The field of education has been influenced by ICT which undoubtedly change the course of teachings, learnings and research processes; the wide array of ICT applications and Internet have been substantially reformed the conventional way of teaching.

For instance, Deped utilized ICT to aid stakeholders to attain accessible and comprehensive education though Enhanced Basic Education Information System (EBEIS), an online facility for encoding, storage and report generation; this program is designed to automatically collect school data and information which will eventually use for decision making and planning.

Another initiated ICT program of Deped is a collection of online teaching and learning materials and provided for in the Learning Resource Management and Development System (LRDMS) the system intent to localized school materials and provide opportunities among educator enable them to contextualized lesson based on their classroom settings.

The potential of ICT in classroom setting may raise competence and performance by infusing modern technology to lesson or difficult subject areas in order to engage learners to work practices and create economic viability for tomorrow workers.

The conventional teaching focuses on content, teachers taught and lesson are designed to communicate merely on knowledge rather than application and competency on using the information.

Traditional teacher teaches through lectures and presentation combined with tutorials and learning activities designed to consolidate and rehearse the content but in the case of ICT integration the manner of teaching shift on the setting that favored competency and performance
and to be more concerned more with how the information will be used rather than with what the information is.

While the Deped have high regards on utilization of ICT, there still a number of educators who feel lenient to infuse ICT in classroom setting; nonetheless, they encountered many obstacles. The major barriers are mostly lack of basic training, technical support and access to computers.

Here are simple steps on how teachers can infuse ICT in classroom settings.

1. Multi-sensory delivery, the used of text, graphics, animation, sound and video
2. Used games on or offline games to implore active learning
3. Co-operative learning-positive group/social interaction using tablet or smart/android phone
4. Communication skills- one to one, one to many (group chat, multi point dashboard, SMS/texting)
5. Multicultural education-link students from across the country around the world (Internet base discussion)
6. Use ICT as motivation to solicit greater learner engagement

Reference:
Integration of ICT teaching-learning-Dr. B. Victor, Ph. D.

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www. deped.gov.ph