

# Student teachers' attitude towards ICT: An analysis of perceived usefulness

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# Outline

- Research problem
- Concepts
- Method
- Findings
- Future research

# Research problem

- One of our aims is to examine student teachers attitude towards ICT across research partners universities
  - University of Valencia
  - University of Malta
  - University of Limerick
  - University of Oslo
  - Oslo Metropolitan University

# 'Perceived usefulness'

- This concept addresses students' beliefs about the perceived benefits from using ICT.
- Several studies are taking this perspective (Edmunds, Thorpe, & Conole, 2012; Lau & Yuen, 2014) when investigating students' use of ICT.

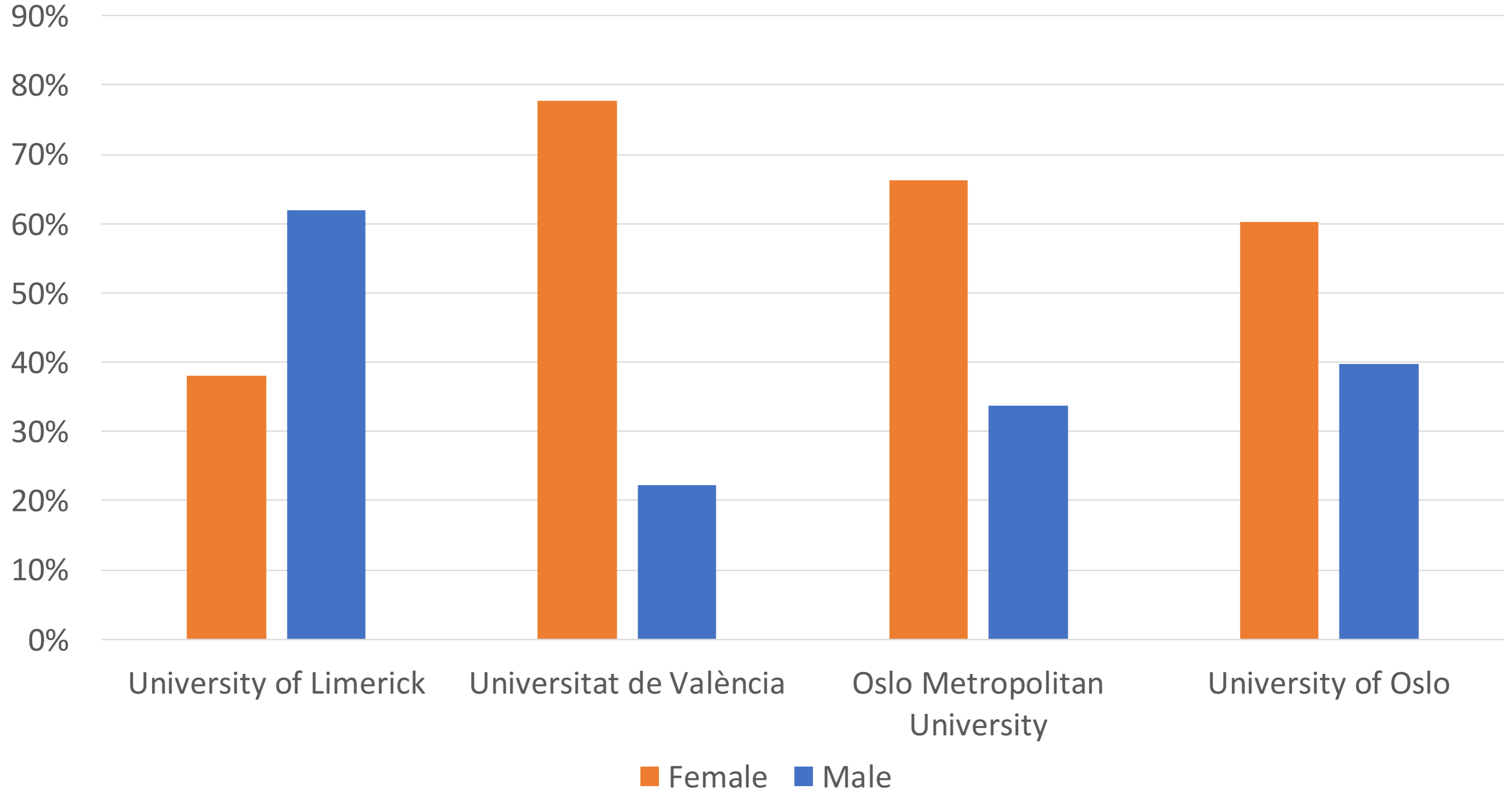
# 'Perceived distraction'

