

Use of Information Technology
to cope with Individual Differences

itforid



Use of Information Technology
to cope with Individual Differences

IT for ID Project • CDI • HKIEd • HKIEd Team • Ho Lap Primary School • Sin To School

Use of Information Technology
to cope with Individual Differences

itforid



IT for ID Project • CDI • HKIEd • HKIEd Team • Ho Lap Primary School • Sin To School

IT for ID
Project

運用資訊科技
照顧個別差異

個人學習計劃
Individual Learning Plan

請選擇以下語
Please select your
中文



使用者名稱
Login Name

密碼
Password

Use of Information Technology
to cope with Individual Differences

itforid



IT for ID Project • CDI • HKIEd • HKIEd Team • Ho Lap Primary School • Sin To School

itforid

Use of Information Technology
to cope with Individual Differences

IT for ID Project • CDI • HKIEd • HKIEd Team • Ho Lap Primary School • Sin To School

itforid

IT for ID Project • CDI • HKIEd • HKIEd Team • Ho Lap Primary School • Sin To School

Changing School Culture – Using IT to Cope with Individual Learning Differences in Schools

28th March 2003

Lee Kar Tin

Department of Information & Applied Technology
Hong Kong Institute of Education



- Posing a Question:
- Will changing the classroom environment to include technology really eliminate age-old problems in the school system

Re-thinking traditional teaching strategies

Can web-based learning effectively contribute real added value to primary school teaching and learning as we know it today? **How do you measure it?**

Promote new ways of teaching

Aims of the project:

To assist teachers to exploit the potential of web-based learning and at the same time to develop a fuller understanding of how to use ICT and to effectively integrate it in the classroom

To use an Integrated online environment (ILE) to enhance meaningful learning to cater for individual learning differences in Hong Kong primary classrooms.

Change of Mindset

Theory **Practice**

- Each child can reach an optimal learning level
- Traditional classroom materials and media, like textbooks and written notes come in “one size” for all, but they do not fit everyone.
- New classroom media, like digital text, sound, images, and the ILE, can be customised for different individuals and can offer further options for learning

Key points

- Provide appropriate educational experiences
- “Central Curriculum” can be adapted
- Integrate new ideas into classroom teaching
- Not to use “*one size fits all*” model
- Better understanding of individual student’s needs

ILE provides teachers with:

- a consistent navigational interface and learning format;
- ways to implement improvements to the teaching and learning strategies employed to manage and guide student learning;
- learning resources that can be more readily updated to reflect any necessary changes;
- means to provide motivating learning experiences for students;
- a range of ancillary services designed to promote collaboration, enrich learning and add a sense of belonging to a wider body of students; and,
- an opportunity to allow parents to play an active part in the child's learning process.

Designing classroom activities

- Design does not imply one optimal solution for everyone. Teachers must gain an awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress at their own pace.

Digital Media on the ILE

- Digital media offer remarkable flexibility to students and teachers.
- Teachers and students can save text, speech, and images over time and re-use at any time as appropriate

Shift in teacher's work

- Incorporating digital media into the classroom is an important step that requires thoughtful consideration. Accessing their flexibility requires “*a shift in how educators think about instruction*”.
- Need to understand the process of integrating digital media into the curriculum to engage diverse learners in meaningful educational progress.

Flexibility and Access

- Create room for built-in flexibility to the educational curriculum.
- Classroom work supporting not only improved access to information within classrooms, but also improved access to learning from everywhere

Integrated Learning Environment

- Provides a framework for individualizing learning through flexible pedagogy and tools.
- Challenges teachers to incorporate flexibility into teaching and learning methods and use various media as a way to accommodate every student in the classroom.

Daily ongoing issues

- The ILE offers teachers a practical framework for injecting flexibility into the classroom.
- Continue to draw on the versatility of the ILE and its capacity to be customised and networked and allow teachers to cater for the whole class by catering for individual differences
- Teachers are empowered to teach *every* student, not just some.

Teacher Reactions

Use of ICT in classrooms requires detailed pedagogical planning

ICT in the classroom means 'tolerating' a different style of learning to occur

ICT = 'R'esistance

Integrated Learning Environment – a demonstration of its features



Teacher's remark

As one teacher commented:

- Using the ILE frees up some of my time and I could move around and spend time with students from the lower ability group. It was also interesting to see how the students were deeply engaged in the work in class when the ILE was used – students were so happy that they took the initiative to inform me when they had finished one set of exercises when previously if they worked on worksheets they would not bother to tell me at all. Even at this early stage I can see that there are benefits as the ILE promotes student self-learning and students are more motivated to learn.