



How is initial teacher training responding to students' e-literacy?

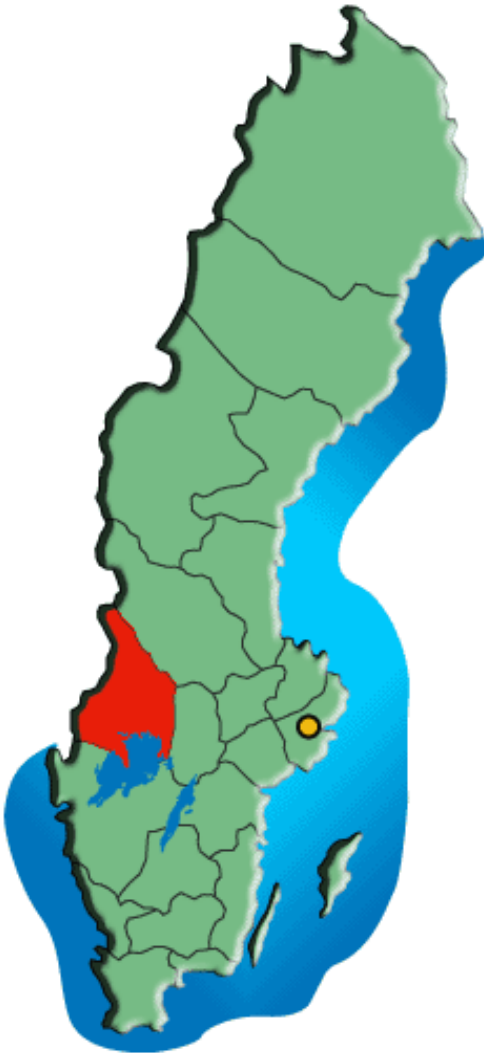
Ann-Britt Enochsson

