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 & Killic, 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%)
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

Response options: Strongly disagree – disagree – agree – strongly agree
UoL vs the other universities (positive)

ICT helps pupils to find and process information effectively
UiO vs the other universities (positive)

ICT helps pupils to find and process information effectively
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