

# GOOD TO GREAT ICT TEACHER

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## Good quality teaching and learning with ICT

Five features of effective practice:



### Autonomy:

Pupils develop autonomy through their use of ICT. They take control of their learning. They engage with the technology and work independently or with others

## Characteristics of autonomy

- Pupils make decision about which application or hardware is best suited to a task.
- Pupils develop their own ways of thinking about the task and develop their own strategies for overcoming problems.
- Pupils use teacher intervention effectively to move them on to the next stage in their thinking.
- Pupils use peer intervention effectively to develop their thinking. They recognise the potential of feedback from others to improve their work.
- Pupils participate actively in formative assessment of their work. They know and understand how their work will be assessed and use these criteria to improve their work.
- Pupils access independent, student-centred resources and use them to effect.



### Capability:

Pupils develop the knowledge and skills that enable them to use new technologies efficiently and effectively

### Characteristics of capability

- Pupils are developing good ICT skills that they deploy appropriately to the task in hand, with increasing confidence and competence.
- Pupils transfer and apply their skills using ICT effectively to support learning in other subjects.
- Pupils develop the ability to make critical judgements about the contribution of ICT to their work and understand the value of using ICT.



### Creativity:

Students' creativity is inspired by their use of ICT. They will find opportunities to be creative using ICT.

### Characteristics of creativity

- Pupils are inspired to be creative with ICT.
- Pupils release their creative ability through a range of ICT tools.
- Pupils use ICT to explore styles of communication and expression.
- Pupils are innovative / creative in their use of ICT.
- Pupils explore the possibilities of multimedia tools, enabling them to create in the styles readily available to them in games, CDs and television.



### Quality:

Students use ICT to develop their ideas and improve the quality of their work by using source materials available for them.

### Characteristics of quality

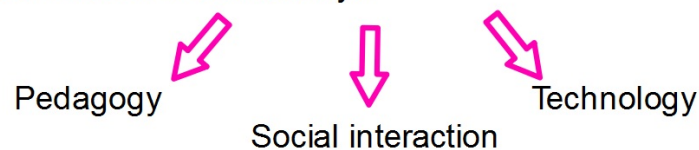
- Pupils use ICT to present and communicate their ideas to a high standard, redrafting as necessary to produce better quality outcomes.
- Pupils engage in thinking about the task in hand. They explain what they have done and why.
- Pupils are engaged in high quality thinking and analysis through decision-making, predicting, hypothesising and testing.



## Curriculum Constructivism And Integration Of ICT

★ "Effective integration of Information and Communication Technology (ICT) into teaching and learning is becoming an **essential competency** for teachers."

Design of these components should help teachers to integrate ICT into their curricula in effective ways.



✓ Teachers need to plan thoughtfully before they start ICT integration into a curriculum. They have to choose the correct ICT tools.



### Constructivist learning theories

◇ Knowledge is actively constructed by learners rather than transmitted by the teacher.

◇ Learners are active knowledge constructors.

➡ Numerous instructional design models are currently available to help teachers integrate ICT into a curriculum.

Examples of these include:

- The ASSURE model (Analyse learners; State objectives; Select media and materials; Utilise media and materials; Require learner participation; Evaluate and revise) described by Heinich, Molenda, Russell, & Smaldino (2001),
- The ICARE (Introduce; Connect; Apply; Reflect; Extend) model (Hoffman & Ritchie, 1998)
- and the systematic planning model (Wang & Woo, 2007a).

## **RESOURCES**

- <http://www.uv.mx/facpsi/proyectoaula/documents/learning.pdf>
- <http://revolution.caret.cam.ac.uk/pdfs/bectaadvice.pdf>