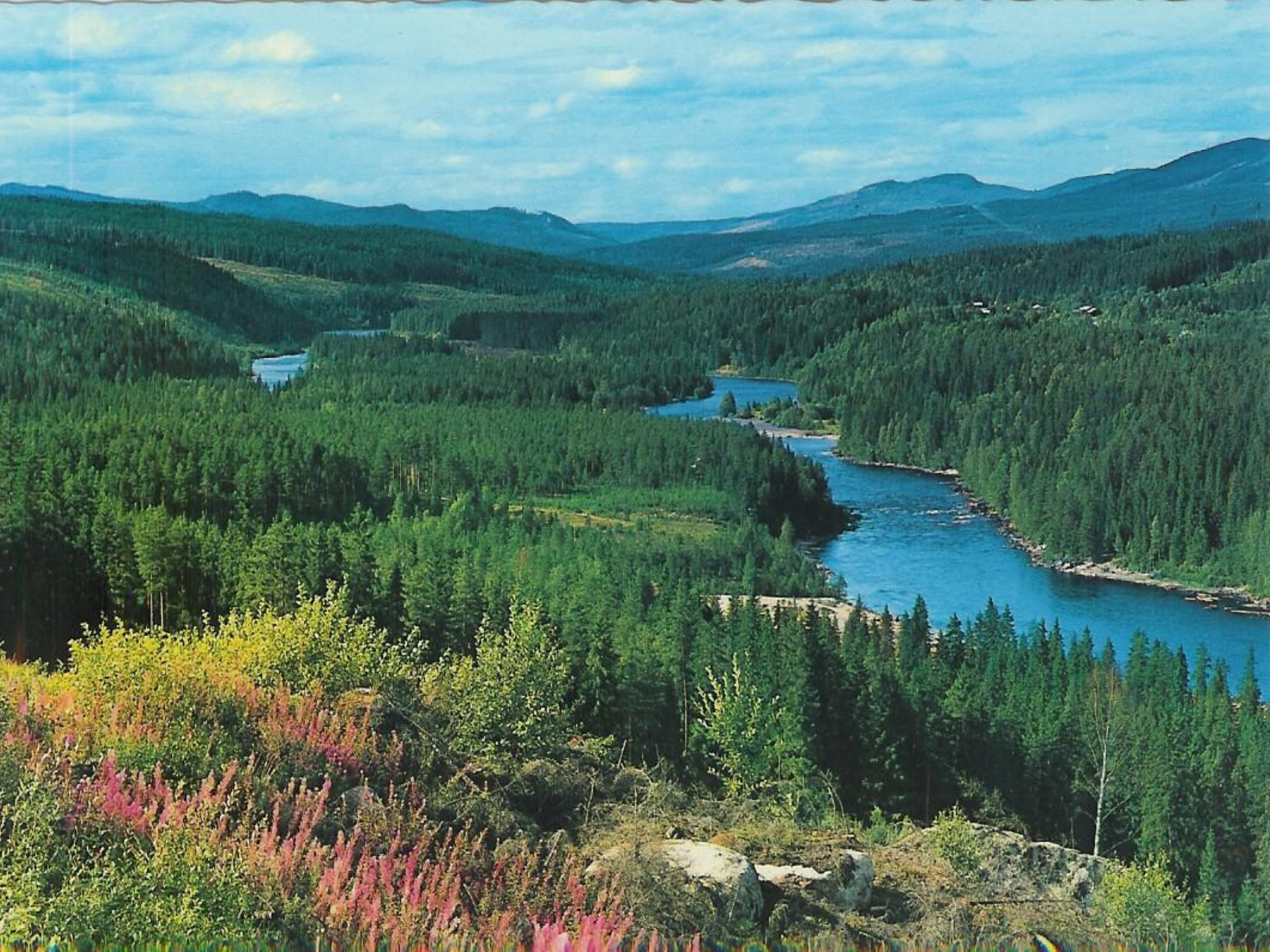
OECD

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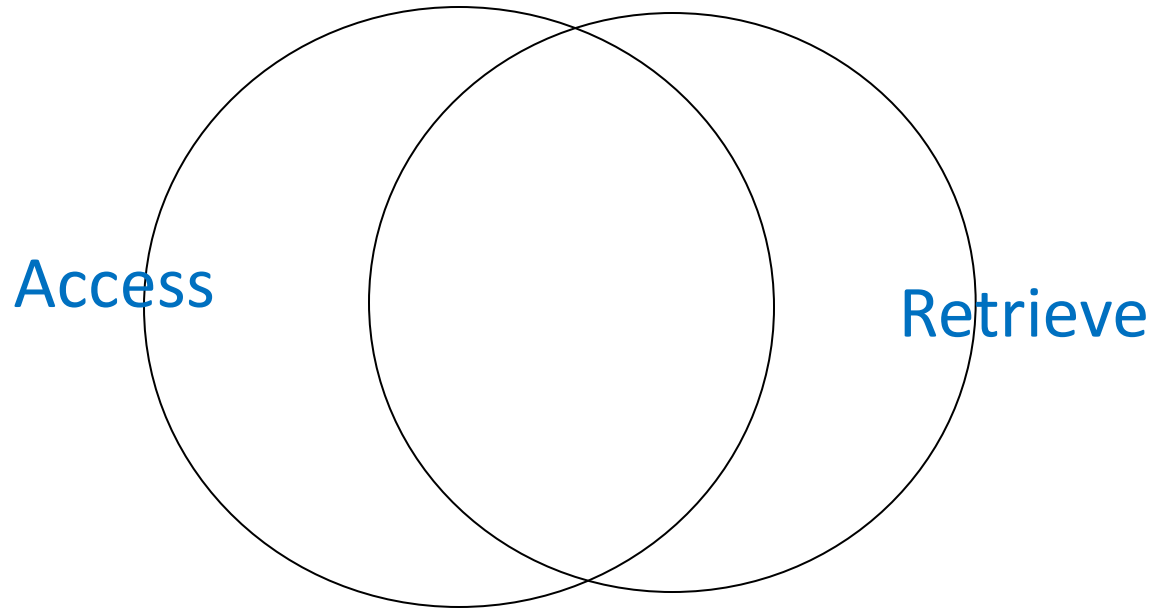


