















traditional Argentine pedagogical practices. Infusing ICT into teachers' current practices caused some fundamental changes in those practices, making them potentially more effective.

This research was only an exploratory examination of what daily use of laptops looks like in a developing-country context. But many of these hybrid activities—older practices combined with new tools—hold the potential for positive impacts on student learning, since they align with known aspects of good practice: increasing time on task, allowing students more control over their work flow, giving students their own textbooks or reference materials, and providing more and varied resources and activities for students. We do not mean to argue that there is no need for deeper pedagogical reform, but rather that mixed approaches that transform current common practices may be a good place to start integrating ICT, improving education, and building for reform.

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## 9. References

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