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Original Research Article

Exploring Beninese EFL Teachers' Perspectives on Teacher Training and the Use of Information and Communication Technologies in Secondary Schools of the Littoral Region

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Abstract: This article sought to understand the representations, appropriations and practices of English as a Foreign Language (EFL) teachers towards the use of Information and Communication Technologies (ICTs) in their classes in secondary schools of the Littoral Region. The methodology used was qualitative and administered through the application of questionnaires with closed and open questions administered to 50 participants randomly selected from five secondary schools located in the said region. The return rate was 96 percent. The results highlight the need of participant teachers, for a transformative pedagogical practice based on the use of digital technologies. The lack of theoretical, technical and pedagogical contributions, necessary to the teaching training process for the use of new technologies in school, was one of the aspects that shaped the difficulties in assimilating new pedagogical practices in schools.

Keywords: Benin context, EFL teachers' perspectives, ICTs use, teacher training.

1. PROBLEM AND PURPOSE

Reflections around pedagogical practices in the school have led to several studies on school cultures. In contemporary schools, the advent and introduction of Information and Communication Technologies (ICT) have made researchers investigate and discuss the transformations occurring in the ways the teacher teaches, and the ways students learn in the context of digital technological advances.

The current research is concerned with teacher training and new technologies in Benin Republic. It seeks to investigate teaching in the context of cyberculture. Indeed, it is worth identifying and understanding teachers' representations, appropriations, and practices regarding the use of digital technologies in the classroom. It also intends to ascertain how teacher education has contributed to the production of a differentiated pedagogical practice, in view of the introduction of new educational technologies in secondary schools.

2. BACKGROUND OF THE STUDY

In addition to computer labs, the introduction of portable computers in the classroom implies the student's faster approach to digital culture. The possibility for the school to access media culture more quickly, makes many education professionals and researchers reflect on the positive and negative aspects of educational praxis, considering the context of cyberculture.

The term cyberculture is understood here as a set of elements associated with forms of communication mediated by virtual spaces, that is, cyberspaces. According to Lévy (1999, p. 94), cyberculture develops alongside the growth of cyberspaces that constitute "a space of communication opened by the global interconnection of computers and memories of computers".

Cyberspaces are places where cyberculture is broadcast. They establish a multiplicity of connections, capable of constituting new communication practices. These new possibilities of communication resize the ways in which the

concerned appropriate the knowledge produced in and by society. Cyberculture, as a culture derived from mediation and appropriations with digital technologies, is a contemporary phenomenon. Thus, it consists of communicational, cultural, and educational practices produced concurrently with the advances in Information and Communication Technologies.

Even in this new context, the imposition on the school of the task of transmitting historically accumulated knowledge is relevant. However, in view of the ways in which the production and circulation of science and culture has been done in contemporary society, marked by digital technological advances, "new cultural references emerged that demanded the need to master different codes for readings and interactions with reality" (Martins, 2008, p. 68). Thus, this set of knowledge is learned through new pedagogical practices.

Therefore, it is understood that the ways in which knowledge is transmitted and apprehended are modified, renewed as new technologies are introduced in the educational field, without the school losing sight of its role in the process of human formation. It is considered that the school is not only a place for the transmission of knowledge, but a place for the production of cultures.

When looking back into the classroom, it is possible to see how school culture has been produced. According to Forquin (1993, p. 167), the school has its own characteristics, rhythms, and languages. But, as stated by Viñao (2000, p. 32), school institutions are made up of external and internal relational aspects. Undoubtedly, one of the main external aspects influencing the contemporary school has been the advance of Information and Communication Technologies. Computers have extrapolated social spaces and advanced to the school space of the classroom. Gradually, places for computer labs in schools are giving way to some type of digital equipment that integrates the classroom space itself. In some schools, including public schools, students have individual computers or tablets available, so that they are handled simultaneously in class.

Inevitably, this new material and spatial disposition has transformed the pedagogical practice, mainly with regard to school time and the teaching-learning process. The activities developed in computer labs required the teacher's separation of part of the planning time and the displacement of the subjects to another space other than that of the classroom. The introduction of the computer in the context of daily classroom activities resizes the use of this technological resource, integrating portable computers into the classroom and reordering school spaces and times.