Reading Literacy

A framework for PISA 2009

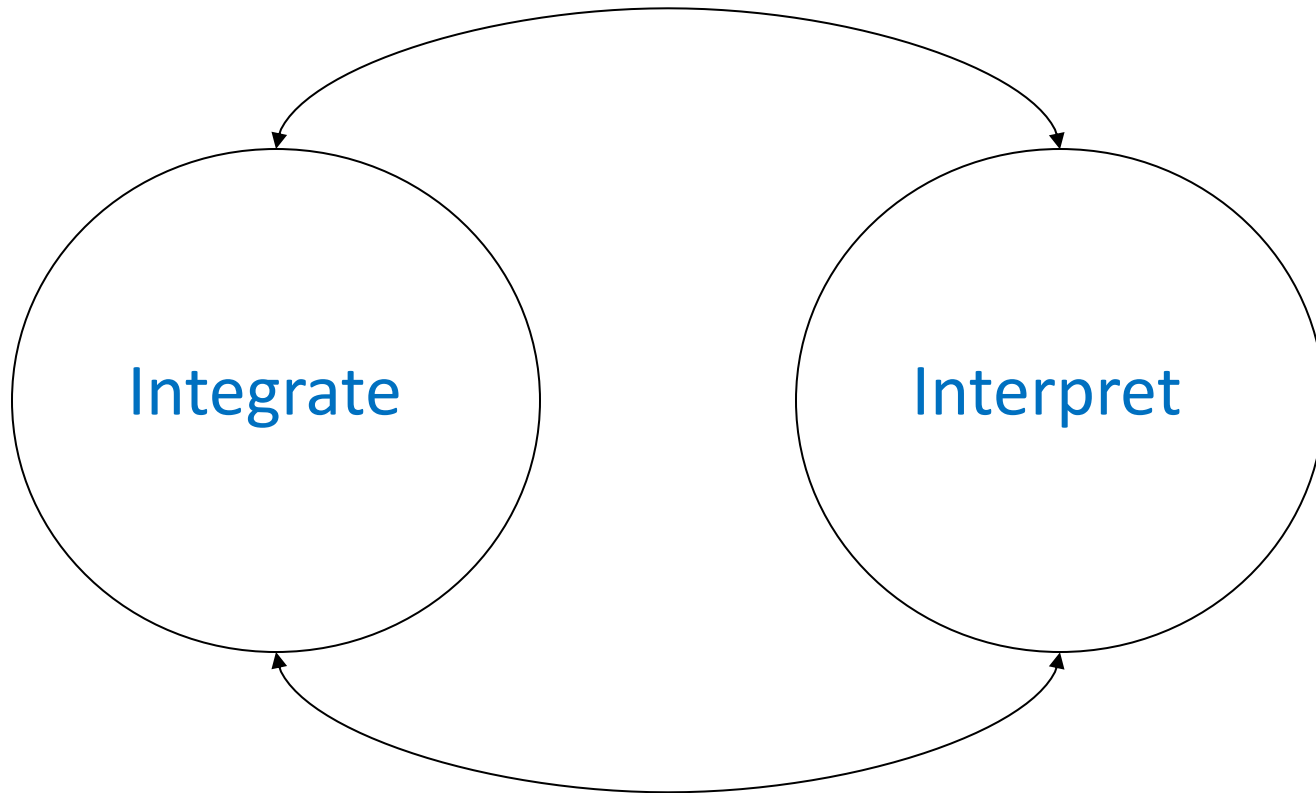
- Access and Retrieve (retrieving information)
- Integrate and Interpret (interpreting texts)
- Reflect and Evaluate (reflection and evaluation)

- Access and Retrieve



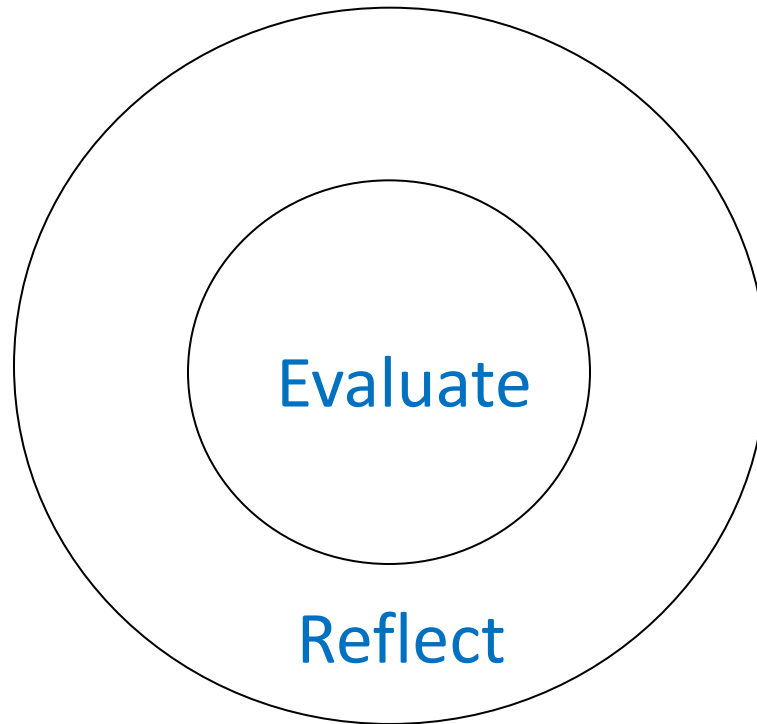
Relationship between accessing and retrieving in PISA tasks

