

EERA: Good practices TIC in the educational centers of Andalusia

Author(s):María de la O Toscano Cruz (presenting), Ángel Boza Carreño, Juan Manuel Méndez Garrido

Conference:ECER 2014, The Past, the Present and the Future of Educational Research

Network:06. Open Learning: Media, Environments and Cultures

Format:Paper

Session Information

06 SES 08, Future Classroom? Integrating Media and Changing Environments and Patterns

Paper Session

Time:2014-09-04
09:00-10:30

Room:B109 Sala de Aulas

Chair:Anja Kraus

Contribution

Good practices TIC in the educational centers of Andalusia

This work shows partial results of the Research Excellence Project "Best practices in integrating ICT in Primary and Secondary Schools of Andalucía (P07-HUM-03 035). This project is funded by the Department of Innovation, Science and Enterprise. Is a multiple case study, which present two cases of Primary Schools. It is a question of a multiple study of cases, of the fact that we sense beforehand here two cases of centers of Primary Education, in which there have been in use diverse qualitative strategies (opened interviews, observations participants, documentary analysis, audio-visual records?).

The presence of the technologies in the education already is not an innovation but a reality. The contexts of education - learning have changed with his alone appearance in the classroom, at least materiallyThe question that we must do to us is if they have changed also the processes and the manners of playing the role of the involved persons. To have high expectations on the media, given his potentials for the data processing, it must not prevent us from evaluating and thinking about his aptitude to transform the information into knowledge. The object it are neither the media or the technology. The object of evaluation and reflection we are we and our pupils, the contexts of education - learning that we design and put into practice, and, insertions in them, the utilization of the technological resources for the generation of knowledge. The object, definitively, always is the education.

Recently Almerich, Suárez, Orellana and Díaz (2010) have analyzed the relation between the integration of the TIC and his knowledge finding a significant relation between technological competitions and pedagogic competitions. Boza, Tirado y Guzmán (2010) investigate in the influence of the beliefs of the teachers on the TIC in his insertion in the educational Andalusian centers concluding that the teachers who have some belief formed on the integration of the technology in the education are more qualified technologically that the

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incredulous ones, feel more satisfied with the formation in which they were involved, with the resources, materials and technological infrastructure. Area (2005) does a review of the lines of investigation in TIC in the educational system. One of four lines that it checks names her as studies on the uses and pedagogic practices with computers in royal contexts of centers and classrooms, indicating that treats itself about studies with methodological qualitative expositions of studies of case. Boza, Toscano y Méndez (2009) analyze the impact of the projects TIC in the organization and the processes of education - learning from an investigative approach of mixed character.

This study takes as a principal aim the rigorous analysis of the presence of the computers in the classrooms of class of a massive form for his integration as ordinary resource for the education and the learning. The enormous investing effort of the administrations in endowments and maintenance of the equipments needs these studies, which try to identify a set of good didactic practices that allow to indicate future guidelines of action for a profitable integration of the TICs in the education.

Therefore, the followed methodology is and the design of the investigation is transverse since we gather the information of the reality in an alone temporary moment (during an academic course). The massive withdrawal of information has been realized in the central phase.

The population on whom the investigation has been realized the centers constitute actually Andalusian Tics. To select the cases we have used a sampling of typical ideal case but obtaining the cases based on triangulation of expert informants. In this sense, they are 10 the analyzed cases.

Method

Methodology Provided that the processes of formation in general and, specially the based ones on the technologies of the communication especially, they are complex phenomena, we have used in this study especially technologies of qualitative cut, which will take as a backbone a multiple study of cases of different experiences in different centers Tics of Andalusia, with descriptive - explanatory purpose and of inclusive character vehiculado across different strategies: you interview in depth, observation participant, analysis of content and groups of discussion. Design of the investigation The design of the investigation is transverse since we gather the information of the reality in an alone temporary moment (during an academic course). The massive withdrawal of information has been realized in the central phase (academic course 2009-10). Neither one must forget that the studies of case need in his execution a certain permanency in the field or, at least, successive investigations across different technologies. Even, some of these allow certain story or retrospective vision of the reality, which award to this methodology important longitudinal shades. The selection of the cases The population on whom the investigation has been realized the centers constitute actually Andalusian Tics. Nevertheless, provided that it is a question of a multiple study of cases, the population in strict sense they would be all the cases (concrete experiences of integration of Tics in the classroom) capable of being studied. To select the cases we have used a sampling of typical ideal case but obtaining the cases based on triangulation of expert informants. In our case the information has come to us from the Centers of Teachers, the school orientadores, the educational inspection and an analysis of webs of centers Tics, realized by we themselves. This will assure a representative sample us. The sample sufficiency comes determined by the sample saturation. Nevertheless we established a priori a sample theoretical forecast, at least to make a plan of work. In this sense, the study of 10 cases looked like to us a sample suitable size.

Expected Outcomes

The conclusions referred to good educational practices are the following ones: 1. A good educational practice based on TIC always departs from the own protagonists, teachers of the center, who look for a change in his educational practice. 2. A project of center shared with the educational community, compromised educational and socially it is the ideal frame of a good educational practice. 3. Behind, and sometimes also ahead, of a good educational practice in a center there is a management team that stimulates and supports the experience. 4. One of the principal effects of a good educational practice is the progressive conformation of a real educational equipment of collaborative character, which works from his own needs, in topics and procedures of his interest, and they constitute a network of support for the integration of new teachers. 5. A good educational practice departs from a certain level of previous formation, but it needs processes of permanent training about which manners and contents must be decided for the own addressees - actors of the same one, being the formation in centers and the communities of learning the most suitable modalities. 6. The implication of the whole educational community, specially the families, with a royal participation in academic activities programmed specially for it, is vital in a good educational practice of global character, since it is the integration of the TIC in the processes of education - learning. 7. There must be reflexive processes and evaluativos of character grupal and collaborative between teachers and pupils who allow to question systematically the educational actions and discentes. 8. The contribution of material infrastructure and of equipment, as well as the formal - administrative recognition, they are never essential conditions that make possible or facilitate a good educational practice, but the real catalyst of them.

References

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Author Information

María de la O Toscano Cruz (presenting)

University of Huelva

Education

Huelva.

Ángel Boza Carreño

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University of Huelva, Spain

Juan Manuel Méndez Garrido

University of Huelva, Spain