ‘traditional’ and ‘innovative’ primary schools: what types of ICT use do schools develop?... 21
Chapter 3  Interactivity with the interactive whiteboard in ‘traditional’ and ‘innovative’ primary schools: An exploratory study ................................. 41

Part II  Integration of the developed ICT use

Chapter 4  Concept-guided development of technology use in ‘traditional’ and ‘innovative’ schools: quantitative and qualitative differences in technology integration .......................................................................................... 70
Chapter 5  Sustainability of technology integration in the classroom in a ‘traditional’ and an ‘innovative’ school ......................................................... 96

Chapter 6  Summary and general discussion .............................................. 121

References .................................................................................................. 132
Nederlandse samenvatting [Dutch summary] ................................................ 145
Papers in this dissertation and contributions of co-authors ...................... 157
About the author .......................................................................................... 160
List of publications ...................................................................................... 161
Acknowledgements / Dankwoord .............................................................. 163