- Integrate and Interpret



Relationship between integrating and interpreting in PISA tasks

- Reflect and Evaluate



Relationship between reflecting and evaluating in PISA tasks

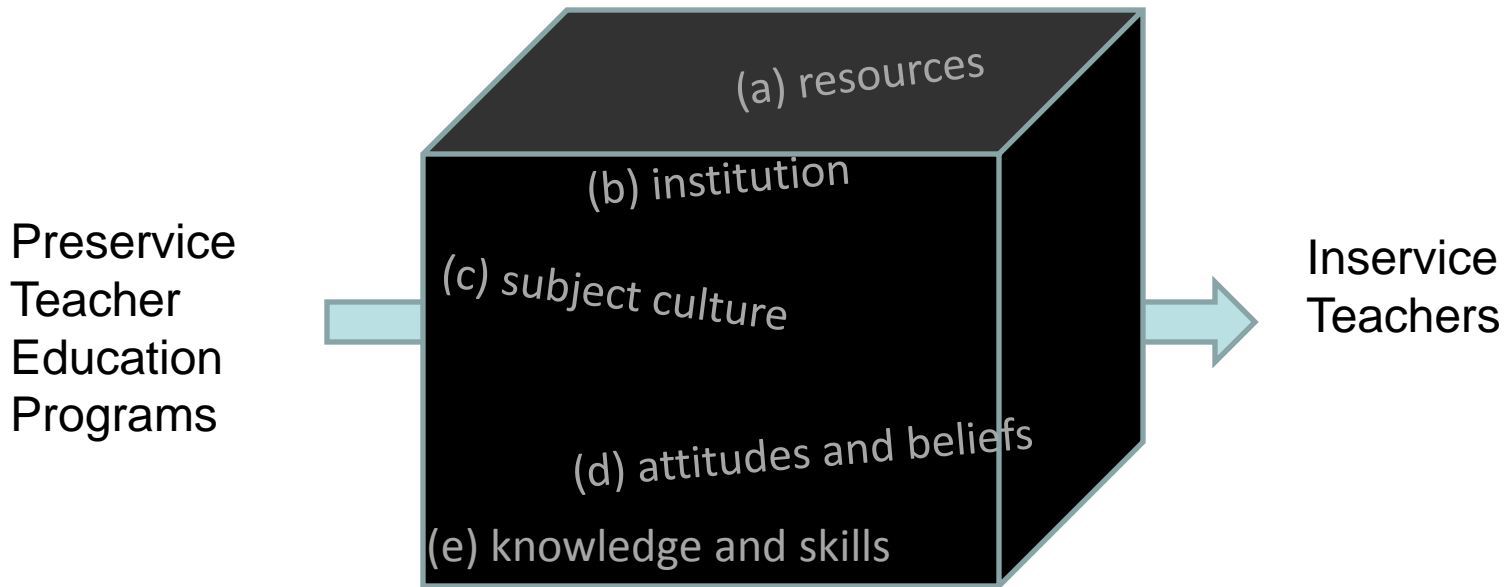
The results from the test surveys
are VERY interesting!

But you will have to wait until next year before
you will know more.....

Is initial teacher training responding?

- So they claim (NCES,2007)
 - 93% taught educational technology within methods courses
 - 79% included technology experiences in pre-service teachers' field experiences
 - 51% offered a 3- or 4-credit hour educational technology course to pre-service teachers
 - 34% offered a 1- or 2-credit course
- But a lot of student teachers claim they are not prepared enough

THE BLACK BOX



Hew & Brush, 2007

The reviewed articles

- USA (33)
- UK (11)
- Canada (4)
- Sweden (2)
- Australia
- Finland
- The Netherlands
- Norway
- Portugal
- and...
- ...articles written in the french language
 - Switzerland, France, Spain, Italy, Canada, USA, UK, Belgium (not in this presentation)
- ...articles written in the spanish language (later)

