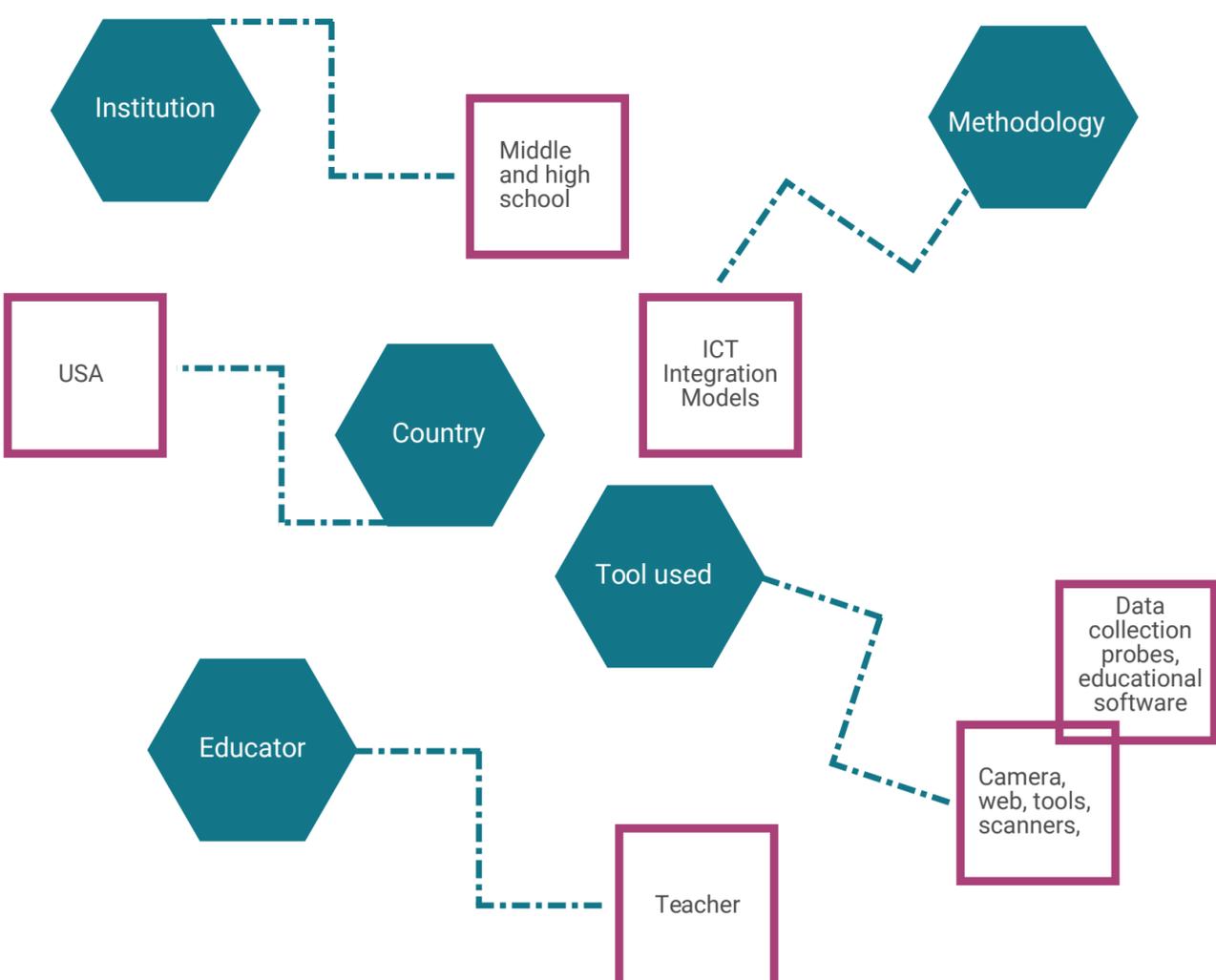


INTEGRATION MODELS INTO MIDDLE AND HIGH SCHOOL CURRICULUM IN THE USA



The Committee of Advisors on Science and The Panel on Educational Technology in the USA suggested that teachers should teach with educational technology, not teach about educational technology. Thus, ICT can be subject, and it can be a tool to use to teach other subjects, or to access information, communicate with others. In US public schools, three approaches to integration of ICT into curriculum are commonly used in middle and high schools: a) a separate ICT course; b) across the curriculum; and c) a mixture of course and cross-curricular work.



Main challenge, Key Success and Enabling Factors

- Subject sub-cultures represent teachers' identities. For example, science teachers have certain ways of teaching science, and the way they teach science represents their identities and their academic culture; therefore, this model requires ICT teachers to teach a variety of ICT courses in K12 schools: it will not be the best model for ICT curriculum, because the unclear line between ICT as a subject and ICT as a way of instruction.

Lessons Learnt and Recommendations

- ICT should be integrated to the all level and all subject matter curriculum with appropriate way. To this end teachers need to be prepared with the skills and knowledge of academic area, ICT, and pedagogies of both for the integration. ICT should provide opportunities to the all learners to learn better and faster.

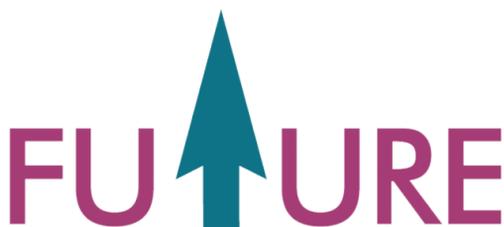


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