

French-speaking review draft (cf. bibliography)

SCOPE OF THE REVIEW:

■ OBJECTIVES:

1. To supplement the English-speaking review
2. To summarize the research knowledge base about ICT in initial teacher training, and from this, to discuss what can be done both in terms of policy making and further research within the field.

■ DEFINITIONS AND LIMITATIONS:

- The definitions of concepts are similar to the English-speaking review
- Conducted in French and limited to the years 2002-2008 :
 - *The oldest data used in some articles dates from 1996*
 - *The oldest article reference dates from 1980.*

■ DEFINITIONS OF THE CONTENT / SOURCE:

- The main keywords used in this review : "Formation initiale", "enseignants", "TIC"
- Key facts about the references :
 - *The oldest journal: "ICT Pedagogical integration" Viens, Peraya, Karsenty (2002)*
 - *The most recent journal: "Teacher training & ICT integration" Charlier, Coen (2008)*
 - *Strongly relevant productions & editions : HEP de BEJUNE*
 - *Some references give a precise description of a project like LEARN-NETT*
 - *Others give a general view of the questions like "ICT's place in initial and continuing teacher training".*
- Countries covered : Switzerland (17), Canada (15), France (12), United-Kingdom (10), French speaking Belgium (9), Spain (9), United-states (2), Italy (1).
- Size of the studies :
 - *Less than 30 informants: 4 (respectively: 4; 6; 18; 28)*
 - *Between 31-100respondants: 4 (respectively: 41; 55; 82; 100)*
 - *101-1000respondants: 6 (respectively: 298; 298; 636; 638; 728; 1000)*
 - *More than 1500informants: 4 (respectively: 1634; 2565; 6998; 6998)*

ORGANIZATION & LOGIC OF THE REVIEW:

■ CENTRAL OBSERVATION: questions about "ICT and Initial teacher training" have remained similar from 2002 to 2008

- *We propose to analyse these questions according to a chronological approach in order to underline the advances in the field.*

■ WHAT ARE THESE QUESTIONS?

- *Theme 1: The granted place of ICT uses in regulation regarding teacher education curricula and introduction in classrooms*
- *Theme 2: Faculty members and mentors, the "role model" they play*
- *Theme 3: The pedagogical methods to "encourage" teacher students to use ICT & how*
- *Theme 4: "pedagogical innovation" & "innovative pedagogical practices", the necessary implication of the different levels of the system*

**■ THEME 1: GRANTED PLACE OF ICT'S USES IN REGULATION
REGARDING TEACHER EDUCATION CURRICULA AND INTRODUCTION IN CLASSROOMS**

■ RELEVANT QUESTIONS:

- *What does "ICT uses" mean?*
- *Are ICT a specific subject and is technological training a speciality?*
- *OR, are ICT pedagogical tools and is technological training a component we must find in each discipline?*
- *Is the implemented policy a competence-based approach or not ?*
- *Are there differences between national regulation and local ICT policy in schools ?*

**■ THEME 2: FACULTY MEMBERS AND MENTORS,
THE ROLE MODEL THEY PLAY IN CLASSROOM AND DURING FIELD PLACEMENT**

■ RELEVANT QUESTIONS:

- What are the factors which influence ICT uses by faculty members or mentors?
 - *Confidence, competences, representations*
- Do faculty members & mentors benefit from a specific accompaniment?
- How to explain differences of uses between primary and secondary school mentors?
- Why teacher students ask their colleagues or friends about ICT instead of faculty members & mentors?

**■ THEME 3: THE PEDAGOGICAL METHOD TO ENCOURAGE TEACHER STUDENTS
TO USE ICT AND HOW**

■ TEACHING SCENARIOS:

- What kind of production to ask the teacher students and how to "help" them?
 - *E-portfolio impact on initial teacher training and future ICT uses in classroom*
 - *Analyse of the evolution of teaching scenarios in initial teacher training*

■ COLLABORATIVE WORK, "TEAM TRAINING", PRACTICE COMMUNITIES :

- How to promote a collaborative culture between teacher students?
 - *LEARN-NETT experiment;*
 - *Experiments with forums and newsgroups during field placement in Quebec*

■ ACTION-RESEARCH-TRAINING :

- How can training actors benefit from the research?
- How to build closer links between research and action?

**■ THEME4 "PEDAGOGICAL INNOVATION" & "INNOVATIVE PEDAGOGICAL PRACTICES",
THE NECESSARY IMPLICATION OF THE DIFFERENT LEVEL OF THE "SYSTEM"**

■ DIFFERENT APPROACHES/ METHODOLOGIES EXIST:

- According to the focus (society-institution-actors, OR institutions-faculty members-teacher students, etc.);
- According to the individual experiences & institutional context
 - *The effect of school directors' perceptions concerning their capacity to help teachers to use ICT on the integration of ICT in classrooms.*

■ MOST FREQUENT QUESTION:

- How to define "innovative practices" and what is "pedagogical innovation"?
 - *For example, can we consider the introduction of a PowerPoint document in a classroom as an innovative practice?*

WORK IN PROGRESS!