ICT in Education Statistics
EVOLVING LEARNING PARADIGMS

Make Tomorrow Better

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Agenda

- **Introduction**

- **Discussion**
  - Mission, Methods & Core Principles
  - Learner-Centered Pedagogies
  - Task and Learning Activity Types
  - Teacher Use Patterns
  - Deployment Patterns
  - Impact on Teacher Observable Outcomes
  - Other Proposals

Mission

- To assist in country-by-country comparisons (within country, school-by-school and classroom-by-classroom) of what teachers and students are DOING with ICT.

Vision

- A student who graduates from secondary school ready for lifelong learning and using ICT for personal and professional productivity. Such a student is ready to use ICT to start a business, succeed in tertiary education, or go to work for a local or global company.

Themes

- **How the world is changing**

- **Science of Learning**

- **Cultural Shift in the Learners**

- **Key Trends on the Horizon**

- **Holistic view of Educational System**

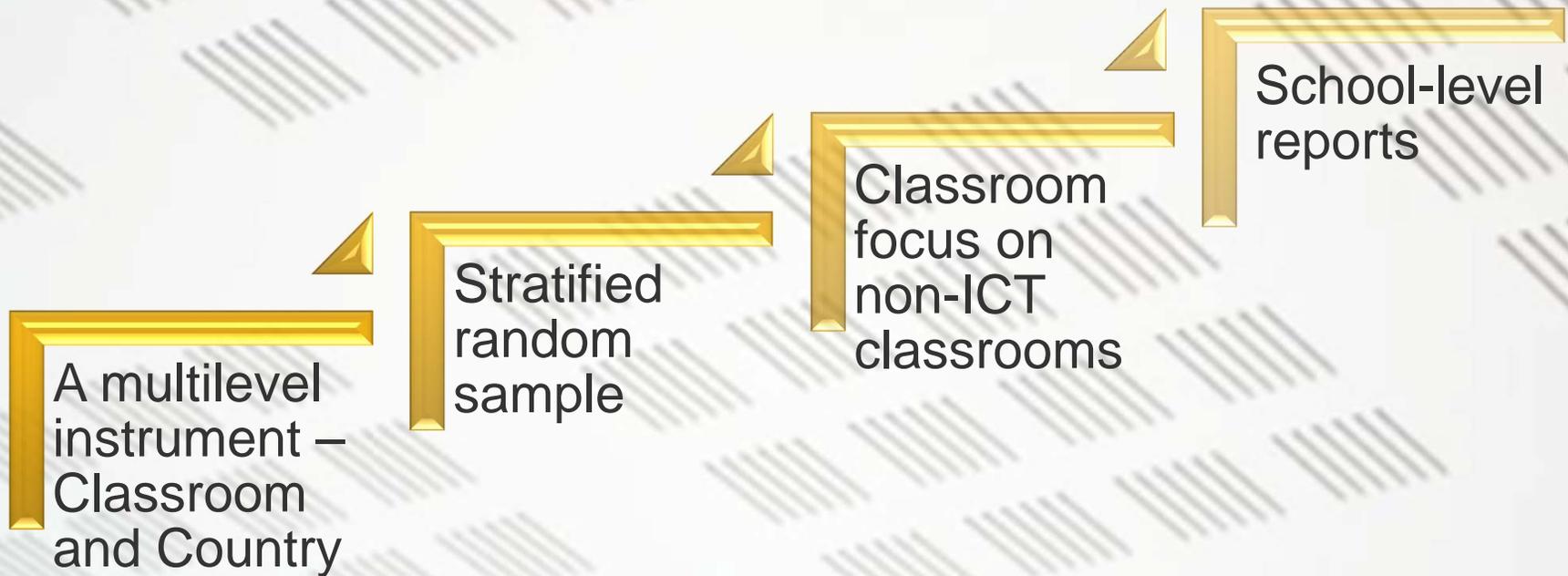- **Enabling and Constraining Conditions**

