Teachers’ perspectives of ICT integration in the primary classroom

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What’s the problem?

Information and Communication Technologies (ICTs) in education has changed the dynamics of the 21st century classroom. This phenomenon has increased the demand for teachers to effectively integrate information and communication technologies (ICTs) with their pedagogy and the Australian Curriculum.
Key Literature

ICT in Education

ICTs and Primary School Teachers

TPACK

Influences and barriers

Confidence and competence

Mishra and Koehler (2006)
Shulman (1986)
Chai, Koh and Tsai (2011)
Niess (2011)
Abbitt (2011)
Cox and Graham (2009)
Graham (2011)
Jamieson-Proctor Watson, Finger, Grimbeek and Burnett (2007)
Fransson and Holmberg (2012)
Binglimlas (2009)
Prestridge (2011)
TPACK model [www.tpack.org]
How did we find out?

- Qualitative phenomenological study using semi-structured interviews
- 10 participants – P to year 6 teachers
- One small Queensland State School
- TPACK theoretical framework (Mishra and Koehler, 2006)
What did we find?

The findings from the research suggests that teachers have varying levels of competence and confidence when implementing ICTs into the classroom and these can be displayed diagrammatically on a continuum

(*one key finding)
Teacher competence and confidence continuum for all ten teachers
# Teachers’ perspectives towards ICTs

<table>
<thead>
<tr>
<th>Higher confidence/ competence teachers</th>
<th>Lower confidence/ competence teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need more time to experiment with ICTs</td>
<td>Confusion</td>
</tr>
<tr>
<td>Learnt skills themselves</td>
<td>Negative thinking</td>
</tr>
<tr>
<td>Basic skills needed first</td>
<td>Difficulty discussing ICTs</td>
</tr>
<tr>
<td>Overwhelmed by ICT resources</td>
<td>Overwhelmed by resources</td>
</tr>
<tr>
<td>Want more PD</td>
<td>Did not feel supported with PD</td>
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</table>
Teachers’ preferred way of learning

• Hands-on learning
• One-on-one support
• Seeing other classrooms using ICTs
• Networking with other teachers
Why does it matter?
Reduce the digital divide between teacher and student

Continue to evaluate and develop how teachers can be supported to confidently and competently integrate ICTs in the ever changing digital society and within the challenging dimensions of a primary school classroom.
Where to from here?

• More studies needed to evaluate whether the themes that emerged are typical of a school
• Observations of actions (lessons) to support data from the interviews
• Perspectives of ICT integration from an Administration viewpoint
• Trace the development of pre-service teachers’ TPACK transitioning to beginning teachers


