Concept-guided development of classroom use of ICT

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

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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-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

Op dinsdag 16 mei 2017 om 14.00 u in de Agnietenkapel van de Universiteit van Amsterdam Oudezijds Voorburgwal 231 Amsterdam.

Na afloop van de promotieplechtigheid bent u van harte welkom op de receptie in Frascati Café, Nes 63 te Amsterdam.

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