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Level: Master 2 / Language and Communication

Module: Pratiques communicationnelles

Course 1: INTRODUCTION TO ICTs

- **Course Scope:** An extension to the concept of social media "how people connect at distance" (This section will explore into a more detailed analysis of the ways emerging ICT tools can be used to facilitate interactive learning activities in various settings, and how teachers and students receive their learning experiences with such ICT tools)
- **Course Learning Objectives**

At the conclusion of this course, you should be able to:

- List examples of ICT tools and discuss their applicability to the classroom learning.
- learn how to effectively integrate these technologies into your learning practices and create engaging activities.
- Evaluate a potential technology tool for applicability to your learning objectives, class content

Guiding Questions to the Course

- a) Can you think of examples illustrating ICTs?
- b) How are ICTs actually being used in education?
- c) What do we know about the impact of ICTs on student learning?
- d) What do we know about the impact of ICTs on student motivation and engagement for learning?

INTRODUCTION TO ICT

1. Definition

New information and communication technologies (ICT) or even information technologies (IT) designate anything that relates to the techniques used in the processing and transmission of data, mainly computers, the Internet and telecommunications. This acronym covers projects and actions aimed at introducing new technologies in education (TICE = ICT + Education).

The corresponding English acronyms are IT (for Information Technology) and NICT (for New Information and Communication Technology / Technologies). ICT brings together a

set of resources needed to manipulate information and particularly the computers, programs and networks needed to convert, store, manage, transmit and retrieve it.

ICT can be grouped into the following sectors:

- IT equipment, servers, IT hardware;
- Microelectronics and components;
- Telecommunications and computer networks;
- Multimedia;
- IT services and software;
- Electronic commerce and electronic media.

• ICTs Defined

Information and Communications Technologies (ICTs) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning.

- ICTs are defined as “a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information” (Blurton, 1999)
- For Toomey (2001), ICTs are “those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure, and videoconferencing)”.

Definition of concepts

A. Communication :

In any act of communication we find a sender and a receiver. In digital technologies, Communication confers a dimension of interactivity to the act of communication. Indeed, from this perspective, the sender is not alone in producing and codifying a message; the receiver participates in the production of meaning, in the codification of the message. Thus, we find that in the field of education, the student interacts, he is active. This scenario leaves no room for the passivity. The "communication" dimension in ICT applied to teaching changes the behaviour of the learner and goes far beyond the audio-visual and television media, which remain means of mass communication.

B. Information:

ICTs provide access to countless databases. These are only considered information once processed. As ICT uses the computer as a medium, data processing is possible. In the learning example, data is processed according to specific tasks to produce information.



C. Technology :

The term technology designates the study of methods and processes used to process information and to communicate. For many specialists in the field of ICT, it is clear that the tools offered by these technologies promote interactivity and therefore facilitate the acquisition of new skills. All this gradually leads the learner to real autonomy. (Lebrun, Marcel and Vigano R, "From" Educational Technology "to technology for education", Les Cahiers de la recherche en education, Université de Sherbrooke, vol. 2, n. 2, 1996, p.1 .)*

Conclusion:

The synthesis of the dimensions “communication”, “information” and “technologies” makes it possible to define the ICT as being a field which gathers at the same time the technologies using more and more the data processing, by the means of which the information is processed and then transmitted. The main advantage of ICTs is that they allow the organization of knowledge, group work, the realization of projects and problem solving.