Country Questionnaire

New Millennium Learners
ICT in Initial Teacher Training

Centre for Educational Research and Innovation (CERI)
OECD

The purpose of this questionnaire is to collect essential background information for the CERI project New Millennium Learners' study 'ICT in Initial Teacher Training'. It mainly covers policy context and national initiatives regarding ICT in initial teacher training. This information will be used to develop a comparative country overview and a synthesis report.

Please respond to this questionnaire to Ashley Allen-Sinclair (ashley.allen-sinclair@oecd.org) by February 15, 2009

For any questions regarding this questionnaire, please contact Francesc Pedró (francesc.pedro@oecd.org) or Ann-Britt.Enochsson (ann-britt.enochsson@oecd.org).

A. Objectives

Policy context -statements and interventions

The objective of this questionnaire is to find out what are the national frameworks and requirements regarding the use of technology in initial teacher training. We seek information on **specific policy initiatives and projects/programmes** in your country within this field. They should include initiatives and projects/programmes at the national or regional[1] level (not initiatives at individual teacher training institutes).

B. Guidelines for completion of the questionnaire

B.1 Scope of the questionnaire

The Country Questionnaire pertains to teacher training for compulsory school, e.g. primary and lower secondary.

The main focus will be on formal learning[2]. However, where informal or nonformal examples[3] are relevant, please include them.

The outcomes of particular interest relate to how student teachers are trained or given the experience of how to integrate technology in learning environments.

B.2 Data/information source

References to data/information source should be reported in the column titled "Source" in each table. References include books, journal-articles, policy briefs, government acts, legislation, newspapers and URL links.

B.3 Definitions of terms

The following concepts have been used:

ICT	Contemporary information and communication technology, e.g. computers and different kinds of software, mobile phones, digital cameras, Learning Management Systems etc.
Techno-pedagogical competence	Competence to use technology for pedagogical reasons, competence to integrate technology in teaching.
Student teacher	Person studying to become a teacher and without certificate, preservice teacher.
Field placements	Where the student teachers do their practical work in classrooms, both for short periods during courses and for longer periods, before earning their degree as long as they do not work independently.

B.4 Responsibility

National or regional coordinators are encouraged to nominate one person who will be responsible for gathering the necessary information from multiple sources. This person will liaise with relevant officials, statisticians and researchers in order to identify as detailed information as possible. This person is expected to liaise with CERI after the collection of this questionnaire should CERI (or the researcher that CERI appoints) wish to follow-up on particular evidence or reference presented in this questionnaire.

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[1] Independent regions in countries in this respect (e.g. England, Scotland etc.) are henceforth referred to as regions.

[2] Formal learning refers to learning through a programme of instruction in an educational institution, adult training centre or in the workplace.

[3] Non-formal learning refers to learning through a programme but it is not usually evaluated and does not lead to certification. Informal learning includes both intentional (e.g. participation in short lectures or reading books or journals) and non-intentional (e.g. occurring by chance or as a by-product of everyday activities) learning.

C. The questionnaire

Policy statements and interventions.

Policy statements and interventions related to ICT in initial teacher education provide information on the extent to which a government puts weight on ICT as important for future teachers. The main focus will be on statements and schemes at the national and regional level, but countries (corresponding) are welcome to also include those at the local and/or community level if considered appropriate.

1.1 Policy statements

- Please include any relevant government **policy statements** that would pertain to the role of ICT/technology. They would include white papers, frameworks and statements of intent at the national and state level.

ICT Policy statements	Issuing institution	Date	Source

1.2 Upcoming changes

- Please inform about any known upcoming changes.

Future changes in ICT Policy statements	Issuing institution	Date	Source

1.3 Interventions

- Please list any relevant educational **policy interventions**[4] that would have the goal of raising the techno-pedagogical competency for student teachers[5]. They should include initiatives and programmes at the national and regional level.

Techno-pedagogical interventions	Issuing institution	Date	Source

1.4 Future interventions

- Please list planned future interventions.

Techno-pedagogical interventions in the future	Issuing institution	Prel year	Source

[4] They include policy initiatives and specific programmes.

[5] This could also include initiatives with an indirect aim to raise the student teachers' techno-pedagogical competence, such as programmes for teacher trainers or mentor teachers.