Kennisnet Foundation supports schools in implementing and optimising ICT use in teaching and learning. It is active in primary, secondary and vocational education.

**Problem**
A lack of knowledge about the effectivity of ICT among schools and teachers forms a barrier for successful employing ICT applications.

**Aim research programme**
- Practice-oriented research on benefits of ICT applications in education
- What works/ works not with ICT
- For whom, under what circumstances

**Research domains**
1) ICT in teaching and learning
2) ICT in the school organisation
3) ICT in accounting for education to society and government

**Knowledge pyramid**
This model for the accumulation of knowledge describes research according to four levels with an increasing value of evidence:
1. Idea: it is possible
2. Implementation: it exists
3. Perceived effectivity/benefits: people believe
4. Measured effectivity/benefits: it is proven

Research programme aims at reaching the top level to provide schools with the strongest evidence of the effectivity of ICT.

**Example study ICT in learning: software to support reading**
- **Idea**: Dyslectic children use computers that read aloud texts, so that they read easier and are less afraid to fall behind in class.
- **Implementation**: Software application which supports dyslectic pupils by reading texts aloud, free of charge.
- **Perceived benefits**: Teachers believe the software increases their pupils’ motivation and self-efficacy for reading. Pupils believe they can read texts easier and are less afraid to fall behind in class.
- **Measured benefits**: The cognitive self-confidence of pupils who work with the programme increases in comparison with other pupils.

**Example study ICT in the school organisation: digital registration of absenteeism**
- **Idea**: To better register and reduce school absenteeism by using a digital tool (AÏDA system) instead of paper registration.
- **Implementation**: Teachers use the AÏDA system on a laptop with wireless internet so they can register absentees in class.
- **Perceived benefits**: Teachers believe that the registration of school absenteeism costs less time and lessens the bureaucratic burden. They also undertake more action (more conversations with absentees/parents).
- **Measured benefits**: By using AÏDA the registration of school absenteeism increases.

**Working method**
- Demand-driven knowledge development: (new) research questions of schools concerning implemented ICT applications are guiding
- Studies are conducted by knowledge institutes together with schools
- Kennisnet Foundation supervises/ guides research
- Methods are determined by the fit between research question and given educational context
- Mixed methods research including quasi-experiments, interviews and surveys