- The use of digital technology can be a distraction “that negatively impacts students’ classroom performance” (Langford et al., 2016, p. 2).
- This approach can capture the students’ beliefs about ICT as an obstacle for obtaining the learning or performance goals (Campbell & Henning, 2010; Goundar, 2014; Ozer & Kilic, 2015).

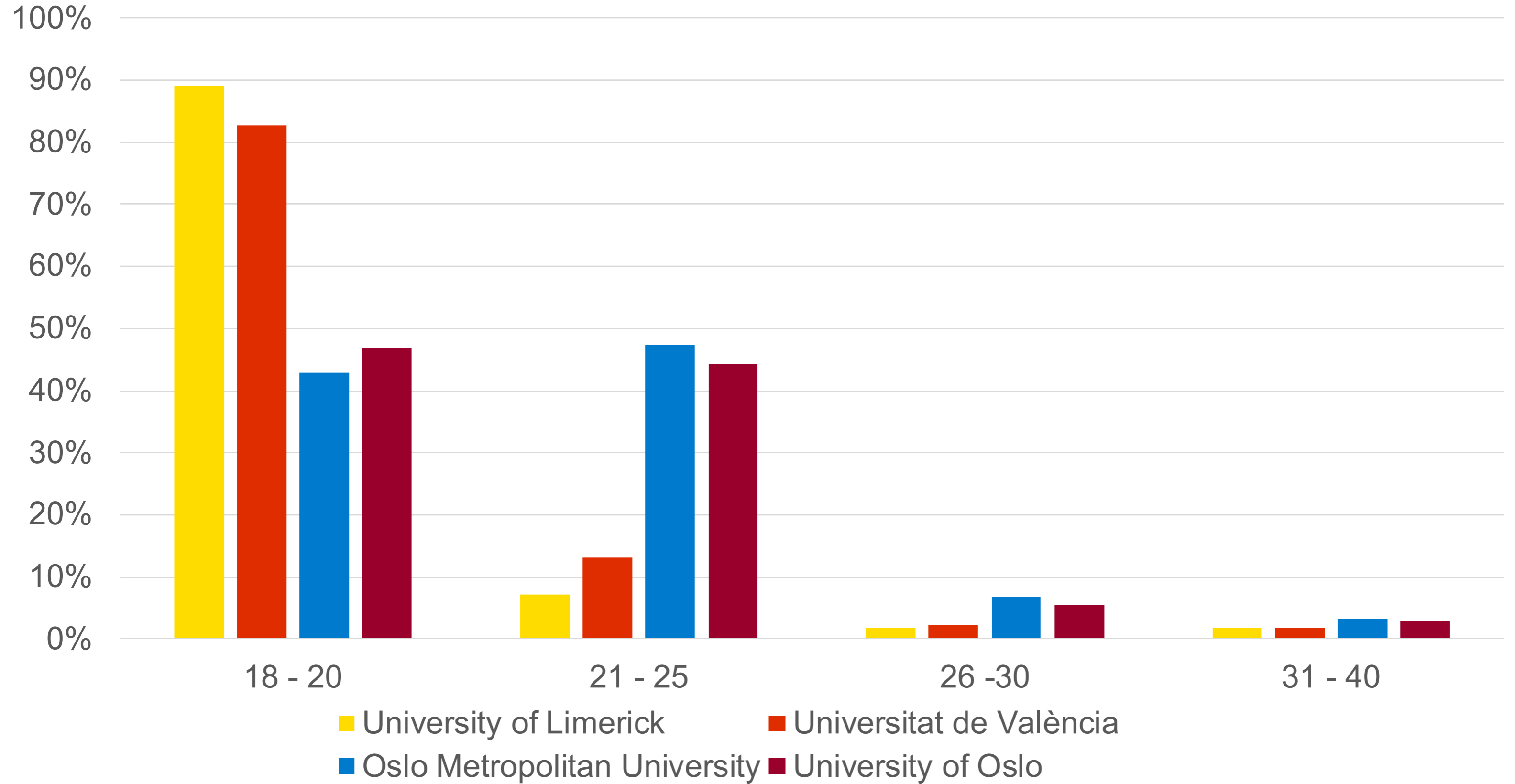
# Methods and empirical data

- A pilot study in autumn 2017: A survey identifying students teachers use of ICT, **their attitudes towards ICT** and perceived competence
- 1465 first year student teachers
- Response rate: University of Limerick (93%), University of Valencia (95%), University of Oslo (85%) and OsloMet (80%)

