

## ICT as a mediator in learning and teaching

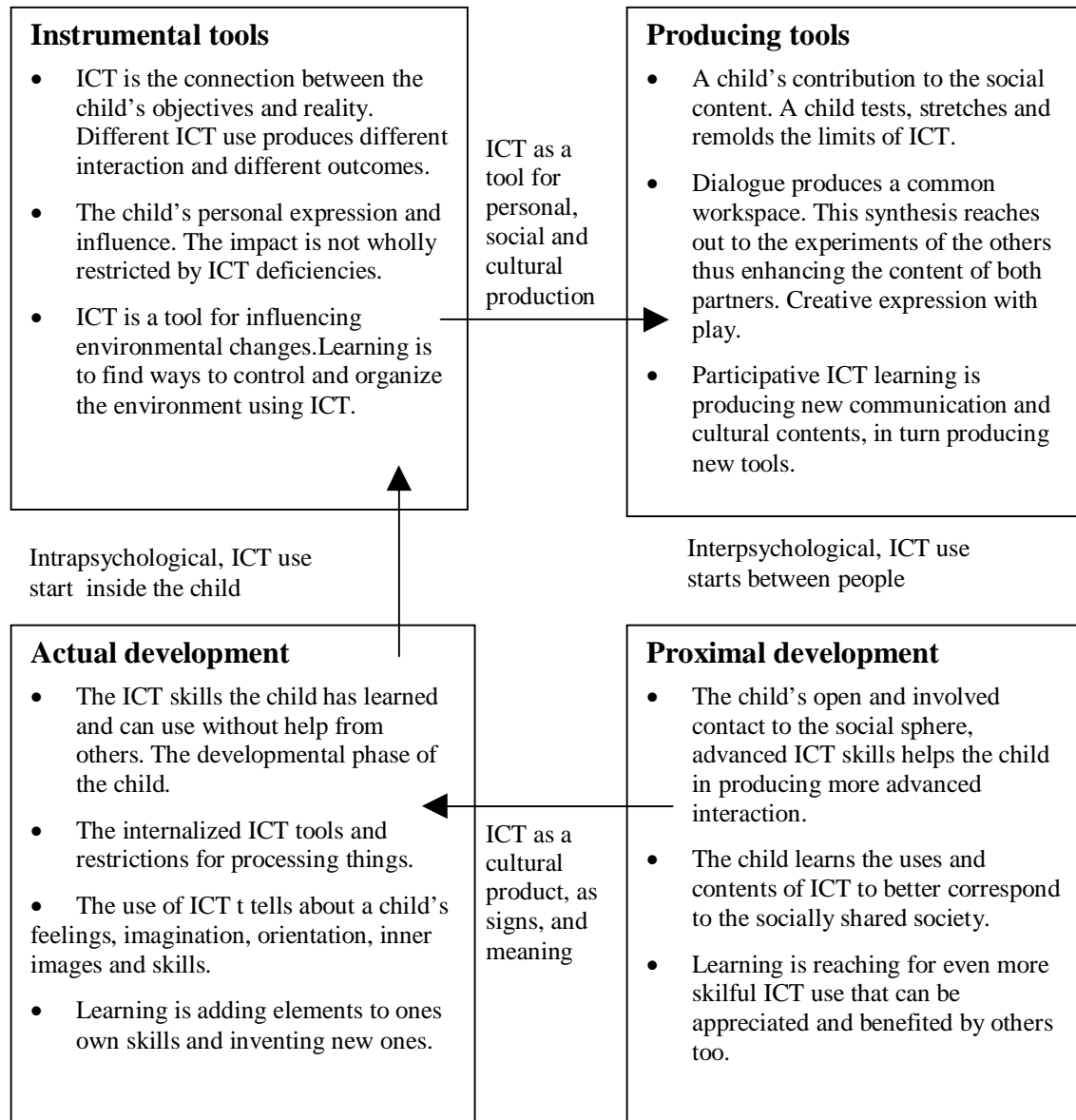


Figure 1. The role of ICT in learning

Figure 1 carries the message that ICT learning is fundamentally a social process. The learning that is connected to ICT is at first interpersonal and it is culture mediated and gradually adapted. Along with the adaptive nature of ICT learning there is the agentive nature of children's learning. Children produce new content and they do it with others too.

