



**GUIDED TEACHER REFLECTION  
ENGLISH TEACHERS NETWORKS**

# **TOPIC 3: ICT CHALLENGES AND POSSIBILITIES**

**MINISTRY OF EDUCATION  
ENGLISH OPENS DOORS PROGRAM**



# INTRODUCTION

This guide aims to support your pedagogical and disciplinary work in your ETN monthly meetings and is part of a series of six guides for group discussions. Each guide outlines a topic for reflection which is aligned with the “MBE framework and curricular prioritization 2023-2025”. The guided topics were developed by considering the academic and professional interests of ETN teachers collected through a survey applied in September 2024. These guides cover relevant topics of academic and professional interest through a range of activities promoting the integration of learning objectives, the development of professional practices, and the promotion of collaborative and reflective work.

Pedagogical reflection and its connection with the [MBE](#). (Table 1)

This guide follows competency descriptors presented in the MBE framework and curricular prioritization 2023-2025.

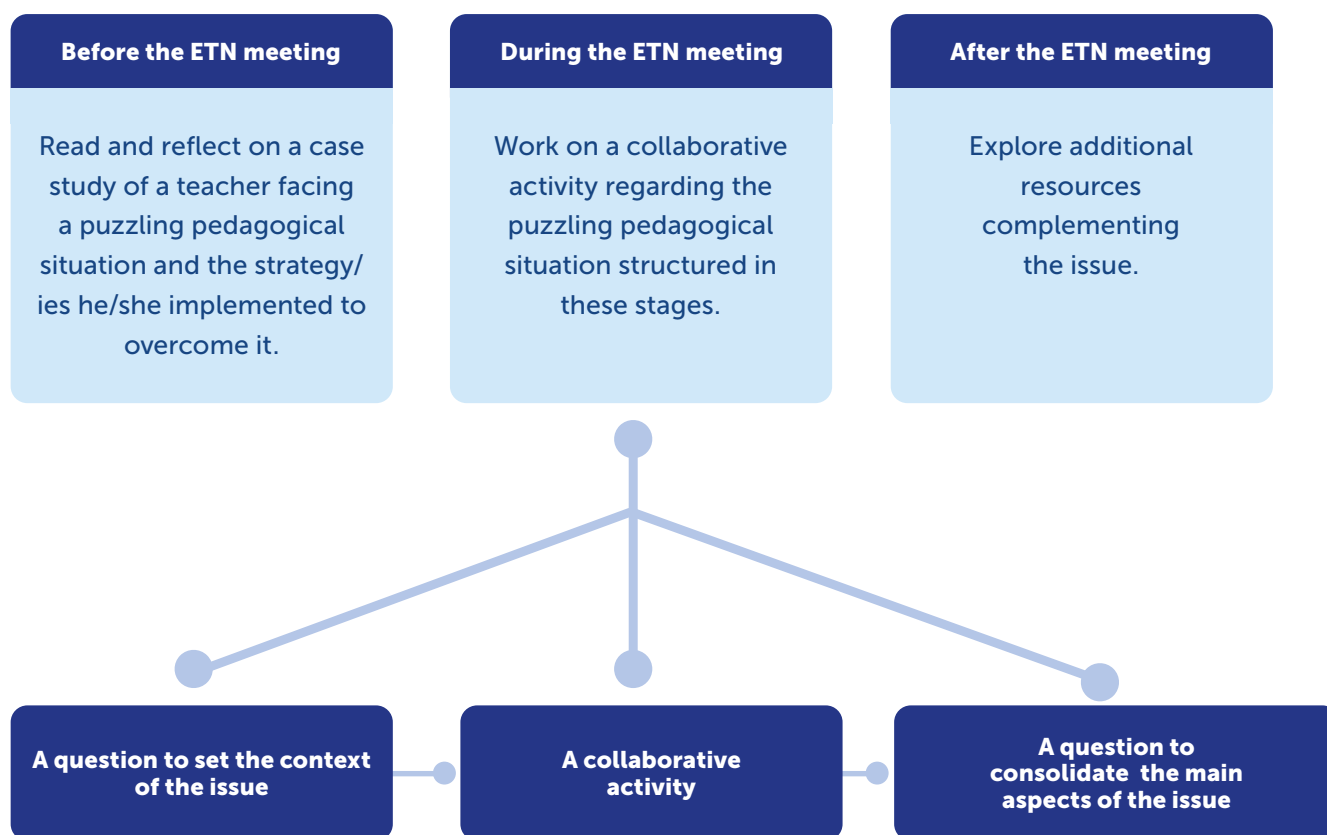
**Table 1. MBE framework and curricular prioritization 2023-2025.**

| Tema                             | Dimensión MBE | Estándar | Objetivo priorizado transversal                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------|---------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ICT challenges and possibilities | A y B         | 3 y 5    | Utilizar TIC que resuelvan las necesidades de información, comunicación, expresión y creación dentro del entorno educativo y social inmediato.<br><br>Valorar la vida en sociedad como una dimensión esencial del crecimiento de la persona, y actuar de acuerdo con valores y normas de convivencia cívica, pacífica y democrática, conociendo sus derechos y responsabilidades, y asumiendo compromisos consigo mismo y con los otros. |

## How do these guides work?

Each guide outlines a comprehensive structure to support your ETN work. It is advisable to work with the guides in a progressive way, as Figure 1 suggests.