# Gender



# Age



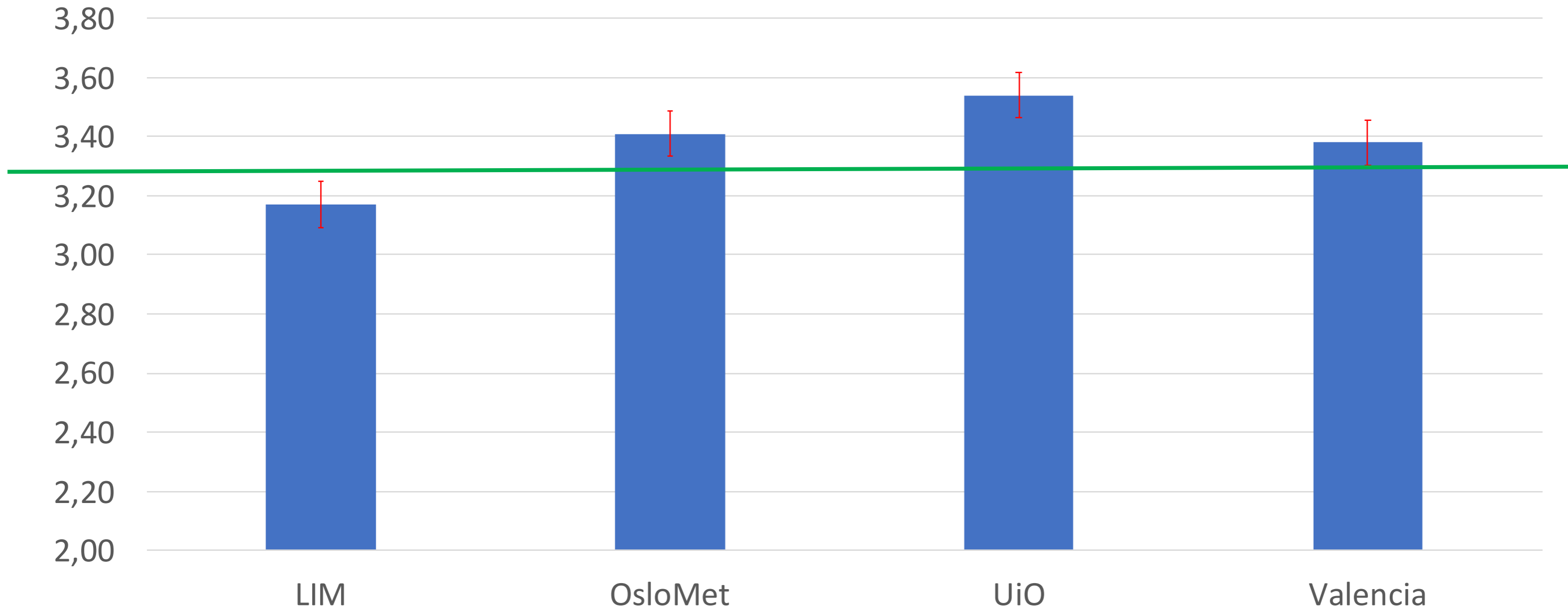


# Do you agree with the following statements about the use of ICT in teaching at school?:

- ✓ ICT helps pupils to find and process information effectively
  - ✓ ICT supports collaboration among pupils
  - ✓ ICT supports pupils' in their communication with others about schoolwork
  - ✓ ICT contributes to pupils' motivation for learning
  - ✓ ICT enhances pupils' academic achievement
- *ICT leads to reduced focus on school work*
  - *ICT encourages uncritical copying of content from the Internet*
  - *ICT hinders development of orthographical competencies*

