|  |  |  |
| --- | --- | --- |
|  | Activity 2.3 (ePortfolio) |  |
| Integration type | Description | Pedagogical value |
| Mechanical | Use is associated with mass production – ability to cover more content in a short space of time. Usage reduced to display on a platform. |  |
| Convenience | Use is restricted to mobility of content (digital storage) and immediacy benefit or affordance. While teaching time is not wasted, the design of materials focuses on content structure and representation is in written text only. Delivery of material is rushed and shallow as focus is on going through the presentation.  |  |
| Insubstantial | Use does not relate to articulated perception on ICT benefits as it is restricted to static display of bullets that are used as cue words meant to help learners to remember . |  |
| Process oriented | Use is aimed at making explicit abstract subject processes to help learners concretise concepts.  |  |
| Partnership | Use is such that teacher and the digital device work together to enhance learner understanding. |  |
| Teaching champion | Use is restricted to chart-like display where the teacher refers to it when introducing a concept and carries on with a traditional method that is dominated with talk, question and answer.  |  |
| Collective  | Use brings a complex amalgamation of both digital and non-digital technologies and modes of texts that are driven by a need to bring to exhibit the different representations that are critical in understanding the subject. |  |
| My observed ICT integrated lesson |  |  |
|  |  |  |
|  |  |  |
|  |  |  |