

BEST PRACTICES OF TEACHERS IN TEACHING ICT

by:

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Effective teaching of Information and Communication Technology (ICT) calls for a pedagogical skill set, subject-matter expertise, and knowledge of the ever-changing technological landscape. ICTs are uses of technology in education that are morally pertinent. ICT is currently used to distribute information, arrange courses, assess students' progress, document their accomplishments, and communicate with teachers and other students in order to assist the learning process. Therefore, ICT use is now so intrinsically tied to the educational process that it is difficult to envision a modern educational system without it. The "ICT-supported learning activity plan" offers somewhat of an antidote to the further use of ICT in teaching and learning. This is accurate insofar as the typical generic structures of formal lesson planning and syllabus design tend to reflect an understanding of learning as primarily a transmission of knowledge or skills rather than a dialogue between the teacher and the students or an interaction between the students and the learning process.

S. Alonso-Garcia, I. Aznar-Dáz, M. P. Cáceres-Reche, J. M. Trujillo-Torres, and J. M. Romero-Rodríguez. (2019). To enhance student learning, effective teaching strategies are created. The use of technology in education is becoming more and more necessary due to social and technical advancements, therefore having effective teaching strategies for information and communication technologies (ICT) is crucial. At the same time, the Sustainable Development Goals (SDGs) of the UN for the year 2030 provide the fundamentals of sustainable behavior for contemporary society. On the other hand, as a result of instructors' interest in integrating technology advancements into the classroom, they have recently begun to compile a list of effective teaching methods that may be used

as a guide. As a result, the phrase "good practice" refers to actions that make efficient use of ICT, provide desirable outcomes (such as participation, motivation, and skill development), and serve as models for similar actions in other settings. In this approach, effective ICT-based teaching methods enable the transformation of educational practices into ones that are more engaging, collaborative, and stimulating for the student. (Martínez, F.; González, J. 2018). Likewise, Sustainability is an essential component that should be considered as a sign of effective ICT-based teaching strategies in the setting. Since each university and school should manage its good teaching practices for the proper use of ICT, based on the human capital that they possess, the use of the potential of ICT to achieve the Sustainable Development Goals (SDG) is starting to be linked to various educational areas of focus.

In conclusion, teaching ICT involves more than just imparting technical knowledge; it also entails empowering students to utilize technology ethically, creatively, and adaptably in a constantly evolving environment. Maintain your commitment to lifelong learning in the area of ICT while adapting your approach to the requirements and interests of your students. More importantly, effective ICT instruction necessitates a dynamic, learner-centered strategy that gives students the technical know-how as well as the capacity to think critically, adapt to technological advances, and ethically use the internet.

References:

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