**Figure 1: How do these guides work?**



## For the ETN meeting's facilitator:

This suggested structure (table 2) aims to support the organization of your pedagogical reflection session within your monthly ETN meeting. The three stages support the understanding of the topic by addressing collaborative actions. Table 2 highlights the time allocated, the stage name and detailed considerations to remember.

**Table 2. ETN meeting suggested structure**

| Time | Stage                            | CONSIDERATIONS                                                                                   |
|------|----------------------------------|--------------------------------------------------------------------------------------------------|
| 5    | Setting the context of the issue | ETN facilitator introduces the topic with the support of a reflective question.                  |
| 20   | Collaborative activity           | ETN facilitator works collaboratively with the teachers in the collaborative activity presented. |
| 5    | Consolidation                    | ETN facilitator wraps up the key aspects of the issue with the support of a reflective question. |

## Action Symbols

| STRATEGY                                                                            | COLLABORATION                                                                       | TO WATCH                                                                            | REFLECTION                                                                            | INTERNET SEARCH                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |

## TOPIC 3: ICT CHALLENGES AND POSSIBILITIES

### **Before the ETN meeting (15 minutes reading)**

Read Guillermo's case and strategies before the ETN meeting and reflect on his situation

Guillermo is an English teacher working in a school in Santiago; he loves technology and its uses. Most of his students come from different cultural and economic backgrounds, which has led to some complications inside and outside the school in connection with the use of technology. Notably, his students have posted malicious comments on their classmates' social media, demonstrating their lack of understanding of "digital citizenship and digital literacy" (Mineduc, 2019, p.28).

Guillermo is highly concerned about the situation, so he has decided to talk about it with his peers. His language and history colleagues, Margareth and Camila, have also experienced the same issues and are also concerned about them. While discussing the situation, the three of them decided to do a pedagogical intervention about technology, digital citizenship and digital literacy. Specifically, they planned on implementing three workshop sessions to raise awareness of the proper uses of technology.

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### STRATEGY: Pedro's classroom project- "Discovering Our Academic Identities"

Guillermo, Margareth and Camila agreed on the potential of technology for teaching and learning. In fact, they understand technology allows meaning-making and learning through dialogue, reflection and collaboration (Wenger, 1998). Hence, they created three 30-minute workshops about the relationship between technology and dialogue, reflection and collaboration. Table 3 outlines the general structure of the workshops.



**Table 3. Workshops about ICT**

| Session Name                            | Session details                                                                                                                                                                | Actions                                                                                                                                                                                                                                                             |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 1: How do I use technology?     | <b>Dialogue and knowledge building-</b><br>Setting the context of the issues through the sharing of experiences.                                                               | Students share their individual experiences on how they use social media and technology. Also, they share how people around them use technology, including their peers, their families and their teachers.                                                          |
| Session 2: Am I a good digital citizen? | <b>Reflecting on our technological practices-</b><br>Discussing the importance of respecting others and the uses of technology according to Mineduc's curricular bases (2019). | Students learn about digital citizenship in the context of living in a globalized world and how their digital footprint can affect their future.<br><br>Students reflect on the importance of respecting others in different contexts (virtual, face-to-face, etc.) |
| Session 2: Am I a good digital citizen? | <b>Collaboration for knowledge building-</b><br>Creating a SWOT analysis with support of technology to share it with others in class                                           | Students discuss their learning of technology use and share their knowledge.<br>Students reflect on ICTs challenges and opportunities through a SWOT analysis                                                                                                       |

After reading the strategies, think about them and answer the question.



- Have your students ever demonstrated a lack of understanding of "digital citizenship" and "digital literacy"?

# During the ETN meeting

## Setting the context of the issue

It is very likely that Guillermo and his colleagues face similar problems to those that you encounter in your schools. Look at Table 3 and answer this question in your ETN:



- **How have you coped with mobile phone technology in your classes?**

## Collaborative activity

For this week's collaborative activity, please outline "one" session of the workshop to raise awareness about the uses of AI in homework and assignments. It can be focused on dialogue, reflection or collaboration.



**Table 4: ETN collaborative activity:**

| Session Name | Session details       | Actions |
|--------------|-----------------------|---------|
| Session 1    | <b>DIALOGUE:</b>      |         |
| Session 2    | <b>REFLECTION:</b>    |         |
| Session 3    | <b>COLLABORATION:</b> |         |

Remember to keep a record of your outcomes to be shared with PIAP later.

## Consolidation

- **Would the proposed workshop be applied in your context? Why/Why not?**



# After the ETN meeting

## Complementary resources:

At times technology can bring challenges to our practices but educating users about their uses can change our students' mindsets.

Read the following article and pedagogical sequence to promoting digital citizenship and literacy and reflect on the following question:

- Would the pedagogical teaching sequence be applicable in your context?

**You are invited to share your search's outcomes with your ETN colleagues.**

## References:

Ministerio de Educación (2019), Bases curriculares 3° y 4° medio.

Wenger, E. (1998). Communities of practice: learning, meaning, and identity. Cambridge University Press