Thus, portable digital equipment (laptops, netbooks, tablets, among others) started to compose the material scenario of the school and share the space with the other objects in the classroom, such as the blackboard and school books. This is perhaps the main difference between the fixed computer labs, since the flexibility provided by portable digital resources, allows its use at any time and space of the class. In this case, the possibility of the computer being considered a resource for pedagogical measurement integrated with daily school activities, and not just a research instrument or a support for educational games, should be considered as a relevant aspect to teaching practice.

In some countries such as Brazil, among the recent programs that guide the introduction of digital technologies at school, more specifically educational laptops in the classroom, is one that has been regulated by Resolution FNDE / CD nº 17 of June 2010, which establishes norms and guidelines for municipalities, states and the federal districts to qualify for the One Computer per Student Program - PROUCA, in the years 2010 to 2011, aiming at the acquisition of new portable computers, with pedagogical content, within the public networks of education. (National Fund Education Development [FNDE], 2010, pára. 1). The necessity of changing and updating the teaching and learning processes at school with the advances of society has led to the adoption of digital technologies, especially computers in the school context. This adoption has been considered as a strategy that aims to improve the quality of teaching and learning processes in Brazilian public schools, through the universal use of information technology information and communication (ICT) in the public education system. Such a usage allows the use and individual access of students to quality digital content and instruments for pedagogical use, in an autonomous and collaborative way. By so doing, the permanence and growth of basic education students in the federal, state and municipal systems is increasing. (National Fund for the Development of Education [FNDE], 2010, page 4).

The use of computers in the current school context, although still incipient, has generated a wide impact on education, by creating new ways of learning and accessing knowledge. In this process, special emphasis is placed on the new ways in which teacher and student relate - how they represent and how they take ownership - of digital resources. It is often the case that computers are inserted in school contexts like machines, in which the instructor and students are only assumed to have their instrumental and technical knowledge. However, as Lévy states, computers are not just "instruments of communication, information search, calculation, message production (texts, images, sound) to be placed in the hands of students" (Lévy, 1999, p. 174).

The questions that guided the present investigation were these: What is the teachers' representation regarding the use of new technologies at school? How did they appropriate these digital technologies in the school routine? How did this appropriation make it possible to overcome or maintain "traditional" school practices? Did teacher training for the use of new technologies contribute to the production of other pedagogical practices?

Seeking to understand the representations, appropriations, and the institution of new educational practices based on the use of new educational technologies, the research was based on authors such as Chartier (1991), Kenski (2007) and Lévy (1999). Chartier's studies (1991) contributed to understand the representations and the appropriations of teachers, from the understanding that representation is the social perception, the image of the present that was built through cultural practices (school, social, political). Thus, it was intended to investigate the representations, that is, the ways in which teachers think, look, and construct the reality of the classroom from the use of new digital technologies.

Likewise, the term appropriation is understood in the light of the author's reflections. Appropriation is the interpretation of representations and prescriptions formalized in practices. Therefore, it can be said that the pedagogical practices of teachers through the use of new technologies at school configure the ways in which the legal prescriptions were appropriated and together with the representations of the subjects, were transformed into practices.

The EFL teachers investigated are to be considered as spokespeople for unique pedagogical experiences, which informed the meanings attributed in the daily life of the school. Trying to understand how these experiences were materialized in practices, the researcher tried to observe how the use of new educational technologies were appropriate and sometimes assumed other meanings.

Kenski's studies (2007) contributed to understand that technologies have always been present at school, since it "encompasses the totality of things that the ingenuity of the human brain has managed to create in all ages, its forms of use, your applications (p. 19)". But the author also clarified that the new technologies refer specifically to "processes and products related to knowledge from electronics, microelectronics, and telecommunications" and " its main space of action is virtual and its main raw material is information "(Kenski, 2007, p. 25).

Barreto (2010, p. 12) clarifies that the new educational technologies derive from the New Technologies of Information and Communication, because they were (re) contextualized in the school space. In this sense, it is understood that the new technologies are educational only because they are used in school as a mediation of pedagogical practice, and because they serve school objectives and constitute an integral part of the curriculum.

