

ANALYSIS OF ICT TRAINING SUPPLY FOR PRIMARY AND SECONDARY SCHOOL TEACHERS

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The studies about ICT training supply for Primary and Secondary School teachers have focused on pointing out the importance of a good training for teachers, in order to achieve an adequate curricular introduction of ICT. Among these researches, Eurydice [1] report must be pointed out, which declares “yet substantial progress is still required in the area of teacher education. Teachers do not yet as a matter of course acquire skills in the use of ICT for educational purposes during their initial training, even though various in-service training programmes have been introduced”. Other studies, as Teacher Training Agency [2] report, highlight the effectiveness of ICT training programmes for the continuing professional development, if it is achieved an adaptation to the teacher needs in the daily work.

Our research has the objective not only describing the ICT training supply (from 1998 to 2003) which teachers (from Comunidad Valenciana) attend, but also, analysing its adaptation to teachers needs. Data come from three information sources (triangular method): first, Public Training Offer, proposed by Local Administration; second, CEFIREs (Teacher Training Centres) which provide us with key training elements for teachers through several interviews to headmasters and ICT Assessors; and third, data picked up from a sample of 860 teachers through a questionnaire about ICT training needs.

So, it is a mixed methodology which, apart from using a triangular technique, is based on a quantitative analysis of the public training offer and a qualitative analysis of the contents and objectives of this training offer and data obtained from the questionnaires and interviews. Besides, the adaptation of all this information to PIE (ICT competencies profile proposed by Local Administration) has been analysed.

Data points out a low number of ICT courses for the large demand of this type of courses by teachers. Also, the current ICT training supply refers to initial courses about basic computing tools (word processor, database, etc.) or to technical courses with a low ICT curricular integration. However, nowadays it is required more intermediate level courses and, in some cases, advanced level ones. In addition to this, the objective that teachers expect from these courses is an ICT curricular integration, support systems and resources, but this training supply is only focused on knowledge for personal use.

According to the training ways, on-line training is not much used, although teachers reclaim training methods more flexible as innovation projects, training at work, etc.

Finally, we have to bear in mind that obstacles as the budget and a lack of available resources obstruct the cover of ICT training needs.

References

- [1] Teacher Training Agency. Learning to Use ICT in Classrooms: Teachers’ and Trainers’ Perspectives. Part 1, 2 & 3. (2004)
- [2] European Commission (2004) Key Data on Information and Communication Technology in Schools in Europe. Eurydice: Brussels. <http://www.eurydice.org/Documents/KDICT/en/FrameSet.htm>
- [3] Teacher Training Agency. Learning to Use ICT in Classrooms: Teachers’ and Trainers’ Perspectives. Part 1, 2 & 3. (2004)