

ICT AND INITIAL TEACHER TRAINING

Paris meeting (23-24 February 2009)



5th session

The role of the national coordinators: responsibilities and coordination



*Centre for Educational Research and Innovation
Organization for Economic Co-operation and Development*

The role of the national coordinators: responsibilities and coordination

Main topics:



- 1. Coordination between technical/research teams and corresponding governments*
- 2. Two-sides responsibilities: inside the countries and as members of an international team*
- 3. Sharing our national experiences*
- 4. Comments related to the case studies' report*

The role of the national coordinators: responsibilities and coordination

1. Coordination between research teams and governments



This topic refers to the fundamental role of communication and coordination processes between technical and political actors involved on the national study

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2. Two-sides responsibilities: inside the countries and as members of an international team



National coordinators should have in mind this double role, and try to balance their responsibilities to their countries and the international team (specially, their commitment in order to respect the agreements, as well as general consensus)

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3. Sharing national experiences



*Basically, using the reports and
participating in current and future
meetings*

*If necessary, we could define additional
ways to share our national experiences
(e-mail, wiki, blog, etc.)*

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4. Comments related to the report for the case studies



How do we see this report?

It will show a deeper sight about the reality of ITT institutions (by country) giving a description and an explanation of the national situation, focused on [at least] two referential institutions.

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4. Comments related to the report for the case studies



This report should answer the following questions:

- 1. What are the institutional frameworks and requirements?*
- 2. To what extent and in what ways is technology used in teacher training institutions in OECD countries?*
- 3. In what ways are student teachers prepared to integrate technology in teaching?*
- 4. If student teachers are not well prepared, what are the main obstacles?*
- 5. How are policies evaluated?*
- 6. Does practices correspond to [local] policies?*

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4. *Comments related to the report for the case studies*



Report structure and contents

Introduction (2 paragraphs): introducing basic details about the cases, visits, etc.

Context (1 page): showing a general context (and specifically the selection criteria)

Each case report (5-10 pages): including general data, descriptive information, and the stakeholders' views (for the structure, refer to the research questions). **It should describe basic correlations and conclude with basic analysis.**

Overall analysis (5 pages): presenting a transversal analysis of the set of selected cases. If possible, include also the results from questionnaires sent to other ITT institutions (in order to get a more complete country report). Countries are free to relate the results to national policies (*considering the taxonomy proposed by Caroline*).



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