3. METHODOLOGY

A methodology of qualitative research was opted for in the endeavor to cast a look at the ruptures and permanence of the school. According to Chizzotti (2013, p.28), the survey "implies a dense sharing with people, facts and locations that constitute objects to extract from this conviviality the visible and latent meanings that only are perceptible to sensitive attention." Therefore, five secondary schools from the Littoral Region of Benin Republic were targeted. These are CEG Akpakpa-Centre, CEG Zogbo, CEG Dantokpa, CEG Gbegamey, and CEG Houéyiho. Ten EFL teachers were randomly selected from each school for a total of 50 teachers. The researcher made sure they already had and used some kind of digital resource in their classes.

Data were collected through two questionnaires: the first containing five closed questions, which aimed to know which technologies the teachers had available at school, what the operating system of the computers was used, and how these resources were used by them. The second questionnaire contained ten open questions regarding the use of digital technology in classes. This questionnaire sought to address information that could characterize the profile of the teachers interviewed, questions related to the initial and continuing training of teachers, aspects about the appropriation of digital resources in the classroom, and aspects that configured teaching practices, emphasizing the positive and negative issues regarding the use of digital technologies.

Care was taken to ensure anonymous participation. Therefore, in the course of the analyses, names used do not reflect the actual participants.

4. DISCUSSION OF RESULTS

It is important to note that out of the 50 participants, two answers were discarded. Therefore, the valid responses are 48. These 48 are used in the data analysis.

Through the results of the field research, the representations, appropriations, and the training of teachers in the use of new digital technologies in secondary schools are presented. The first section deals with the perspectives of EFL teachers investigated who use these resources in their practice, while the second section discusses teacher training (initial

and continuing) as a contribution to the production of new pedagogical practices or to the maintenance of the same ways of teaching and learning.

- *Understanding representations, appropriations and practices of teaching in secondary schools through ICTs.*

In the universe of schools surveyed, the teachers investigated stated that the following digital technologies were available for activities in the classroom, as shown in Table 1:

Table-1: ICT components available in Schools investigated

	Participants (N = 48)	**Percentage (%)**
Computers and computer labs	20	41,67
Notebooks/laptops	20	41,67
Digital whiteboards	8	16,67

It is observed that all the teachers interviewed had the computers located in the computer labs and the notebooks/laptops available for pedagogical work in the school. In addition, these could be moved to any space of the school, especially to the classroom. Thus, each student could have access to a device to carry out the planned activities.

Respondents were also asked about the operating system of the computers available at secondary schools. The result showed that 24 teachers used the Microsoft Windows system, 12 used Linux, and 12 used both (Windows and Linux). These show that Microsoft is the main operating system provider and that Windows is configured as a predominant operating system in secondary schools.

As for internet access, of the teachers investigated, only sixteen participants declared that the school did not have this network. The rest of the teachers revealed that they had access to the internet, but with numerous difficulties for its operation, either because of slowness, interruption of the process, and, impossibility of access. These problems have led some teachers to declare that it is rarely possible to use online programs in class. Such answers were evidence of the way digital resources are used in school. In view of the impossibility of accessing the internet in the school environment, and consequently in the classroom, it is understood that the appropriation of computers and digital interactive whiteboards. For example, it could be restricted to working with educational software installed on the machines. For Kenski (2012, p. 71), the Internet enhances the possibilities of access to information and communication between the school and the world. Indeed, through this “network of networks”, schools can integrate themselves into the digital universe to achieve different educational objectives. However, for the school to be connected to the technological environment of the networks, we need to first have adequate infrastructure, second, enough computers, according to the demand expected for their use; and third, modems with diversified and fast ways of connection.

Responses from participants indicated that most secondary schools do not have appropriate infrastructure to carry out teaching based on the use of new technologies, especially those that assume the uninterrupted and unrestricted use of technology and internet. Sometimes, the increase in the educational environment with digital technological equipment is done without the infrastructure being adequate, compromising the good progress of classes and the achievement of the objectives that the use of new technological resources would enable to achieve. Basic features such as the availability of power are lacking. Overcrowded classes are also aspects indicated by respondents.

Data from questions dealing with teachers' representations and appropriations showed that even in the face of infrastructure problems, the computer is widely used. In these conditions, its main function, declared by the teachers, is to assist in the preparation of dynamic and interesting classes, as shown in Table 2.

Table-2: Use of available ICT resources by participants

	Participants (N = 48)	**Percentage (%)**
Computers and computer labs	20	41,67
Notebooks/laptops	20	41,67
Digital whiteboards	8	16,67

The other issue observed in the appropriation of digital resources was the issue of space. It was considered how the classroom space was reordered by the teachers to add new educational technologies to the materials already existing.

