

MODELS OF EDUCATIONAL INTEGRATION OF ICTS IN THE CLASSROOM

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INTRODUCTION

This paper results from the research project "One computer per child policies in Spain. Visions and practices of teachers before the Escuela 2.0 program. A comparative analysis between autonomous communities" (TICSE 2.0, funded by the National Plan I +D +i of the Ministry of Innovation and Science.

Use and teaching practice of ICT in the classroom

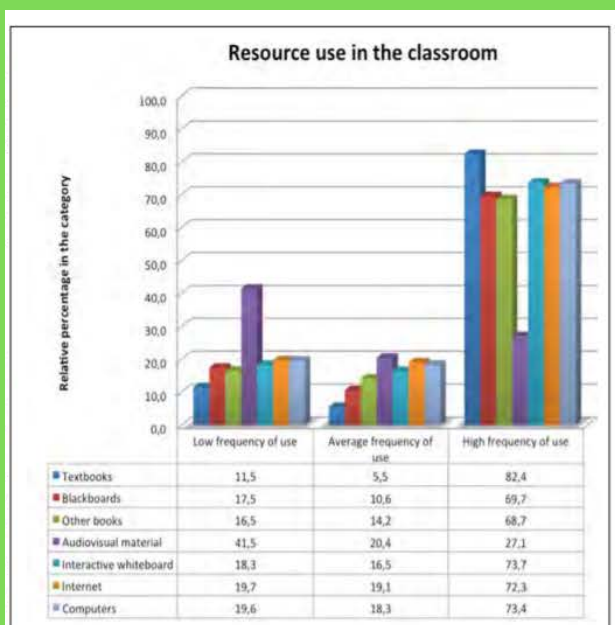
Relevant line in educational research in recent years. According to the OECD report (2015) less than 40% of teachers in the countries studied use ICT as part of the teaching process.

Usage patterns and models

Changes and innovations in school culture are always conflictive. Different authors have tried to identify the typologies of ICT use by teachers.

METHODOLOGY AND RESULTS

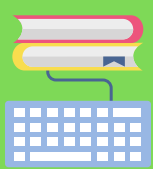
The research design used was a descriptive correlational one, based on a survey study. The total sample was extracted according to the availability of ICT resources in the classroom. A sample of 3,164 teachers from 15 Autonomous Communities was analyzed.



The group of teachers with intensive ICT integration includes older teachers (45 to 55 years old) and those with more teaching experience.

ICT are integrated more by Primary Education teachers, while those who do it less are Secondary Education teachers.

CONCLUSIONS



The introduction of ICT resources does not displace traditional resources, but leads to hybrid or mixed models, in which both types of resources coexist in the classroom.



In classrooms with an abundance of digital technologies, the textbook continues to be the resource most frequently used by the greatest number of teachers.



New digital media such as interactive whiteboards (PDI) are displacing and replacing traditional audiovisual media, such as slides.



Policies for the massive provision of ICTs in schools have an important role to stimulate the use of these technologies.

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