ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

O impacto das TICs na educação
El impacto de las TICs en la educación
The Impact of ICT in education
BRASILIA Abril April Abril 27-28 2010

ICT in initial teacher training in OECD countries

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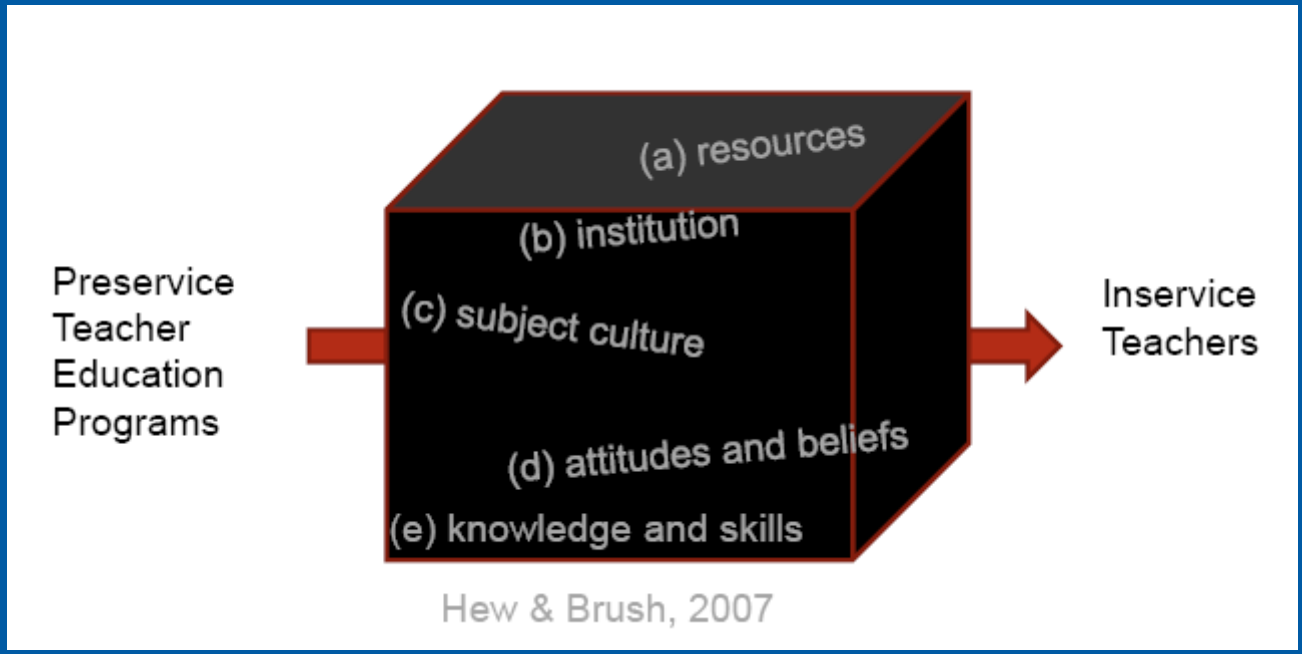
Is initial teacher training responding to the ICT challenge?

- Recent data from the US show:
  - 100% of TT institutions taught how to integrate technology into instruction , use of Internet resources and communication tools for instruction in all or some of their teacher education programmes.
  - 93% taught educational technology within methods programmes
  - 79% included technology in pre-service teachers' placements
  - 85% offered stand-alone courses in educational technology

Is initial teacher training responding?

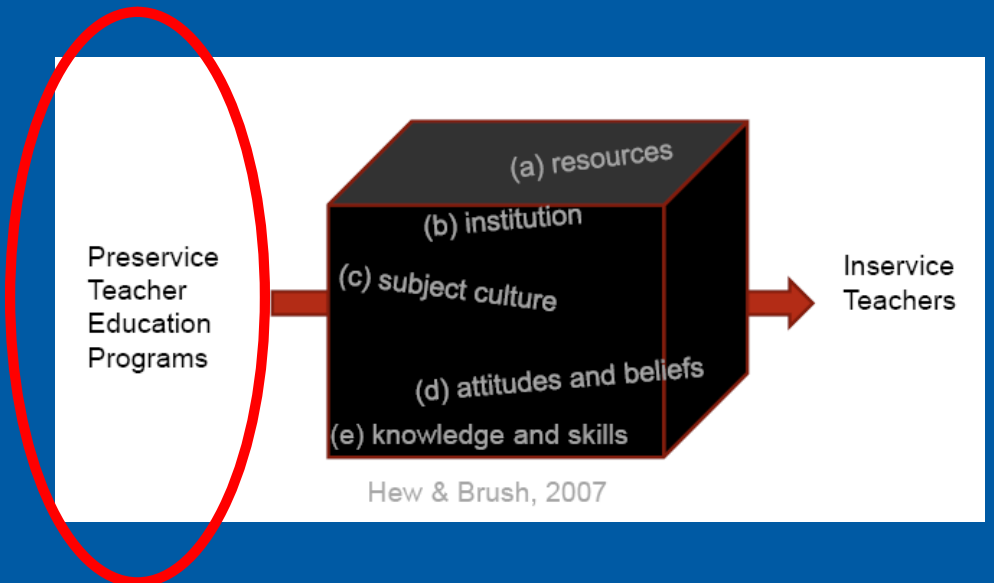
- … It is widely known that:
  - Technology is hardly used in mainstream education



A hard fact

- In the US, student teachers are ranked as the students who make the least use of the Internet.

Educause ECAR, 2008.



Objectives

- How far is technology used in initial teacher training across OECD countries?
- What prevents institutions from leading the way?
- What policies should be developed?

Student teachers

1. When it comes to technology access student teachers are not different from the rest of the student population in the corresponding country
2. Teacher training institutions provide facilities for access in a variety of ways, but not always in convenient ways.
3. Technically speaking student teachers are highly qualified and confident.
4. In most countries, student teachers are expected to use Learning Management Systems (LMS) in support of their administrative and learning requirements.
5. Student teachers are unhappy about the lack of training and experience regarding technology use in the classroom.

Barriers and obstacles

- Personal level:
  - Technology is moving fast
  - There are too many new requests
  - Technology is perceived as an add-on instead of a means for changing teaching and learning:
    - Request for more time is confusing
  - Lack of significant pedagogical training emerges as a barrier

Barriers and obstacles

- Institutional level:
  - technical support, reliability or convenience of access to technology are mentioned as unresolved issues.
  - Lack of strategy and leadership

Barriers and obstacles

- Policy level:
  - Preference for in-service training
  - Mismatch curriculum reform and teacher training
  - Lack of definition of teacher competencies

Drivers, enablers and success factors

- Local level:
  - Exchange of good practice
  - Incentives: pedagogical training and time
- Institutional level:
  - Dedicated ICT departments
  - Reliability and convenience of support
- Policy level:
  - Beliefs and investments
  - Autonomy but pressure

Policy implications

- Long-term vision: competences and implications for TT
- Professional development for teacher trainers
- Knowledge base about TT practices
- Need for new frameworks for policy dialogue

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Thank you

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