

713/F

A research study on innovative method of training for teachers to integrate ICT across the curriculum

M N S Edirisinghe*

Department of Research and Development, National Institute of Education, Maharagama

A research study on training of teachers to integrate ICT across the curriculum was conducted to upgrade knowledge and skills of teachers and to facilitate integrating ICT into education. In order to attain the goal, the following sequential methodology was employed: a) Needs assessment with national sample b) Development of teacher trainers manual, teaching and learning materials and software for teaching science, c) Establishment of links and pilot testing of the use of ICT in schools in

eight provinces based on the previous activities; d) Training of teachers in computer literacy and in the use of the ICT-based teaching/learning materials in science.

The needs assessment was used to develop a conceptual curriculum frame-work along with a concept map. This facilitated the design of competency based activities that would be adopted at national level. In this context, competency is defined in terms of knowledge, attitudes, skills and practice and the constructivist approach. The 5E model which helps the structuring of lessons based upon constructivist learning theory. It is a model of distinct cognitive stages of learning that include the five activities **engage, explore, explain, extend**, and **evaluate**. The research team comprised of 16 ICT teachers/teacher trainers from eight provinces, curriculum developers with experience and different capacity, of different ethnic groups and different cultural settings. The training of teachers in computer literacy was conducted through the eight provincial workshops. An opportunity was provided for teachers, during the training period, to prepare and present activity plans integrating ICT to their teaching subjects. The comments of participants consisted of three parts: content, context, and process of the training workshop. The activity plan (lesson plan) was the aspect most participants agreed upon as useful as indicated by the fact that 82.6% of the teachers were of that view. Teachers identified ICT-specific issues as a major difficulty in their attempt to become more effective in the use of ICT with other curriculum subjects. These tasks then result in effective development of both ICT and subject-specific expertise.

Acknowledgement: UNESCO/JIFT funds

* shiyama_j@hotmail.com

Tel: 011-2851301 Ext.249