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REFLEXIVE PRACTICES ASSOCIATED WITH TEACHERS' PEDAGOGICAL USE OF ICT: A CHILEAN CASE

Abstract:

This article discusses the role of reflexion in the process of decision-making of teachers associated with the pedagogical uses of ICT. Drawing on the synergies between Freire's and Dewey's notions of reflexive practice, the presentation reports the theoretical foundations and the preliminary results of a doctoral thesis that explores the phenomenon inside a Chilean school as a model of continuous professional development (CPD). The institution has been conducting a CPD programme based on a social constructivist approach aiming to increase teachers' agency for approximately 10 years. Considering the expectations of institutional policies, as well as different contextual factors that may shape the pedagogical uses of ICT, the study explores the ways in which teachers use the reflexive practice model as a means towards conscious incorporations of technology.

Keywords:

Reflexive practice, ICT, Continuous professional development, Institutional policy

JEL Classification: I29