

SUMMARY

All OECD countries have invested heavily in ICT in schools. The equipment is being deployed for a range of purposes including improving school information systems and teaching ICT skills. But is it also being used to improve teaching and learning?

Country differences in the quantity of hardware and software remain important. Just as important is the amount that students use computers. Many students still do not use computers very much at school. Students more often use computers to send emails and access the Internet than to use educational software. One of the most important contributions to learning can be in helping low achieving students become more confident.

The biggest barriers preventing computers from transforming learning concern the capacity of teachers to integrate them into their practices, limited by organisational or time constraints or their own knowledge. Change will only be possible when improvements in the capacity to use computers are combined effectively with other forms of educational innovation.