Three areas

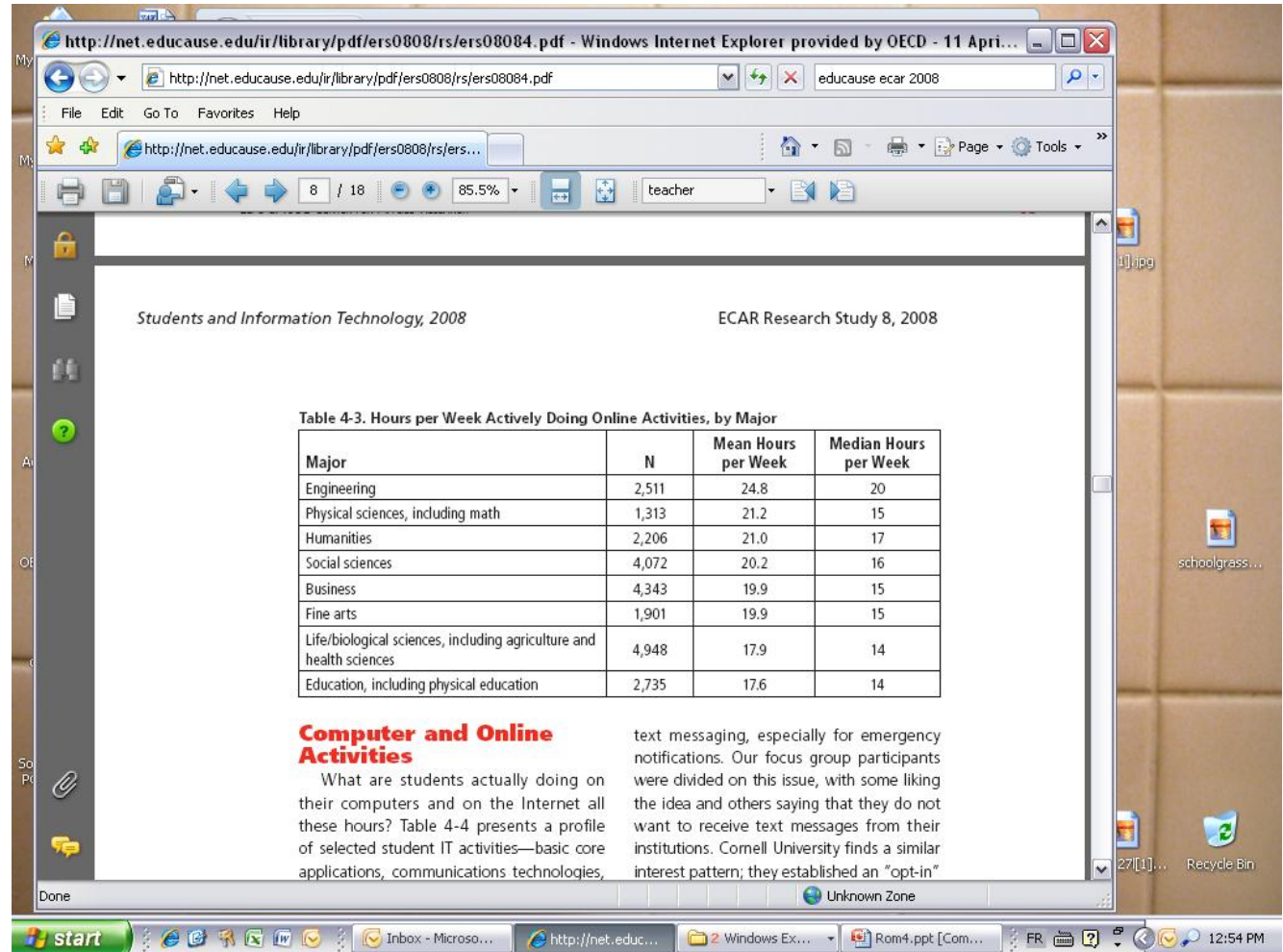
- Student teachers' competencies and attitudes
- Teacher trainers' use of technology in their teaching and how theoretical knowledge is discussed
- Student teachers' field experiences and mentors as role models

Student teachers' competencies and attitudes

- Are student teachers New Millennium Learners?

Student teachers' competencies and attitudes

- In the US, student teachers are ranked as the students who make the least use of the Internet. Educause ECAR, 2008.



