BECTA guidance on effective use of ICT

The British Educational Communications and Technology Agency (BECTA) suggested that the effective use of ICT can lead to benefits in terms of:

- greater motivation
- increased self-esteem and confidence
- enhanced questioning skills
- promoting initiative and independent learning
- improving presentation
- developing problem solving capabilities
- promoting better information handling skills
- increasing ‘time on task’
- improving social and communication skills

(BECTA 2002)

More specifically, BECTA claims that ICT can enable children to:

- combine words and images to produce a ‘professional’ looking piece of work
- draft and redraft their work with less effort
- test out ideas and present them in different ways for different audiences
- explore musical sequences and compose their own music
- investigate and make changes in computer models
- store and handle large amounts of information in different ways
- do things quickly and easily which might otherwise be tedious or time-consuming
- use simulations to experience things which might otherwise be too difficult or dangerous for them to attempt in real life
- control devices by turning motors, buzzers and lights on or off or by programming them to react to changes in things like light or temperature sensors
- communicate with others over a distance.

A child who has developed ICT capability should:

- use ICT confidently
- select and use ICT appropriate to the task in hand
- use information sources and ICT tools to solve problems
- identify situations where the ICT use would be relevant
- use ICT to support learning in a number of contexts
- be able to reflect and comment on the use of ICT they have undertaken
- understand the implications of ICT for working life and society.

Reference

© Louis Cohen, Lawrence Manion and Keith Morrison, 2004
Published on the companion web resource for A Guide to Teaching Practice (RoutledgeFalmer).