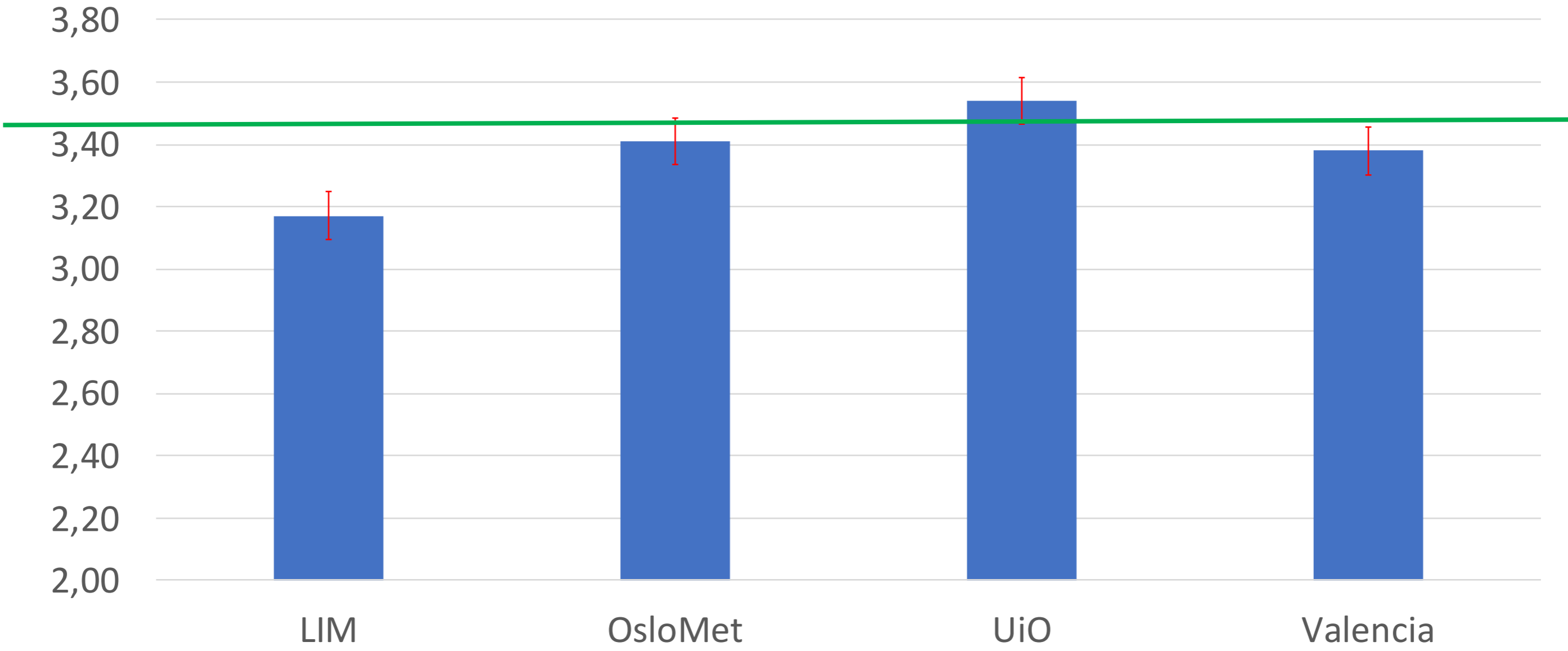
# UoL vs the other universities (positive)