Before we discuss the teachers' responses, it is necessary to resume Kenski's discussion on the relationship between new technologies and the school space. For him (Kenski, 1998, p. 70), technologies resize the classroom space in at least two aspects:

- The first concerns the procedures performed by the group of students and teachers in the physical space of the classroom. In this environment, the possibility of access to other learning places such as libraries, museums, research centers, other schools etc, with which students and teachers can interact and learn, changes the whole dynamics of teaching-learning relationships.
- The second aspect is the physical space of the classroom that also changes.

In agreement with Kenski's considerations, changes in the school space in both perspectives have been observed in the schools investigated. As for the first aspect presented above, it was found from the responses of teacher participants that through the interactive whiteboard and notebooks/laptops, students can access a wide universe of information, especially those provided by internet virtual learning environments. In addition to educational software and games, the two features inserted in the classroom allow developing new formats of interactive activities. Through cyberspaces, such as blogs and websites, they can access a variety of hypertexts, e-books, or other virtual files.

The possibility of interaction and the multiplicity of audiovisual resources make teachers and students aware of the possibility of learning by means that go beyond the traditional ways of transmitting knowledge in schools. To the teachers, the image built on these technologies was revealed as an important tool to change their practices and to advance the quality of the teaching-learning process.

Schools need to go beyond teaching basic computer science with a focus on basic computer knowledge, application uses, text editing programs, educational games, etc. The focus needs to go beyond the simple operation of the equipment to the possibility that students can use the information made available in this digital space. From an early age in their school lives, students need to have access to computers and participate in educational practices that require the use of information technologies, with the perspective of digital literacy in view (Soares, Valentini and Pescador, 2013, p. 155).

The second aspect pointed out by the authors was observed in the speech of some teachers who declared that when the digital interactive whiteboard is available; its appropriation demanded the reorganization of the classroom. In their endeavor to solve the dispute with the blackboard for the central location and visibility to all students, the digital whiteboard was placed, in some cases, on the wall at the back of the room. Thus, portfolios should be reordered so that all students could visualize it by positioning themselves in front of it. Participants also mentioned a reorganization of space because of the lack of space at school for new objects. In most cases, the whiteboard was installed in the classroom occupied daily by the class, but there were also others in which the whiteboard was installed in a specific room of the school, as a kind of a second computer room.

According to the testimonies of the teachers, as shown in Table 3, the new technologies are taken as auxiliary instruments that enrich the classes.

Table-3: Participants' representations on ICT available

	Participants (N = 48)	**Percentage (%)**
ICTs enrich their courses	14	29,17
ICTs contribute to a playful learning	14	29,17
ICTs facilitate learning	12	25,00
ICTs are sources of fear and insecurity	8	16,67

Some selected statements revealed these aspects:
Access to multimedia provides me with the opportunity to frequently bring videos, documentaries, films, music, which make content more pleasurable for children (Akoffa).
The interactive whiteboard, according to the content, enriches my planning (Paul).
It was a novelty to use it, it gives us the opportunity to enrich the content with videos, illustrations, etc. (Armand).

It is perceived that ICTs are inserted and integrated into the daily pedagogical practices of teachers as resources that contribute to the process of building students' knowledge. However, they are appropriate to complement the activities carried out even though in a traditional way. On the other hand, it is frequent to find teachers who only use computers to propose a copy of text or illustrate classes with videos and images. In addition, some teachers linked the use of these technologies to fun and ludic sides of the teaching-learning process. The insertion of digital technologies in the classroom provides an increase in the use of educational game software. When asked about the contribution of digital technologies in class, some declared:
*Excellent, the results with the learners already appear in the short term. They interact, participate, learn and support each other on the most difficult faces of games, for example (*René*).*

*I think it is part of this generation, it is inherent in it and it helps us to work with pedagogical tools that children love. They learn, do activity, with pleasure, because they think they are playing, and, in fact, the playfulness of these activities with the use of technology is accentuated (*Akua*).*
*It is highly attractive to children, they concentrate more, and learn while playing, as is the case with games (*Kofie*).*
*The digital whiteboard is wonderful. In addition to loving and having a lot of fun, students learn content faster and with fun activities through stories told by characters (*Dossi*).*

The insertion of digital technologies in a transformation perspective should contribute to the change in pedagogical practice. It is necessary to reconfigure the classroom space and redefine the conception and training of teachers on the use of new educational technologies. All of this contributes to changes in the school culture itself.