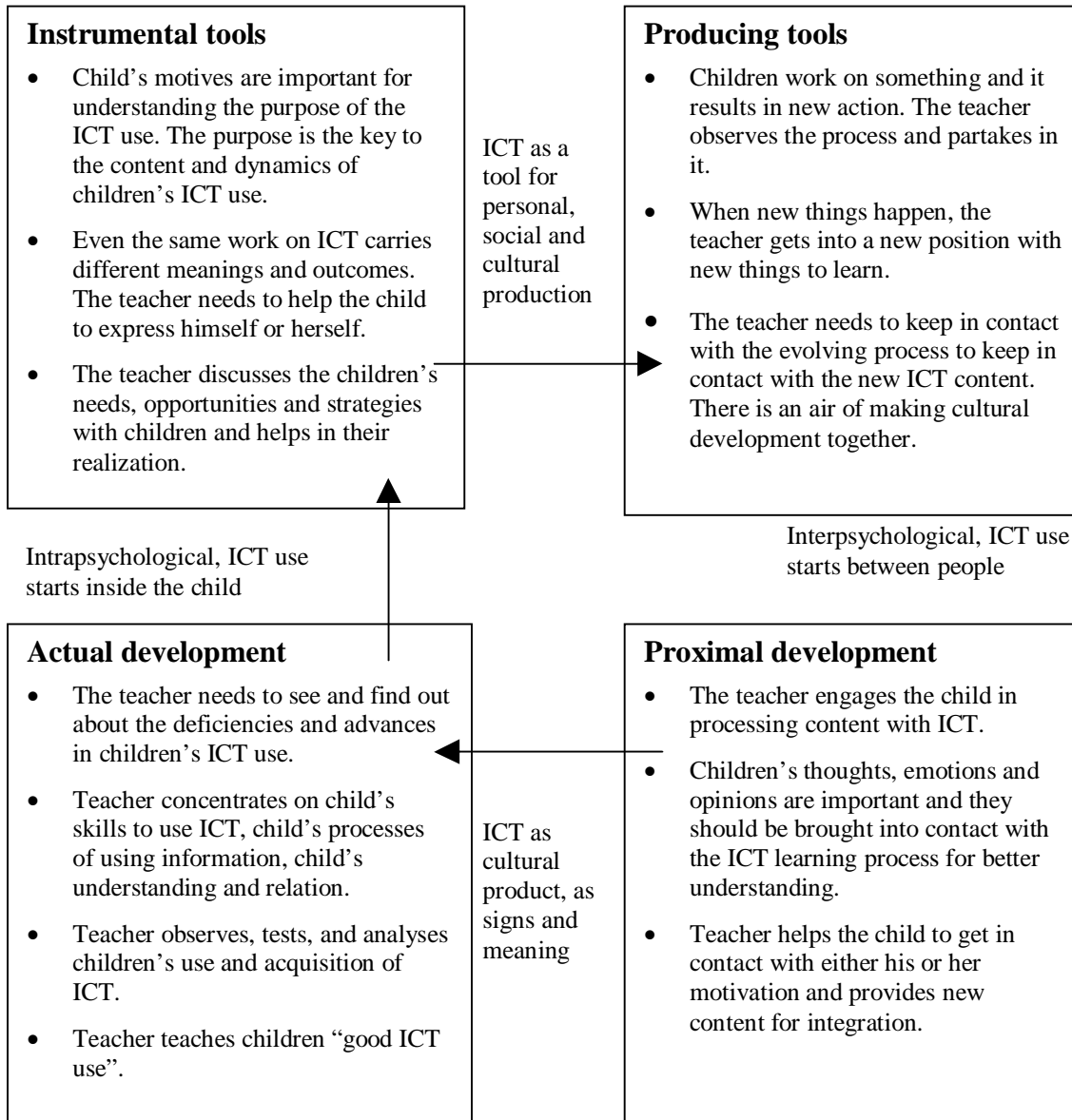


Figure 2. The teacher orientations in ICT learning (cf. Reunamo and Nurmilaakso, in press)

Figure 2 describes the different roles of the teachers when confronted with the phenomena concerning ICT. As learning is culturally mediated process the teacher needs to get in contact with the children's thoughts, motives and feelings to facilitate the learning. Teachers have educational objectives to meet and they need to know the level of children's actual development to help children with their deficiencies. Nevertheless, teachers need to leave room also for children's personal aspirations and content, to help children to become the agents of their work. Eventually, teachers and children work together producing new cultural content and ways to interact with others.