Digital students, analogue institutions, teachers in extinction.

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Teaching Quality and Internet in the Classroom


Digital students, analogue institutions, teachers in extinction

\[ y = 0.0859x^2 + 0.0741x + 2.4327 \]

\[ R^2 = 0.8948 \]
## Information Society Citizens

<table>
<thead>
<tr>
<th>Worker / Customer / Citizen</th>
<th>Self-programmable</th>
<th>Generic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connected</td>
<td>Source of innovation and value creation</td>
<td>Executor</td>
</tr>
<tr>
<td>Disconnected</td>
<td>Diamond in the rough but invisible to networks</td>
<td>Structurally irrelevant to the system</td>
</tr>
</tbody>
</table>

**Based on Castells (2000, 2004)**

- **Inequality**
- **Exclusion**
- **Digital students, analogue institutions, teachers in extinction**
Data from OECD (2007)

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Students: Use of computers/Internet

Write documents

- Almost every day: 17%
- Once or twice a week: 35%
- Few times a month: 24%
- Once a month or less: 11%
- Never: 10%
- (n.a.): 3%

Collaborate through Internet

- Almost every day: 10%
- Once or twice a week: 16%
- Few times a month: 14%
- Once a month or less: 15%
- Never: 41%
- (n.a.): 4%
Students: Where do they use computers/Internet

Data from OECD (2007)

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Where do people learn computer/Internet use?

Data from INE (2007)

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Typology of the lack of resources at schools

Quality of schools’ educational resources

- Shortage or inadequacy of science laboratory equipment: 16%
- Shortage or inadequacy of instructional materials (e.g. textbooks): 5%
- Shortage or inadequacy of computers for instruction: 18%
- Lack or inadequacy of internet connectivity: 9%
- Shortage or inadequacy of audio-visual resources: 17%
- Shortage or inadequacy of library materials: 14%
- Shortage or inadequacy of computer software for instruction: 21%

Data from OECD (2007)
Teaching uses of the Internet: community

Internet use by teachers with community goals

- Communication with professionals not from the school
- Communication with other teachers from other schools
- Communication and teamwork with the rest of the faculty
- Mothers and fathers participating in classes
- Taking part in educational projects with other schools
- Teamwork between students in the classroom
- Communication with students and between them in the classroom

Teaching uses of the Internet: communication and information

Teachers' use of the Internet outside the classroom

- Other
- Communicate with the parents
- Communicate with the students
- Take part into professional discussion fora, outside the school
- Communicate with the rest of the faculty
- Create and update content for my subjects
- Communicate with other professionals not from the school
- Don't use the Internet
- Communicate with teachers from other schools
- Manage academic/administrative stuff
- Get software I use in my teaching activity
- Be up-to-date about professional activities (conferences, calls, ...)
- Search information to prepare my classes

Conclusions?

- Students look for information, communicate and collaborate through the Internet, but not in the classroom,

- because there are no resources – due to lack of financing, leadership at school por falta de posibilidades económicas, liderazgo en la escuela o estrategia fuera de ella –,

- así que el uso de Internet en la docencia es intensivo en información, pero escaso en comunicación y colaboración,

- y porque los profesores o no saben o no pueden aplicar las TIC en clase,

- a pesar de que hacen todo lo posible – como formarse – e incluso lo consiguen, aunque fuera del aula.
## Strategies?

<table>
<thead>
<tr>
<th>Level</th>
<th>ICT4D</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>INFRASTRUCTURES</td>
<td>Push</td>
</tr>
<tr>
<td></td>
<td>ICT SECTOR</td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td>(DIGITAL) LITERACY</td>
<td>Pull</td>
</tr>
<tr>
<td></td>
<td>LEGAL FRAMEWORK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>USES (CONTENT &amp; SERVICES)</td>
<td></td>
</tr>
</tbody>
</table>

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