The substitution of a simple technology for another more complex technology (e.g., blackboard and chalk with an interactive whiteboard) may indicate technological progress, but does not in itself guarantee the improvement of students' learning. In fact, if the traditional educational methodology is maintained, little or no variation in students' school performance can be expected, regardless of the use of sophisticated educational technologies (Ribeiro, Oliveira, & Mill, 2013, p. 154).

The production of a significant change in pedagogical practices at school is not guaranteed only by the introduction of new technological resources, let alone in the technical use of certain tools. It is necessary that the school community tries to understand the full potential of new educational technologies. For this, it is essential that there is an initial and continuous training of teachers in a solid and committed manner. Schools also need to establish a pedagogical project with clear objectives, involving the needs of students in the process of acquiring the knowledge produced in a cybercultural society.

The incipient process of insertion of new educational technologies in the school determines the way in which teachers and students appropriate them. Regarding the appropriation of new technologies, the same can be seen in Table 4, when the teachers were asked how they use them.

Table-4: Participants' appropriation of ICT available

	Participants (N = 48)	**Percentage (%)**
ICTs are used as a complement to course content	36	75,00
ICTs are used to plan the courses	8	16,67
ICTs are integrated in courses daily	2	4,17
ICTs are not used	2	4,17

The fragment of the speech of one of the teachers illustrates how the new technologies are appropriate to traditional pedagogical practice. As Robert, one of the participants, wrote,

I use this technology more to enrich classes. In it we can show videos on a certain subject, a program where we can put together different classes (p.13).

It was verified that digital technologies are being understood and appropriated as pedagogical instruments complementary to the already established pedagogical practices, which enable the production of a more attractive and interesting class. According to Soares, Valentin and Pescador (2013, p. 154), when introducing educational laptops in classrooms, we need to think of alternatives that go beyond the simple use of technologies as a resource to modernize current practices. They should be seen especially as a possibility for innovative practices that favor the development of cooperation, autonomy, criticism and construction of meaning. The digital whiteboard, for example, can be used in its pedagogical potential, or simply as a visual support for text, images and videos. Likewise, notebooks can be introduced into the classroom simply for researching a subject or for the use of educational games. Thus, the lack of methodological guidance regarding the use of new educational technologies in initial and training courses (continuing education) is one of the factors that contribute to determine how teachers provide appropriate digital resources in the classroom.

- *Teacher training and new technologies: an emerging issue*

There is no doubt that initial and continuing teacher training is one of the fundamental aspects of the teaching-learning process at school. Perhaps this is one of the main challenges when it comes to the introduction of new educational technologies in today's school.

The participant teachers indicated the problem of the lack of training in the use of digital technologies at school. The school context investigated revealed that the majority of teachers did not have any technical, theoretical or

methodological guidance for the use of new technologies in their initial training. The teachers stated that they did not obtain specific knowledge, and indicated that the notions acquired for the use of new technologies, occurred in a self-taught way (Table 5).

Table-5: ICTs training and Initial Teacher Training

	Participants (N = 48)	**Percentage (%)**
No ICTs training provided in ITT	32	66,67
Basic ICTs training is provided in ITT	12	25,00
Advanced ICTs training is provided in ITT	4	8,33

In the case of continuing education, few teachers attribute the acquisition of some knowledge in this area to continuing education and improvement courses. Teachers who received specific training courses, offered by the maintainer, reported that their content was related to the use of available technology, as well as the way it should be handled in the classroom space, but without deepening regarding the methodological approach (Table 6).

Table-6: ICTs training and Continuous Teacher Training

	Participants (N = 48)	**Percentage (%)**
No training is provided	10	20,83
Insufficient training is provided	10	20,83
Self-training	2	4,17
Basic training is provided	16	33,33
Advanced training is provided	10	20,83

Teacher training should provide the integration of information technology in activities carried out in the classroom, promoting the conditions for building knowledge. The teacher must understand that the computer can be integrated into his daily pedagogical practice as a resource that makes it possible to achieve the pedagogical objectives that one is willing to achieve. Because of the lack of understanding of how digital resources can promote the construction of knowledge through a methodological transformation, some teachers consider digital resources at school as instruments that generate fear and distrust. For Kenski, teacher training in the use of new technologies should identify the best ways to use technologies to address a specific theme or project or reflect on them, in order to combine specificities of the pedagogical "support" (from which neither the classic expository class nor, much less, the book) is excluded to the greater objective of the quality of the learning of its students (2007, p. 106).

