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FOR TEACHING AND LEARNING: AN APPROACH TO GENERATE
CRITICAL AND CREATIVE MINDS

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Abstract

Research has shown that the use of ICT can support new learning environments and instructional approaches which form the main features of 21st century learning skills. Moreover, educators commonly agree that ICT has the potential to improve student learning outcomes and effectiveness if used properly (cf. Wang, 2001). However, evidence shows that these benefits depend on the way in which the teacher selects and organizes ICT resources, and how they are integrated into activities in the classroom and beyond. This paper looks at some models of media integration in the classroom such as TPACK framework: Technological Pedagogical Content Knowledge (Mishra & Koehler, 2006) and the work of Anderson (2003). Issues and implications of ICT-supported learning with regard to pedagogy in the teaching and learning process have been considered as well. Strategies for best practices among teachers in the classroom have also been developed and workshops have been conducted for groups of teachers in Malaysia. The strategies are constructed in the form of worksheet known as Media Integration Analysis Worksheet (MIAW), comprising 6 procedural aspects, namely, (i) types of media chosen, (ii) elements to be used, (iii) selected components of the element, (iv) skills and student profiles which includes thinking skills, multiple intelligences profiles, learning styles, moral values (v) Instructional tools which include the methods, techniques and activities; and (vi) Instructional questions. Thus the objective of this study is to provide MIAW as one of the approaches for best practices of ICT integrations strategies in teaching and learning for teacher’s guidance.

Keywords: integration, media, TPACK (Technological Pedagogical Content Knowledge)