ICT helps pupils to find and process information effectively



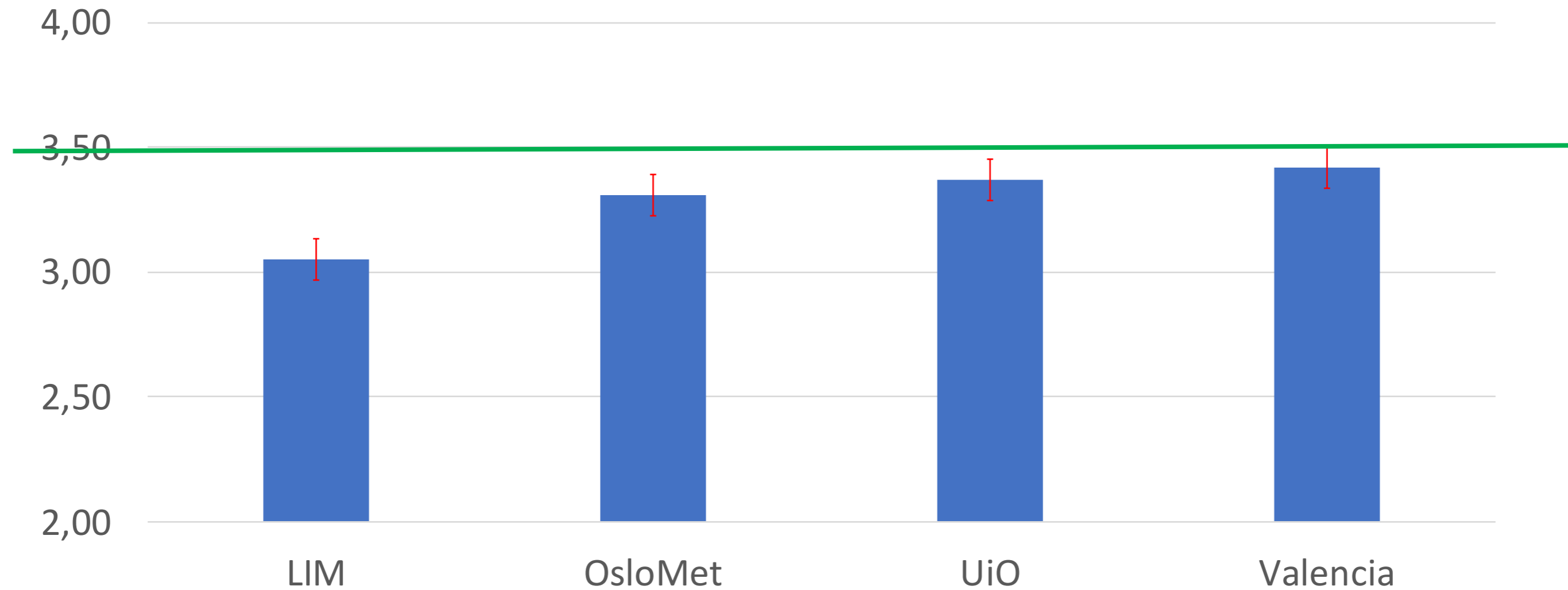
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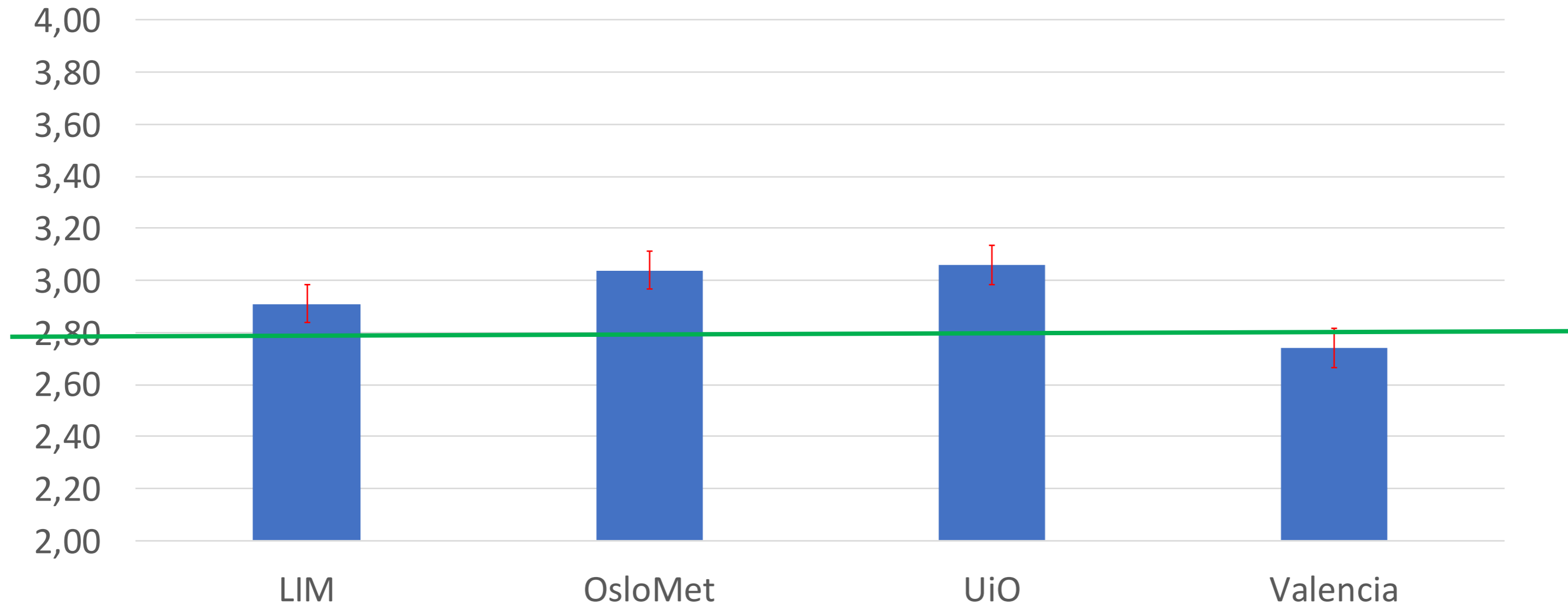
# UdV vs the other universities (positive)