One of the challenges of teacher training for the use of new technologies is to develop in teachers the ability to realize the potential of digital educational resources. This concept goes beyond that prevalent in the courses of teacher education, which highlights the training for the correct handling of the computer, leaving aside the methodological potential of the tool. This was the main aspect to be pointed out by teachers in the teacher training process: the lack of methodological support for the use of digital resources in the teaching-learning process.

Imposing new rhythms and skills in the process of teaching and learning, the technological transformations of our society have been very fast. In this sense, teachers must have full control over the use of computers. Thus, Kenski (2007, p. 111) continues by indicating that the uses of different digital technologies, for example, in classroom courses, demand new skills from teachers, in addition to strategies and dynamics diversified for presentation in the classroom. There are many changes, from the presentation and organization of the contents, to the realization of activities, the distribution of time, the definition of the forms of participation of teachers and students and the evaluation process.

The new technologies, recontextualized for the school environment, have been characterized as an essential instrument of pedagogical mediation. It was observed, therefore, that most teachers, despite their fears, limits, and understanding, have demonstrated efforts to make the most of the pedagogical potential of digital technologies.

However, the concern and the promotion of initial and continuous training of teachers for the use of new technologies must be the main challenge of contemporary schools. Teacher training should provide the school with the transformations pedagogical practice. A practice that must accompany the rapid diffusion and access to the knowledge produced by cyberculture, without losing sight of the human formation based on the knowledge accumulated historically.

5. CONCLUSION AND IMPLICATIONS

The researcher investigated the idea that the presence of new educational technologies at school enables the updating of teaching practices, through the ways in which EFL teachers represent and appropriate them. Answers were

sought to questions, such as how to keep pedagogical practices up to date with these new processes of knowledge transaction?

These representations and appropriations materialized in practices are capable of producing a new school culture. The question rose by Lévy (1999, p. 174) makes it possible to reflect on an issue seen in current school contexts. Indeed, the issue is not a question of using technologies at any cost, but of consciously and deliberately accompanying a change in civilization that deeply questions institutional forms, mentalities and the culture of traditional educational systems and especially the roles of teacher and student.

In this sense, it is understood that the pedagogical transformation based on new technologies in the classroom is not guaranteed only by the insertion of digital resources in the school, but in the ways in which school subjects represent, appropriate and recreate new practices.

From the data collected and analyzed, it emerges that the representation and the appropriation of teachers regarding the use of digital technologies in schools can be discarded in three categories:

1. the teachers represent the digital technologies available as complementary instruments of daily pedagogical practice and attribute to them the development of the playful character of the class, allowing greater concentration of students in the activities developed;
2. the appropriation of digital resources resizes the space and time of the classroom, when students use laptops and/or notebooks and have the digital whiteboards available;
3. one of the great challenges of daily practice is the lack of ability to use new technologies in the development of new educational methodologies, due to the lack of initial and continuing teacher training.

With regard to representation, most teachers consider and understand that computers can be very relevant in the teaching-learning process, and their use is essential to develop creative and motivating activities, which meet the needs and demands of the cybercultural society. For participants, new educational technologies enable better planning preparation; learning in a playful way, greater concentration of students in classes as well as the expansion of the content worked in classes. However, the lack of initial and continuing training has proved to be one of the main negative aspects and one of the fundamental challenges in the process of inserting new technologies in the school. Thus, among the negative aspects observed with this study, there is the little infrastructure of schools to offer the necessary support to new educational technologies and the little methodological mastery on the part of some teachers in the use of digital resources.

Planning different and interactive classes that mobilize students and enable inclusion in digital culture, using the digital whiteboard, laptops or notebooks are the different aspects of the teaching challenge. For this reason, it is assumed that the use of the computer as a text support, as a video player or as a research instrument is still a representation that prevails in the classroom. Furthermore, it is plausible to affirm that the current challenges for teachers impose new ways of dealing with the teaching-learning process. The triggering of these new ways of teaching and learning, driven by the countless transformations of information society, will allow a new school culture to be established and consolidated.

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