From a student perspective, what constitutes a good (or less good) use of ICT in teaching?

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## Sample

367 students enrolled in a technology, natural science, or electricity and energy programme in 2 upper secondary schools (which in the UK is equivalent to sixth-form college) in Sweden.

## Implications For Educators About

Professional development

# Abstract

This paper investigates what upper secondary school students regard as good or less good teaching using ICT. 367 Swedish upper secondary students in 2 schools responded to a web-based questionnaire. The students were asked to describe one of their teachers who used ‘ICT in a way that made them learn very well, and one who used ICT in a way that made them learn less well’ and to describe what these teachers did and why their teaching was understood as good or less good. 18 themes were identified, of which 17 were combined into eight overall counterpart themes and one non-counterpart theme. ‘Clarity’ was the most prominent theme, followed by ‘teachers’ ‘ICT skills’, ‘uses ICT in a good way’, ‘fun factor’, ‘puts information on the LMS’, ‘varies the teaching methods’, ‘demonstrates how to use ICT’ and ‘general pedagogical skills’. The results show that although the specific focus is on students’ views of their teachers’ use of ICT, general pedagogical skills are a major focus in the themes. Effectiveness is an explicit theme in terms of ICT adding value to teaching and learning, while ineffectiveness is an implicit underlying dimension in the themes relating to less good teaching. It is also evident that the students value the same teacher’s use of ICT in teaching differently.

# Outcome

"The results show that although the specific focus is on students’ views of their teachers’ use of ICT, general pedagogical skills are a major focus in the themes. Effectiveness is an explicit theme in terms of ICT adding value to teaching and learning, while ineffectiveness is an implicit underlying dimension in the themes relating to less good teaching. It is also evident that the students value the same teacher’s use of ICT in teaching differently." (Authors, in Abstract)