

Centre for Educational Research and Innovation



ICT and Initial Teacher Training

29-30 October 2008

Venue:
TELECOM ParisTech
46, Rue Barrault
Paris 75013

The meeting started with a welcome speech by *Arnaud Galisson*, head of the Pedagogical Innovation Department at *Télécom*. He also introduced us to the school and its educations. *Francesc Pedró*, OECD/CERI, and *Yngve Wallin*, The knowledge Foundation, also welcomed all of us to this meeting.

Terry Haydn, University of East Anglia, was the first presenter, and he wanted to tell us about “Complexities, Difficulties and Mistakes from the UK.” He stressed that teachers are not anti-technology, they just haven’t got the time because of everything else they have to do, and the teachers’ voice is very important to listen to. Earlier research in UK has been about equipment and access, but this has changed, most teachers are fairly positive about ICT nowadays. There is a difference in how ICT is used in different subjects, and it can be a problem only to find a common vocabulary for what we do. All teachers might not need to know everything.

The next speaker was *Jari Lavonen*, University of Helsinki. He started out from the review draft and gave some suggestions how to improve the study. In the review there was much about quantity, and he wanted to enlarge the discussion. What kind of pedagogy do we have when using ICT, how do we help students to adopt new ideas? How is it possible to combine pedagogy with ICT, and teachers’ knowledge? The goals are changing. What kind of features can have an effect on meaningful learning so that students can use technology in new situations and solve problems? He also talked about the adoption process of new ideas according to Rogers, and suggested two systems of categories: One for how the students use it for their own purposes and another one for the use in the classroom. Practice is important, but we should think of the combination of theoretical and practical knowledge for the optimal outcome.

Jacques Viens, University of Montréal, reminded us that we have 100 years of history of media and education and nobody talks about it. He recommended the book *History of Instructional Technology* by Paul Saettler from 1968, and thought the review would benefit from a retrospect in this respect with the aim to learn from history. Among other things, he was looking for more recent applications like, web 2.0 and social software in the review without finding them. He also suggested extending the study and pointed at weaknesses in the short time span. He agreed upon a systemic approach to different levels and wanted to stress the importance of “vision, politics, resources and action”. Notes from a discussion with his colleagues François Larose and Vincent Grenon before the meeting in Paris are also available (in French).

Karen Grove, University of Nevada, pointed at the importance of student teachers’ field experiences where the students can connect theory from university courses with "real world" classroom practice,

establish practices for future teaching, construct their understanding of teacher practice and ... learn how to teach. If use of technology is woven into field experiences, student teachers are much more apt to use it in their practice, but universities rarely get a choice in the selection of a placement site or a mentor. Preparing student teachers to use ICT tools is clearly a complex process with a myriad of factors interacting to impact the outcome. It is clear that greater collaboration is needed between teacher preparation programs and their school district partners that provide field experience settings and mentor teachers to identify factors for optimal placements for student teachers so that will learn to teach effectively in digital classrooms.

The last speaker on Thursday was *Johan van Braak, University of Ghent*. He started by saying that what is *not* in the curriculum is as interesting as what is there. In Flanders there is nothing about technology skills. He showed us recent results from a study among teachers in Flanders about ICT use. An important thing is not the objective amount of computers, but the subjective experience. The availability of computers has an impact on pupils' basic computer skills, while the teachers' pedagogical view has more of an impact on what extent the computers are used as learning and information tools. Local policy planning is one of the key success factors in this respect, and having teachers engaged in the work with policy is much more important than what is written down.

Caroline Rizza, Télécom, presented her findings from a review of research articles from the Francophone world; In addition to the French-speaking countries Switzerland, Canada, France and Belgium, there were also articles from United-Kingdom, Spain, USA and Italy. The review was organised in four themes and the articles will also be analysed according to a chronological approach in order to underline the advances in the field.

The four themes are:

- 1: The granted place of ICT uses in regulation regarding teacher education curricula and introduction in classrooms.
- 2: Faculty members and mentors as role models.
- 3: The pedagogical methods to encourage student teachers to use ICT and how it can be used.
- 4: "pedagogical innovation" and "innovative pedagogical practices", the necessary implication of the different levels of the system.

Anne Todd Leftwich, Indiana University, presented the US study, which is more extensive than the OECD-study. They do have the same time limits, but there has been more time spent on preparations. More people have been and will be involved in carrying out this study. In the US study in-service teachers are also included. The presentation was given in order to give a context for the cooperation between the two studies and also to provide a background for the final discussions on the design. More information about the US study can be found at <http://www.indiana.edu/~levtech>

Before the final discussions on the design of the study, *Ann-Britt Enochsson, OECD/CERI* clarified the written document about the design.

Discussions about the design:

There was a long and interesting discussion on how to improve the design. This summary will only highlight a few issues. There is a need to make the questions appropriate to all countries. One suggestion was to have a core of similar questions and add on specific questions for each country. In the questionnaire as it was presented at the meeting there was a mix between applications and use. This has to be clarified, but there were also suggestions about focusing on the use. The questions should also reflect different kinds of teacher training (e.g. primary, different subjects etc.). There was a discussion about the value of 'best practice', and some discussants thought we could learn from these examples and even ask questions about this in the survey. One of the participants pointed at that we do not only want to know about 'best practice' but about 'next practice.' A relevant suggestion was also to connect more clearly to the New Millennium Learners at the end of the project; what does this mean to the pupils?