

Traditional and newer teacher roles with ICT

Traditional roles	Newer roles with ICT
<p>Teacher-transmission to passive learners who obey and receive</p> <p>Teacher oriented</p> <p>Teachers as task setters for individual learning</p> <p>An organiser of learning activities</p> <p>Dictating the learning</p> <p>Technology as a tutor</p> <p>Technology as a resource for enquiry</p> <p>Didactic teaching</p> <p>Low order retention and recall</p> <p>Teachers as providers of information and experts in all knowledge</p> <p>Teachers as suppliers of knowledge</p> <p>Teacher as a distant authority</p> <p>Teacher control of learning – its timing, pacing and contents</p> <p>Prescriptions for what, when and how students will be taught</p> <p>Teacher in narrow and unchanging range of roles</p>	<p>Process-based curricula with learners who question and analyse</p> <p>Learner-oriented</p> <p>Teachers as managers of collaborative learning</p> <p>An enabler of quality learning experiences</p> <p>Creating enabling structures for learning</p> <p>Technology to promote interaction</p> <p>Technology to support creativity</p> <p>Active learning</p> <p>High order thinking</p> <p>Teachers as advisors, managers and facilitators of learning</p> <p>Teachers as developers of skills</p> <p>Developed student-teacher relationships</p> <p>Teachers standing back to let learning happen and for children to solve problems</p> <p>Responsiveness to students' cognitive needs and development</p> <p>Teacher in many roles as required: designer, director-actor, facilitator, manager</p>