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# How to keep teachers at KS 2 up to date with ICT

This research investigated the impact of computers and interactive whiteboards on teaching.

The literature review focused on key areas surrounding the research: Computer Aided Learning; Cognition regarding the relationship of problem solving and higher level thinking; Pedagogy and its relationship to the use of computers in teaching and learning; and a review of the guidelines and related issues towards their implementation.

The research was based upon both qualitative and quantitative methodologies employing multiple sources of data collection.

Quantitative data was collected through a survey of all primary schools in two Local Authorities. The qualitative data produced the basis for individual semi-structured interviews using a sample of teachers. The interviews then formed the foundation for a focus group interview of Local Authority officers. Use has been made of an evidence trail which examines other sources of evidence such as conference papers, HMI, QCA, Ofsted and DfES reports.

The evidence revealed that teachers understood the skills involved in using computers but lacked confidence using them in the classroom as well as the most suitable pedagogy.

The majority of teachers in the research, the Local Authority officers and some government departments regard the New Opportunities Funded training as being a disappointment due to its over-ambitious aims and lack of pedagogical content. Successful training requires both pedagogical content as well as skills training.

The introduction of interactive whiteboards (IWB) was initially viewed by teachers as another element of ICT to be learnt. However IWBs have now been well received.

Those teachers involved in the study were finding it difficult to find time to either keep pace or develop their ICT skills. This is reflected in teachers' limited use of computer programs which is in direct conflict with the findings of Ofsted who found that teachers were now using 'a broad range of programs'.

