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

Sandra de Koster
This research was funded by Kennisnet and APS-IT Diensten.

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Print     Ipskamp, Enschede

ISBN     978 94 028 0611 3
Concept-guided development of classroom use of ICT: concept-specific types of ICT use and their integration into teachers’ practices

ACADEMISCH PROEFSCHRIFT
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:

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