Abstract

The university scene presents a teaching-learning process detached from world technological advances. This research establishes theoretical guidelines for the use of information and communication technology (ITC) in the teaching-learning process for geography. The study was carried out at LUZ in 2012, following a bibliographical, documentary design, using reading cards and content analysis as instruments. Some results reveal that the teaching-learning process for geography is parceled out and the method used is transmission-reception. Conclusions mentioned are: a) Involve the pupil in the constructing his or her own learning using ICTs to reinforce knowledge, since they allow learning to be significant; b) The use of ICTs awakens motivation and interest in the pupil; and c) ICTs are causing a series of changes in society in all manifestations of man’s fundamental activities, including educational systems.

Keywords

Information and communication technology, teaching-learning, geography, significant learning, the university scene.