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Propositions

associated with the dissertation

Technology integration in education

Policy plans, teacher practices, and student outcomes

Jingxian Wang, 6 July 2021

1. In order to examine teachers' pedagogical practices with technology, researchers need to acknowledge the importance of variables from different levels, i.e., policy-, school-, teacher-, and student-level (this dissertation).
2. The use and sharing of digital educational resources are indispensable to support teaching quality at a high level in rural schools in China (this dissertation).
3. Teacher practices and student learning with technology can only be understood when the school context is taken into account (this dissertation).
4. When school leaders integrate technology in schools they should always consider teacher-related factors such as motivation, self-efficacy, knowledge and skills (this dissertation).
5. Policymakers should no longer hesitate to scale up the use of mobile devices in primary and secondary schools.
6. In order to use mobile technology effectively students should develop self-regulation skills and technological competence.
7. Successful integration of technology requires student engagement in classroom learning environments.
8. Providing teachers with adequate professional learning opportunities is vital for successful technology integration in class.
9. Knowing whether technology differentially benefits certain types of students should be the starting point for understanding educational inequity.
10. Becoming an academic researcher requires motivation to learn, collaborate, and create.