

# Contents

List of Tables	xiii
List of Figures	xvii
List of Boxes	xxi
List of Appendices	xxiii
List of Online Appendices	xxiii
Abbreviations	xxvii
Acknowledgements	xxix
Series Editor's Foreword	xxxi
Foreword by Niki Davis	xxxiii

## **Chapter One: Introduction to SITES 2006**

*Willem PELGRUM and Nancy LAW*

1.1 Previous SITES modules	2
1.1.1 SITES Module 1	2
1.1.2 SITES-M2	7
1.2 SITES 2006 in brief	9
1.3 Countries participating in SITES 2006	10
1.4 Outline of this book	10

## **Chapter Two: Study Design and Methodology**

*Nancy LAW, Willem PELGRUM, Christian MONSEUR, Falk BRESE, Ralph CARSTENS, Joke VOOGT, Tjeerd PLOMP and Ronald E. ANDERSON*

2.1 Emerging pedagogies for lifelong learning and connectedness in the 21st century	16
2.2 Conceptual framework and research questions	18
2.2.1 Conceptual framework	18
2.2.2 Research questions	19

2.3	Design of the survey instruments	21
2.3.1	Teacher questionnaire (core component)	21
2.3.2	Teacher questionnaire (optional component)	23
2.3.3	School questionnaires	24
2.3.4	The national context questionnaire	26
2.3.5	The instrument design process	26
2.4	Sampling	27
2.5	The field trial	30
2.6	Online data collection	31
2.7	Methodological issues	33
2.7.1	Development and reliability of scale indicators	33
2.7.2	Reporting standards for IEA studies	34
2.8	Summary	35

### **Chapter Three: National Contexts**

*Ronald E. ANDERSON and Tjeerd PLOMP*

3.1	Research questions relating to the four spheres	38
3.1.1	Demographics	38
3.1.2	Structure of the education systems	39
3.1.3	Pedagogy	39
3.1.4	ICT-related policy and activities	39
3.2	Methods overview	39
3.3	Within-sphere (univariate) findings	40
3.3.1	Pedagogy	40
3.3.2	Structure of the education systems	41
3.3.3	Pedagogy and curriculum	46
3.3.4	ICT	51
3.4	National policies for ICT and pedagogical reform	56
3.4.1	Alberta, Canada	56
3.4.2	Catalonia, Spain	56
3.4.3	Chile	56
3.4.4	Chinese Taipei	57
3.4.5	Denmark	57
3.4.6	Estonia	57
3.4.7	Finland	58

3.4.8	France	59
3.4.9	Hong Kong SAR	59
3.4.10	Israel	59
3.4.11	Italy	60
3.4.12	Japan	60
3.4.13	Lithuania	61
3.4.14	Moscow City, Russian Federation	61
3.4.15	Norway	62
3.4.16	Ontario, Canada	62
3.4.17	Russian Federation	62
3.4.18	Singapore	63
3.4.19	Slovak Republic	64
3.4.20	Slovenia	64
3.4.21	South Africa	64
3.4.22	Thailand	65
3.5	Conclusions	65

## **Chapter Four: School Practices and Conditions for Pedagogy and ICT**

*Willem PELGRUM*

4.1	Introduction	67
4.2	Conditions at the school level	68
4.2.1	Vision	68
4.2.2	Infrastructure (hardware and software)	74
4.2.3	Support (technical and pedagogical)	90
4.2.4	Staff development	94
4.2.5	Leadership development priorities	101
4.2.6	Organization and management	104
4.3	School principals' perceptions of the presence of lifelong learning pedagogy in schools: A comparison between 1998 and 2006	108
4.4	Relationships between school-level conditions	114
4.5	Summary	118
4.5.1	Pedagogical practices	118
4.5.2	Vision of school leaders on pedagogy and ICT	118
4.5.3	Infrastructure	119
4.5.4	Pedagogical and technical support	119

