



Abstract

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The impact of ICTs in teaching: an alternative for individualization?

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How can learning be individualized to avoid educational failure? This question is far from being a recent one, and in spite of much research which attempts to answer it, the solution is not easy. The use of information and communication technologies (ICT) to teach and learn is an interesting alternative which deserves looking into more closely.

How are ICTs used in teaching? What definition can be given to the term "use"? How can we characterize, observe and evaluate the educational uses of ICTs? How do they develop? What is the impact of ICTs on teaching and on pupils' learning? Are ICTEs relevant for publics in difficulty, individualised teaching and the fight against educational failure? What innovative measures and existing resources are available that make it possible to use ICTs to individualise?

Taking into consideration recent publications from French and abroad, this issue attempts to show to what extent ICTs provide tools and services that are effective for teaching and learning. The idea is that they allow individual differences to be taken into account, encourage individualised lessons and provide a de facto alternative for managing pupil heterogeneity.

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