ICT supports pupils' in their communication with others  
about schoolwork



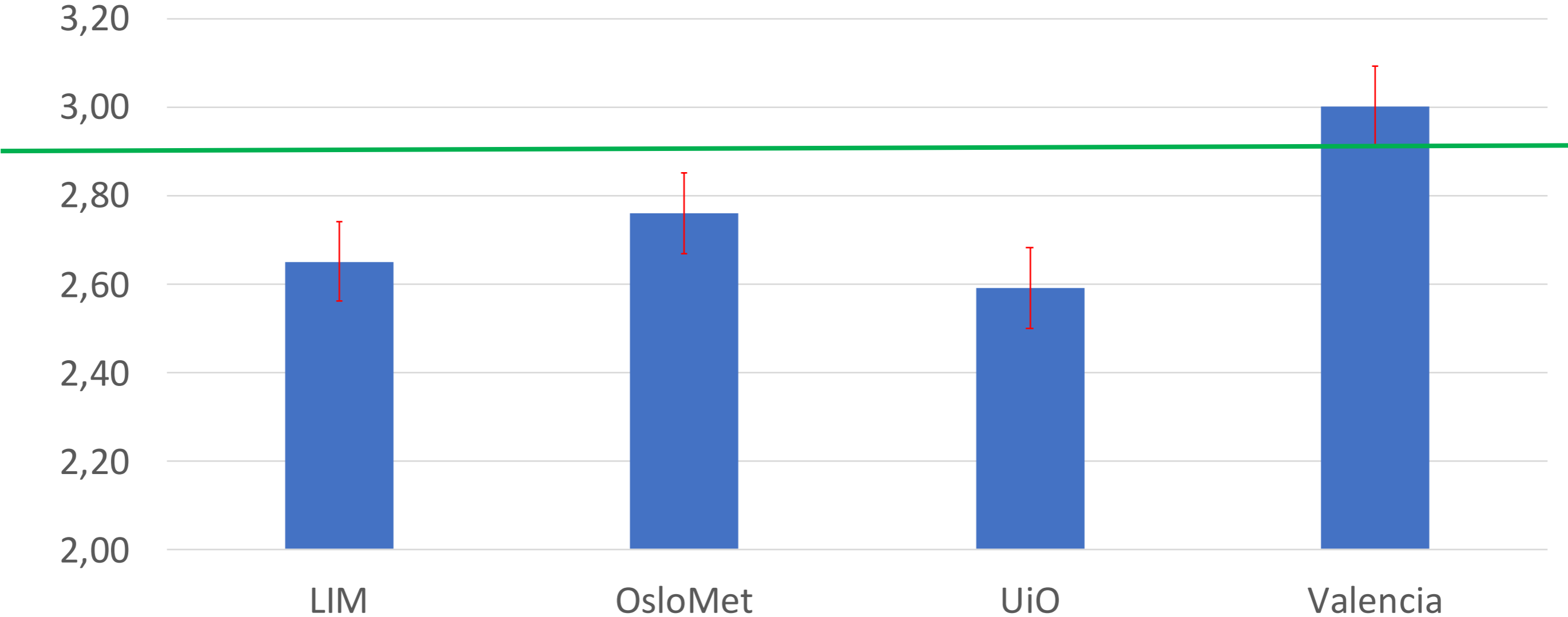
# UdV < the other universities (positive)

