Abstract

This paper displays some of the results from research carried out in Andalusia (Spain) to evaluate the impact of the educational innovation policy developed by the regional government through widely introducing Information and Communication Technologies (ICT) in primary and secondary schools (ICT Centers). Specifically, the effect of the measures used to integrate ICTs on the educational administration and education centers is analyzed. This integration is analyzed not only at an institutional level, concerning the organization of the centers, but also in that referring to the permanent teacher's training actions and the implications and repercussions in the teaching-learning processes and the classroom and thus its repercussions in teaching-learning processes.

Keywords

technology planning, technology integration, ICT use