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Pedagogical reasoning: Issues and solutions for the teaching and learning of ICT in secondary schools.

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Confusion has developed over the role of ICT in schools as a result of conflicting messages from government-led initiatives and changes in the technology. Amidst the ongoing debate about the purpose and rationale for ICT in schools a subject has evolved called ICT (Information and Communications Technology), IT or Informatics. Whilst the nature and content of the subject has been fairly clearly defined with significant agreement between specifications from a range of countries, the pedagogy is still unclear. The analysis that I present here of the pedagogical reasoning process as it applies to ICT teachers who are implementing the ICT curriculum in England reveals the basis of the difficulties in teaching ICT and leads to the identification of issues for the development and integration of theories and practices for learning and teaching ICT. These issues are discussed in relation to developments in pedagogy in other curriculum areas, notably science, and an agenda for developing a pedagogy for ICT is proposed. (Author's abstract)

Classification: Q10

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