Core Principles

Use of ICT in the construction of knowledge

Work-ready graduates must be skilled and confident

ICT knowledge and skills taught, modelled and assessed

Survey Methods

A multilevel instrument – Classroom and Country

Stratified random sample

Classroom focus on non-ICT classrooms

School-level reports
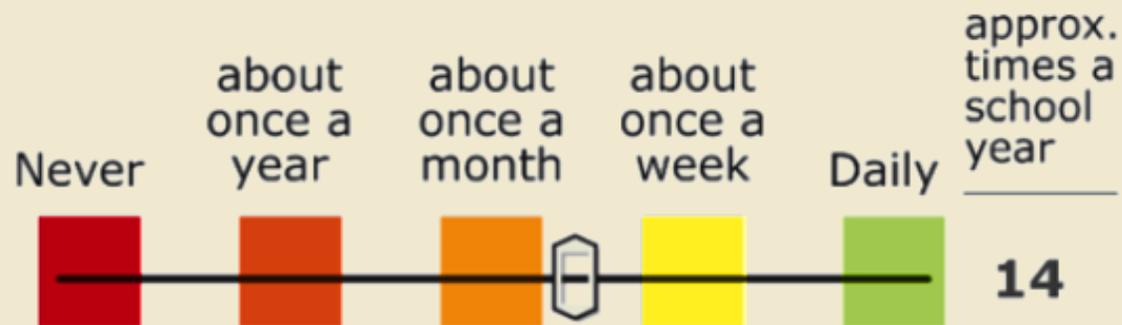
Mark with an X which becomes a scaled integer number from 0 to 180

During the last school year, how often did you use a computer to deliver instruction to your class?

Never | about once a year | about once a month | about once a week | Daily | approx. times a school year

14

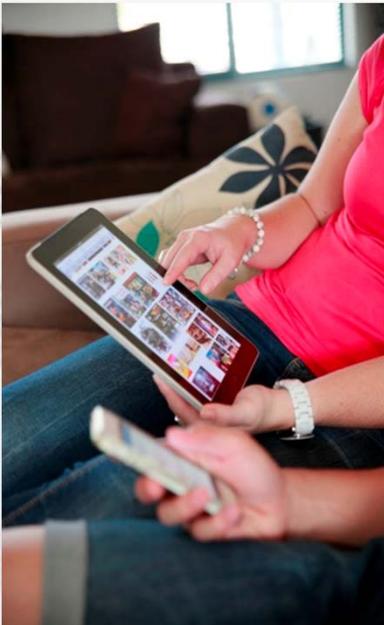Use the arrow/mouse to "pull" the slider to your response.

Learner-Centered Pedagogies

- During the last 180 days, how often did your students use ICT to…

- [edit and add to list of uses on item B.4]

Teacher Use Patterns

- During the last 180 days, how often did you use ICT to…

- [edit and add to list of uses on item B.4]

Task and Learning Activity Types

- During the last 180 days, what percentage of classroom tasks required ICT for completion?

- For those tasks, what was the balance of types of tasks (must add to 100%)

- Substitution (e.g. typing a paper on a computer)

- Modification (e.g. online search and research)

- Redefinition (e.g. multimedia publishing)

Deployment Patterns

- Deployments Patterns positioned as an Infrastructure Issue

- Acknowledge there is a relationship between what teachers and students can do within the pattern of deployment

- What is the relationship and how will we measure?

- [edit and add to list of uses on item D. Table 3]

Impact on Teacher Observable Outcomes

- Will teacher survey provide quantifiable information about the impacts of ICT?

- What will a teacher be able to tell us that will start to give some data on the impact of ICT in the classroom?

- [edit and add to list of uses on item D. Table 3]

Other Proposals

- Section B. Policy and Curriculum

    9 EDUsummIT themes viz policy makers & teachers

- Section D. Infrastructure

    Deployment patterns, impacts documented, analytics system

- Section E. ICT Tools

    Use in Assessment, Supported use in free time, Modern tools and tool approaches

- Section G. Teaching Staff

    Embed the ISTE framework 5 standards