

ICT in Everyday Work of Teachers: how teachers perceive the process of ICT integration into their own work activities

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This paper is a part of the output
of a three-year-project called...

**Information and Communication
Technologies
in Everyday Work of Teachers**

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Notes on the presentation

- The following parts of the presentation are but a selection of key information
- The presentation can also be downloaded at <http://www.zounek.cz/>

Project context

- Czech schools have increasingly been improving their technological background.
- The national project of ICT implementation in schools has been completed (ICT equipment, teacher training, digital aid development)
- Very little empirical evidence of how teachers use ICT in practice has been available.

Research objective

- explore and describe whether and how ICT affect everyday work of teachers, viewed as the key protagonists of formal education

Research methodology

empirical research designed as
qualitative/quantitative
and structured into 2 main stages

- Stage 1 – qualitative, within the framework of grounded theory
- Stage 2 – quantitative testing of the theory formulated in Stage 1

This paper

- presents some of the results of the first stage of the research project –

qualitative analysis of *in-depth interviews* with primary school teachers (ISCED 1 and 2) ...

... and *class observations* (video recordings)

Motivation for ICT use

can be of 2 kinds:

- Push = an external requirement necessary to adjust to
- Pull = an opportunity attractive to an individual

Push situations: school leadership and “techie kids”

- School leadership – training, integration of ICT in teacher work and school administration
- “techie kids” – the pressure is implicit; teachers infer it from pupils’ behaviour

Pull situations: pullers and technologies

- **“puller”** – a person who inspires respondents in a certain way without applying direct pressure
- **technologies themselves** – the fact that ICT are available and ready for use

3 teacher types by situation perception

- **Surfers** – perceive the situation as one of pull
- **Ambivalent teachers** – perceive the situation as one of push
- **Defensive teachers** – ignore both push and pull

What is going on in the classroom?

ICT integration is manifest at two main levels:

1) at the methodological level

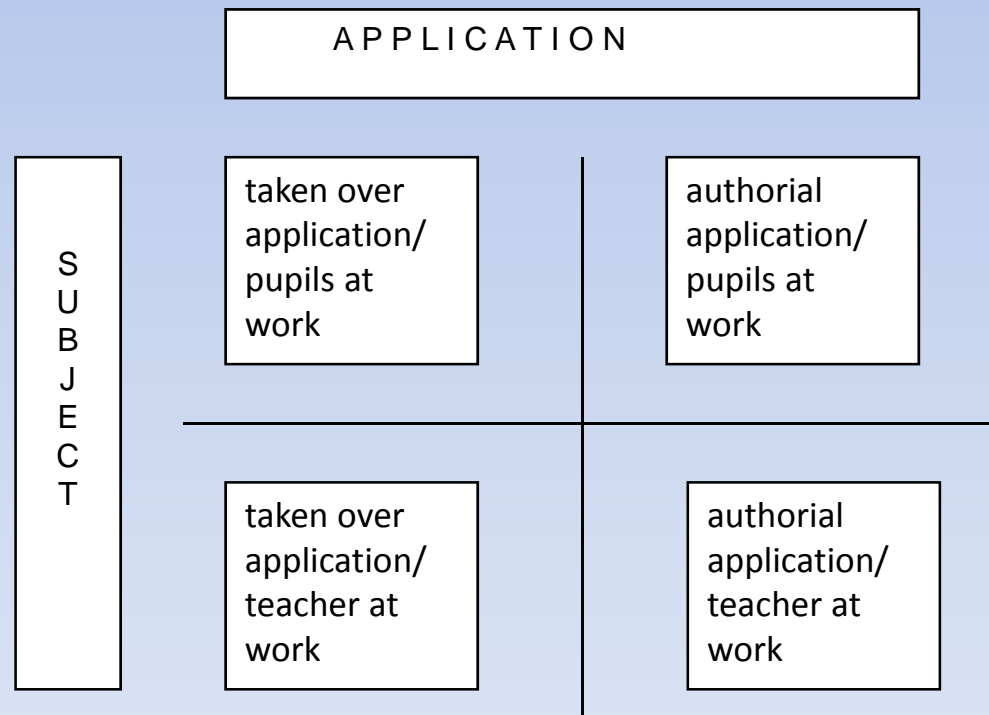
- ICT is used as a methodological tool

2) at the relations level

- ICT is used as a tool of teacher power

ICT as a methodological tool

- Basic situational characteristics



ICT as a methodological tool

- Content transmission medium
- Working tool
- Testing tool
- Situation simulator
- Visualizer
- “Prosthesis”
- Stage prop and stuffing

ICT and power in class

- The main reasons why teachers use ICT in class are traceable to the relational rather than methodological level.
- Teachers use them to motivate pupils for work – i.e. to make them comply with their requirements – rather than increase the effectiveness of the learning process.

ICT and power in class

To strengthen their own power in class by ICT use, teachers develop a number of specific strategies.

For more details please see

Šed'ová, K., Zounek, J. ICT a moc před tabulí [ICT and power in class]

In: Švaříček, R., Šed'ová, K. Kvalitativní výzkum v pedagogických vědách. [Qualitative research in educational sciences] Portál, 2007.

Preliminary conclusions

Some studies report that ICT use in class leads to a shift from traditional methods of school work to adoption of the constructivist perspective.

We have identified a number of different strategies of ICT use by teachers, most of which cannot be interpreted as implementing constructivist innovation.

Preliminary conclusions

We are inclined to interpret the findings by formulating a working hypothesis that ICT are used to build on, develop or transform some features of the teaching styles of teachers using them.

Thank you for your attention