Teachers' perspectives on their use of ICT in teaching and learning: A case study

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Abstract

This article presents the perspectives of science and mathematics teachers on their use of information and communication technology (ICT) in teaching and learning in Tanzania. The findings show that few teachers used computers for teaching and learning purposes while majority of them used computers for administrative purposes. Additionally, teachers were found to have limited confidence in using technology to facilitate specific concepts or skills, to support creativity, and to support students to learn complex concepts. Therefore, it is suggested that schools explore strategies ICT integration strategies that focus more on making a shift from teaching technology or using technology for administrative purpose to appropriate pedagogical uses that could enhance student learning.

Keywords

PedagogyTechnology IntegrationScienceMathematicsStudent LearningTeachers