

Transformation – what transformation?

ALT-C 2005

PCE Teachers under extreme pressure

- Many immediate, urgent and complex priorities.
- The presence of learning technology in initial training is a matter of chance not expectation.
- Less time and resources to undertake any training
- Chronically under funded sector, and employment situation anything but secure.
- Often working in a teaching environment where there has been significant investment in IT equipment and resources.
- Opportunities to be trained and supported in how to make the best use of that technology are welcomed.

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Overuse of terms such as ‘transformation’

- We want to use ICT to build a society where everybody has the opportunity to develop their potential. We will ensure that all those working in our education and children’s services are able to use the technology well. From that baseline, we can effect a genuine transformation of provision in the future. (DfES 2005: 10-11)
- E-learning will inevitably transform all forms of education and learning in the twenty-first century. (Garrison and Anderson 2003: 2)

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The Research

- **Personal IT skills audit and how learned.**
Based on accepted ideas about suitable IT skills for teachers. Over 200 PCE teachers surveyed to date.
- **Profiling use of learning technology in teaching**
Development of e-learning skills and how much technology is being used to support teaching and learning.
- **Reflective Practitioner accounts about experiences with LT.**
What are their day-to-day experiences with LT? What do they learn and what barriers are there?

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The Headline Results

- **Level of IT and e-learning skills are below ‘official’ figures.** (19% and over 9% respectively)
- **Many areas showing urgent need for training** (e.g. VLE use – 80% ‘inexperienced’)
- **Most self taught or with help of others**
- **Use of learning technology in teaching is present and growing, but nowhere near ‘embedded’.**
- **Support for LT, but with major concerns around time and training available to develop teaching.**