Information and Communication Technology (ICT) as a Tool of Differentiated Instruction: An Informative Intervention and a Comparative Study on Educators’ Views and Extent of ICT Use

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# Abstract

The differentiated instruction / differentiated classroom has been the subject of numerous studies and discussions regarding its application in today’s classrooms. Consequently, the differentiation of the teaching approach would not be unrelated to essential characteristic of our generation, namely the use of technology and its tools in any everyday activity. Nowadays, it is widely realized and accepted that both of the concepts of differentiated instruction and the educational use of Information and Communication Technology (ICT) are necessary for the modern educational practice and for that reason the present dissertation focuses on linking these two issues. The purpose of this research is to study educators’ views on the use of ICT to differentiate their instruction and explore their extent of ICT use.

# Outcome

"teachers tend to use the same technology tools they use in their everyday life. They are also
well informed in opportunities offered by ICT so that they can differentiate their instruction. Their views on the impact of ICT on the learning process are particularly positive" (Karatza, 2019, p.14). "It was also found that teachers already use technological tools to differentiate their instruction. Regarding the three dimensions of differentiation, it was noted that they use ICT tools to differentiate their instruction mainly by content,secondly by process and lastly by product"(Karatza, 2019, p.14). "teachers, who have participated in a ICT-related training relevant to the differentiation using ICT, use it to a greater extent to differentiate the learning process"(Karatza, 2019, p.14).