ICT INTEGRATION IN ALL SUBJECTS

by:

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Information technologies play an important role in improving our educational system. In order for the teachers to become globally competitive, they must learn how to manipulate new gadgets like computers.

The school’s top priority and most important accomplishment is the continued success in providing high quality, reliable service and support to our students. ICT nowadays is very much important not only to students but also to teachers especially during integration. The Department of Education (DepEd) works hard to train all teachers to be computer literate. The school also has to do its parts to educate the teachers to manipulate the computer. They find ways to conduct activities with regard to computer literacy. In doing this, teachers would be knowledgeable in the operation or manipulation of computer. They could use their skills in computer in teaching their students.

The integration of ICT in all subjects, teaching, and learning is not a method; rather it is a medium in which a variety of methods, approaches and pedagogical philosophies may be implemented. This statement shows that the effectiveness of ICT depends on how and why it is applied and integrated. There are so many different ICT tools and applications that can be used for integration, some of these may be designed specifically for educational purposes and others for more general use. The series of resources and the way they are used can be related to different learning theories which may be raised to explain or predict learning benefits from the use of ICT.
The ICT should be an important part of the educational system is no longer a matter for debate. Students must be given an opportunity to develop the competence required to equip them for life in a knowledge-based society, while teachers cannot afford to disregard the potential of ICT for improving teaching and learning in their classrooms and subject areas. Yet achieving an appropriate level of integration of ICT in teaching and learning presents a number of challenges. These ranges from the provision of the necessary physical resources to issues of curriculum development and assessment and the professional development of teachers. The DepEd should present examples of good practice as well as areas of concern and provides a series of recommendations for policy-makers and schools that, if implemented, would serve to enhance the learning experience of the young people in the schools.

References: