

## Why integrate technology into the curriculum?

Is it good for the lesson? Is it good for the educators and/or the learners? Is it good for the school?

Here are three good reasons why integrating technology into the curriculum makes sense:

1. **Efficiency:** Learners can access a larger variety of resources. They have new and faster ways of gathering, sharing and manipulating information, and producing work.
2. **Engagement:** It enables the educator to engage learners longer, actively, by accommodating a wide range of authentic teaching and learning strategies.
3. **Innovation:** Class content moves beyond rote learning to foster innovation and creativity, engaging learners through multimedia or multi-sensory experiences.

## How could ICT integration help your school?

Get together with 2 or 3 educators from your school.

1. Look through the *Benefits of ICT Integration* list and write 1, 2 or 3 next to each point, corresponding to the 3 reasons above. Some benefits may fit with more than one reason.
2. Now, choose the 10 benefits that you feel are the most compelling for your school's situation. Write them in order of importance, on the chart.
3. Can you think of any benefits that are missing from the list? Add them to your chart.

## Benefits of ICT Integration

It's possible to put forward a number of common characteristics that the use of ICT either enables or enhances.

**For learners** it should mean improved educational outcomes, with higher standards of attainment and the acquisition of important skills such as digital and visual literacy. ICT:

- should help to make learning more differentiated and customised to individual needs, and deliver a more exciting and enjoyable learning process
- encourages broadened horizons with more opportunities for creative expression;
- offers flexibility to study where, when and in ways best suited to individual needs and preferences;
- allows for increased motivation through learning that stimulates, stretches and takes into account prior and concurrent experiences;
- provides for personalised feedback on progress, and the ability to record and share achievements with others;
- offers wider access to learning and participation, particularly for learners with special educational needs and disabilities;
- helps make better informed choices through greater access to information, guidance and support services; and
- provides the ability to make sensible choices about when, when not, and how to use new technologies to enhance, extend and enrich their learning, reflecting the increasingly ICT-rich environment in which they live and learn.

**For educators and support staff** it should contribute to improved professional status, help to increase capacity and provide opportunities for career development. It should also mean:

- access to a comprehensive range of advice, guidance and support for teachers of all subjects at all levels on how ICT can be used effectively across the curriculum;
- opportunities to access a wide range of resources that simplify the preparation and enrich the delivery of lessons;
- more sophisticated use of pupil data, including the matching of teaching and learning styles and the setting and tracking of individual learning goals;
- revitalised professional networks supporting communication and collaboration, including the sharing of resources and best practice, within and between schools;
- support for workforce remodelling through the automation of routine administrative tasks;
- increased opportunities to develop innovative and creative ways of supporting pupils' learning;

**For school management team** it should mean a greater awareness of the educational potential of ICT and freedom to innovate, complemented by:

- extended reach to excellent teaching and the availability of an improved curriculum;
- networking that supports specialisation and enhanced professional collaboration with school management teams across the country and across cultures;
- more opportunities to reflect on their practice and continually develop their vision for an ICT-confident school;
- informed decision-making and more efficient information flow within and between schools, and with other organisations such as local education authorities and the Department;
- more effective tracking of pupils' performance, attendance and behaviour, and of children at risk;
- simpler co-ordination of support for children through improved links to other organisations and agencies in the local community; and
- an enhanced community learning presence and more dynamic communications with parents.