ICT enhances pupils' academic achievement



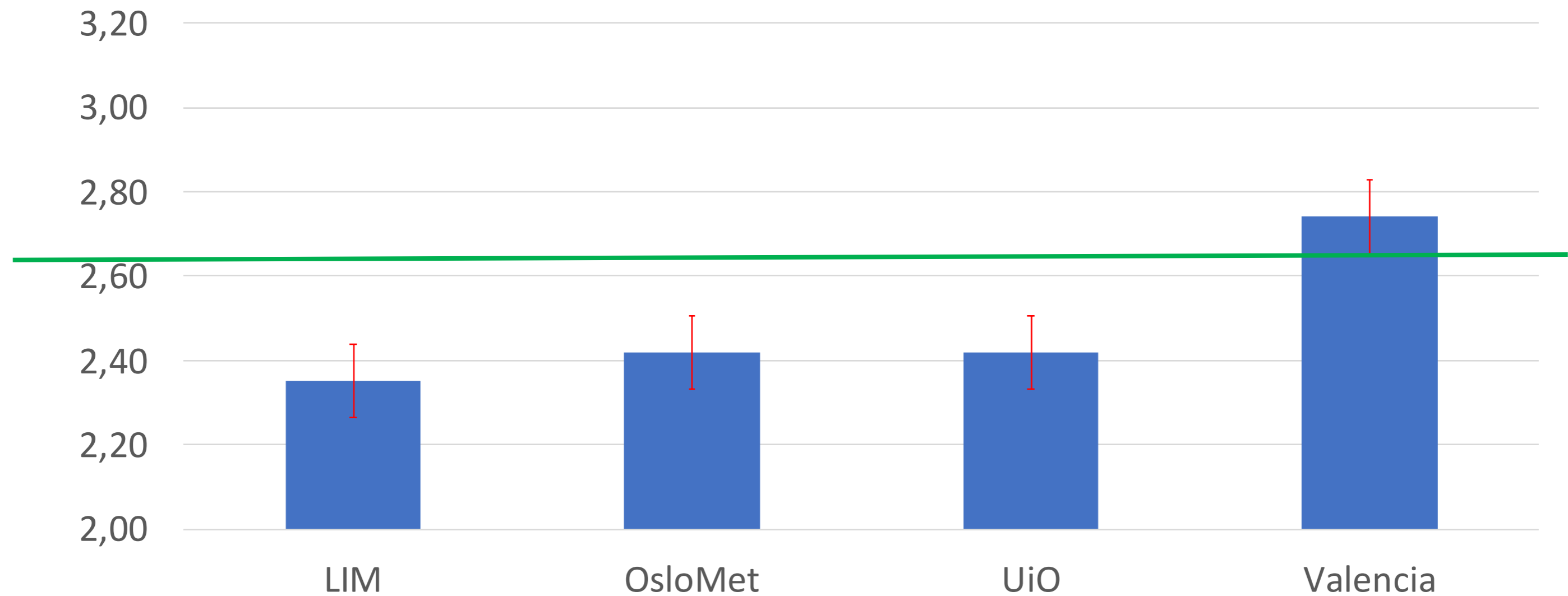
# UdV > the other universities (negative)

ICT encourages uncritical copying of content from the Internet



# UdV > the other universities (negative)

ICT hinders development of orthographical competencies



# Summary of findings

- Student teachers from the University of Limerick seem to be least positive to ICT for learning and communication
- Student teachers from the University of Valencia seem to be the most positive to use ICT in communication.
- It seems that the students from the University of Valencia are the least positive to use ICT for learning



## Challenging to compare because:

- there are differences between the universities when it comes to age and gender
- different languages and misconceptions when translating items (English vs Spanish/Norwegian)
- cultural comparison can be tricky because of different expectations and attitudes towards ICT

# Future research

- Discussed having the survey on English in all countries
  - but might be difficult for the Spanish and Norwegian students
- The next step in our project is:
  - to run a new survey at the participating universities
  - to conduct qualitative interviews with a strategic selection of students from all the participating universities