Students and Information Technology, 2008 ECAR Research Study 8, 2008

Table 4-3. Hours per Week Actively Doing Online Activities, by Major

Major	N	Mean Hours per Week	Median Hours per Week
Engineering	2,511	24.8	20
Physical sciences, including math	1,313	21.2	15
Humanities	2,206	21.0	17
Social sciences	4,072	20.2	16
Business	4,343	19.9	15
Fine arts	1,901	19.9	15
Life/biological sciences, including agriculture and health sciences	4,948	17.9	14
Education, including physical education	2,735	17.6	14

Computer and Online Activities

What are students actually doing on their computers and on the Internet all these hours? Table 4-4 presents a profile of selected student IT activities—basic core applications, communications technologies, text messaging, especially for emergency notifications. Our focus group participants were divided on this issue, with some liking the idea and others saying that they do not want to receive text messages from their institutions. Cornell University finds a similar interest pattern; they established an “opt-in”

Student teachers' competencies and attitudes

- Important factors for future use
 - Hands-on-skills
 - Attitudes
 - Expectations of success
 - Role models
- Best result (i.e. use in future teaching)
 - integrated technology
 - Multi-approach
- New teachers have a lot to think about

Teacher trainers' use of technology

- Confidence
- Time
- Support
- Incentives

Internship and mentors

- Student teachers need and also ask for role models

What role
models do
they get?

You will find this picture at:
<http://korta.nu/e7b2>

If you scroll down to the second picture

What role models do they get?

I couldn't find the picture I used, but you can find a similar one at:
<http://korta.nu/b181>

What role models do they get?

I couldn't find the picture I used, but you can find a similar one at:
<http://korta.nu/3659>

Internship and mentors

- Lack of technology competent mentors
 - Teacher training institutes do not specifically ask for this
 - Mentors have the same problems as teacher trainers to become competent (equipment)
 - Not clear enough expectations from teacher training institutes

What is best practice?

- Student teachers should become competent...
 - personal users of ICT
 - to make use of ICT as a mind tool
 - to make use of ICT as a tool for teaching
- ..and also be able to...
 - master a range of educational paradigms that make use of ICT
 - master a range of assessment paradigms which make use of ICT
 - understand the policy dimension of the use of ICT for teaching and learning

Is this possible?

- Multi-level-approach where all levels are involved in discussing policy and determining the goals

What is needed?

- Policy-level: Clear expectations and evaluations, enough flexibility for the changing field.
- Leadership-level: Career possibilities and relevant incentives, suitable equipment, clear expectations on cooperating schools and mentors.
- Course-level: Ensure basic technological skills (might be required before entering teacher training in some countries), integrate technology as a natural part in subject courses and internship, knowledge about pupils' technological worlds.

The objectives of the study are to

- Provide a picture of how technology is used in initial teacher training, seen from a comparative perspective
- Analyze the views of the main stakeholders (teacher trainers, policy makers, student teachers, etc.)
- Issue a number of policy recommendations both for teacher training institutions and governments in this domain.

Design overview

	Review of documents	Survey	Case studies
National level	all OECD-countries	all OECD-countries	participating countries
Institutional level	participating countries	participating countries	participating countries
Local actors' level		participating countries	participating countries

Review of documents

- National and local frameworks and requirements
- National and local projects
- Means for implementation
- Evaluation strategies

Survey

- Equipment and human resources
- Support and/or obstacles
- Actual use, Needs, Own competence, Confidence, Attitudes
- National initiatives
- Local initiatives

Case studies

- Observations and interviews addressing the same issues as in the survey.
- Course documents
- Definition of competencies
- Leadership

Analyses

- Descriptive statistics about ICT use
- Comparisons between groups according to demographic data
- Comparisons between countries
- Relate findings from survey and case studies to national and local frameworks and requirements

Informants

- Surveys and interviews
 - Student teachers
 - Teacher educators
 - Mentor teachers (phone)
 - New teachers/ induction teachers (phone)
 - Managers etc.
- Observations
 - Equipment

Planning

Task	Start date	End date
Finalizing survey design		January 2009
Meeting for national coordinators	February 2009	
Survey administration and Case studies	March 2009	May 2009
Analyzing data	May 2009	June 2009
Draft report	August 2009	
International expert meeting for discussion of the result	September 2009	
Final report		autumn 2009



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<http://korta.nu/cei-ict>