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The role of the teacher in the use of ICT

by [Alba Florez](#) 09/05/2014



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The role of the teacher in the use of ICT

1. REFERENCES: Wheeler, S. (2000)
<http://www2.plymouth.ac.uk/distance>

2. The Faribault system in Minnesota
media work.

3. Government encourages schools to use the National Grid of Learning funds

4. What will be the long term impact of ICT?

4.1. ICT was originally intended to serve as a tool for communication.

4.2. It can also be used to promote collaboration and learning.

4.3. Shared learning resources: Use of video and even between schools in the same district.

4.3.1. Students and teachers enjoy the facility to share resources.

4.3.2. Videos are used to post timetables, projects and assignments.

4.4. Shared learning spaces: Networked computers allow students to share work spaces and communicate with each other.

4.4.1. 8 years old children can use networked software to create presentations.

4.4.2. 10 years old interact with pen pals in other countries.

4.4.3. Students develop literacy construction, keyboarding and digital citizenship.

4.5. Promotion of collaborative learning: Realizing that learning is collaborative in nature.

4.5.1. Collaborative learning with ICT playing a central role in individual and group projects.

4.6. The move towards autonomous learning and self-paced learning on how they approach study, requiring less direct supervision.

5. What kind of skills will teachers need in a digital learning environment? With the proliferation of ICT in education because:

5.1. ICT will cause certain teaching resources to be distributed in several classrooms, new electronic resources will be available.

5.2. ICT may also make some assessment methods more automated and a humanistic approach can be used.

5.3. It is no longer for teachers merely to impart knowledge, but to provide information literacy and nurture collaborative learning.

5.4. One of the roles of teachers in electronic learning is to provide feedback.

5.4.1. Identification, clarification and authentication of content.

5.5. Teachers must begin to reappraise the methods of teaching to meet the requirements of the human thought.

6. The UK experience

6.1. Schools are developing websites and using ICT to enhance learning.

6.2. Students are submitting their works via e-mail to the teacher's mailbox.

6.3. All British teachers were trained by the government in the use of ICT.

6.4. Teachers are being supported to buy laptops at half the retail price.

6.5. New working practices will evolve with teachers working more collaboratively with colleagues and children.

6.6. Schools will be encouraged to work together in clusters using ICT as a communication method.

6.7. The growth of connections to the internet in primary schools was from 17 to 63% and in secondary schools from 83 to 93%.

7. The US experience

7.1. Students and teachers view monitors showing a comprehensive range of information (bulletins) and news.

7.2. Students write, produce and present their own television programs that are broadcast on the network.

7.3. There are autonomous but guided works, teachers enable rather than control learning activities.

7.4. Flexible ways of working are observed.

7.5. Children are instructed from the first grade.

7.6. 5 years old students are using ICT as a resource to think and communicate.

7.7. Seven years old are maintaining correspondence with overseas pen pals.

8. Trend and alternative futures


8.1. The internet if bandwidth and costs allow, will become even more ubiquitous than now, providing vast, almost infinite quantities of learning material stored around the world and accessible wherever.

8.2. Tele-immersion through the use of virtual reality technology may eventually become true for some schools (Xerox-digital paper)


8.3. Wireless communication is happening and we must be prepared for the changes this will bring to our classroom as well as to our society in general.

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