Research programme on ICT in education Making Knowledge of Value

Independent scientific research programme (since 2007)

Kennisnet

Kennisnet Foundation supports schools in implementing and optimising ICT use in teaching and learning. It is active in primary, secondary and vocational education.

Problem

A lack of knowledge about the effectivity of ICT among schools and teachers forms a barrier for successful employing ICT applications

Aim research programme

- Practice-oriented research on benefits of ICT applications in education
- What works/ works not with ICT
- For whom, under what circumstances

Research domains

1) ICT in teaching and learning 2) ICT in the school organisation 3) ICT in accounting for education to society and government

Working method

- Demand-driven knowledge development: (new) research questions of schools concerning implemented ICT applications are guiding
- Studies are conducted by knowledge institutes together with schools
- Kennisnet Foundation supervises/ guides research
- Methods are determined by the fit between research question and given educational context
- Mixed methods research including quasiexperiments, interviews and surveys

Knowledge pyramid

This model for the accumulation of knowledge describes research according to four levels with an increasing value of evidence: 1. Idea: it is possible

- 2. Implementation: it exists
- 3. Perceived effectivity/benefits: people believe
- 4. Measured effectivity/benefits: it is proven

Research programme aims at reaching the top level provide schools with the strongest evidence of the effectivity of ICT





The cognitive self-confidence of pupils who work with the programme increases in comparison with other pupils

Perceived benefits

Teachers believe the software increases their pupils' motivation and self-efficacy for reading. Pupils believe they can read texts easier and are less afraid to fall behind in class

Implementation

Software application which supports dyslectic pupils by reading texts aloud, functions as reading glasses

Idea Dyslectic children use computers that read aloud texts, so that they read easier and not fall behind in class

By using AÏDA the registration of school absenteeism increases

Perceived benefits

Teachers believe that the registration of school absenteeism costs less time and lessens the bureaucratic burden. They also undertake more action (more conversations with absentees/parents)

Implementation Teachers use the AÏDA system on a laptop with wireless internet so they can register absentees in class

Idea

To better register and reduce school absenteeism by using a digital tool (AÏDA system) instead of paper registration