

Workshop 1

Deciding when and when not to use ICT

Objectives

This workshop will consider when and when not to use ICT, based on the teaching and learning objectives you are considering.

Introduction to the workshop

You will probably agree that very often we use ICT 'because it's there' or 'because ICT capability must be delivered'.

The reality is that ICT offers a valuable teaching tool, which has the potential to enhance and extend work in all subjects. It can also be a good choice for teachers and pupils in preparing their work efficiently and achieving a high standard of presentation.

Given this, it may seem that ICT is always the best option. This is not so. The use of ICT is not automatically beneficial and there are times when it would be unwise to use it. A simple example would be a lesson on graphs with Year 2 children. If the objective is to learn how to interpret a graph of their own data, then ICT would be the best choice. If the objective were to learn how to plot a graph from their own data then ICT would not be appropriate. The teacher's skill is being able to decide when to use ICT and when not to.

Activity

1a

- Working in pairs or small groups, look at the document entitled 'Learning Situations'.
- Your task is to consider each of the examples, noting particularly the objective of the task.
- You should decide whether or not using ICT might be an appropriate method of achieving the objective.
- Try to agree on a decision for each situation and give a reason for your decision.
- You may put a question mark in the box if you are not sure or have no experience of trying this activity out and need some guidance.
- Then try to think of one further occasion when ICT would be a useful tool to teach with and one where it would not.

