Concept-guided development of classroom use of ICT

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

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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.

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Sandra de Koster
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Sandra de Koster
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ten overstaan van een door het College voor Promoties ingestelde commissie,
in het openbaar te verdedigen in de Agnietenkapel
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