4.5.5	Staff development	120
4.5.6	Organization and structure	120

## **Chapter Five: Pedagogical Orientations in Mathematics and Science and the Use of ICT**

*Nancy LAW and Angela CHOW*

5.1	Pedagogical orientations of mathematics and science teachers around the world	122
5.1.1	Pedagogical-practice orientations as reflected in teachers' espoused curriculum goals	122
5.1.2	Pedagogical-practice orientations as reflected in teachers' practices	125
5.1.3	Pedagogical-practice orientations as reflected in teachers' reports of students' practices	131
5.1.4	Comparing the teacher-practice and student-practice orientations	134
5.2	ICT-using pedagogical orientations of mathematics teachers and science teachers	137
5.2.1	ICT-using teacher practices	137
5.2.2	ICT-using student practices	140
5.2.3	Comparing overall and ICT-using teacher-practice orientations	143
5.2.4	Comparing overall and ICT-using student-practice orientations	147
5.3	Organization of pedagogical activities, learning resources, assessment practices, and ICT-use	150
5.3.1	Types of pedagogical activities	150
5.3.2	Teachers and students not together in the same place and/or at the same time when learning takes place	155
5.3.3	Learning resources	158
5.3.4	Methods of assessing students' learning outcomes and use of ICT during that process	161
5.4	Extent and perceived impacts of ICT-use on teaching and learning	167
5.4.1	Prevalence of ICT-use in mathematics classrooms and science classrooms	167

5.4.2	Teachers' perceived impact of ICT-use on self	170
5.4.3	Impact of ICT-use on students as perceived by mathematics teachers and science teachers	172
5.4.4	Teachers' pedagogical orientation relative to teachers' perceptions of impact of ICT-use on students	175
5.5	Summary	177

## **Chapter Six: Teacher Characteristics, Contextual Factors, and How These Affect the Pedagogical Use of ICT**

*Nancy LAW and Angela CHOW*

6.1	Teachers' demographic characteristics and pedagogical uses of ICT	182
6.1.1	Teachers' age	182
6.1.2	Teachers' gender	186
6.1.3	Teachers' qualifications	188
6.1.4	Teachers' self-reported technical and pedagogical competence in ICT-use	191
6.2	Organizational and system-level conditions influencing ICT-use	194
6.2.1	Teachers' attendance and desire to participate in ICT-related professional development activities	194
6.2.2	Obstacles to pedagogical ICT-use as perceived by teachers	198
6.2.3	Presence of a community of practice in the school as perceived by teachers	203
6.3	Further explorations of factors influencing teachers' use of ICT	206
6.3.1	Teachers' ICT-competence	207
6.3.2	Attendance in ICT-related professional development activities	207
6.3.3	Obstacles to adopting ICT in teaching	209
6.3.4	Perceived presence of a community of practice	210
6.4	Teachers' pedagogical-practice orientations and their use of ICT in teaching	211
6.5	Teachers' vision of pedagogical use of ICT in the future	214
6.6	Summary	217

## **Chapter Seven: Satisfying Pedagogical Practices Using ICT**

*Joke VOOGT*

7.1	Background to this research component	222
7.2	Design of the international option	223
7.3	Some illustrative examples	226
7.4	Extent of use	229
7.5	Changes in student outcomes	229
7.6	Changes in teaching practices	234
7.7	Person initiating teaching and learning aspects	240
7.8	Summary	244

## **Chapter Eight: In Search of Explanations**

*Nancy LAW*

8.1	Correlational analysis of ICT-using teacher practices with school-level conditions at the system level	251
8.2	Multilevel modeling of ICT-using teacher practices and school-level conditions	254
8.2.1	Multilevel modeling on hierarchical data	254
8.2.2	Three-level modeling of teachers' ICT-TP-LLL orientation scores on individual school-level factors	255
8.2.3	Three-level modeling of teachers' ICT-TP-LLL orientation scores on all six school-level factors	258
8.3	Summary	261

## **Chapter Nine: Summary and Reflections**

*Nancy LAW*

9.1	Summary of key findings at teacher, school, and system levels	264
9.1.1	Contextual factors pertinent to ICT-use and pedagogical innovation	265
9.1.2	Pedagogical practices and ICT-use	268
9.1.3	Impact of ICT-use on students' and teachers' pedagogical orientation	271

9.1.4	Relationships between pedagogy, ICT-use, and school-level factors as perceived by teachers	272
9.1.5	Relationships between ICT-using teacher practices and school-level factors at the system level	273
9.1.6	Relationships between teachers' pedagogical orientation toward ICT-using practices and the contextual conditions at their schools	274
9.2	Key findings and policy implications	274
9.2.1	Key findings	275
9.2.2	Implications of the SITES 2006 findings for ICT-related education policies	276
	References	279
	Notes on the Authors	285
	Appendix A	289
	Appendix B	294
	Appendix C	295