Type of article: research

**Technology use for teaching and learning**

**Usos de la tecnología para enseñar y aprender**

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*Our main aim is to categorise the different uses teachers and students make of ICT as a teaching and learning tool in technology-rich classrooms. A questionnaire about possible uses was developed following the guidelines provided by the literature review. A sample of teachers (n=278) who teach in highly technological classrooms participated in the study. Four types of educational ICT use in the classroom turned out of the exploratory factor analysis: teachers' technology use of content, teachers' technology use of interaction, students' technology use of content, and students' technology use of interaction. Useful ideas for researchers and teachers are provided.*

**Keywords:** Learning tool, educational innovation and ICT, technology-rich learning environments, ICT and teaching.

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The funding source had no involvement in the design of the study or in the collection, analysis and interpretation of the data, and had no influence on the writing of this paper.

**Brief description of the most important contributions**

1. It provides a comprehensive theoretical review on the topic of ICT use for teaching and learning, particularly in technology-rich classrooms.
2. A specific questionnaire was developed, which took into account three complementary analytical levels of teaching and learning uses of technology: educational foundations, instructional aspects and types of learning and teaching technologies.
3. Findings go beyond the currently known categories on uses of ICT for education. The four categories displayed extend the information of the generic category "ICT as a learning tool", previously identified by Tondeur, van Braak and Valcke (2007).