Project PLANIT Findings for 1995-2001

Chair: Helmut Stemmer (AT)

Panel: Cesáro Morales (MX), Gerlad Knezek (US), Ronda Christensen (US), Bert Moonen (NL), Joke Voogt (NL), Charlotte Owens (US), Shafi Alamhaboub (KW), Dale Magoun (US)

Keywords: teacher education, equality, collaborative learning, integration of ICT, innovation

1. PROJECT FOR THE LONGITUDINAL ANALYSIS OF NEW INFORMATION

Technologies in education (PLANIT) was conceived during WCCE '95 with a goal of presenting five years of findings at the 2001 World Conference on Computers in Education. PLANIT requested participants to gather data from representative nations at least three times over a five-year period in the assessment of attitudes, skills, and level of technology utilisation for university faculty, K-12 teachers, preservice educators (university students), secondary students, or elementary school students.

Some results in detail:

1. Teachers' beliefs about the utility of ICT are surprising similar across nations and different levels of access/support
2. ICT student attitudes are gender-neutral at the early primary school level, may be slightly higher for females at the late elementary school level, and are definitely higher for males in secondary school
3. Students with home access to computers commonly have 2-10 times as much computer exposure at home as they do in school, and home access appears to positively impact school activities
4. Needs-based teacher education for classroom technology integration has a measurable positive impact on the attitudes of teachers and students; properly implemented classroom techniques impact student behaviour in

activities such as preference for using computers over watching television; and there is growing evidence that it has a positive impact on student achievement.

Last but not least two books were given to the auditorium:

Impact of New Technologies on Teaching and Learning (ISBN 968-5247-22-6; May 2000)

and a preversion of

Users Views of New Information Technologies in Education: Studies from Multiple Nations (July 2001)

2. SUMMARY

The goal of this international study about the use of ICT in education is to present five years of research and findings about attitudes, skills and level of technology utilisation in education. Special focus was given to gender issues. In some studies it was shown that women's attitude towards ICT improved, when their exposure to ICT is increased, such as through the on campus ICT program in Louisiana and other implemented projects. Generally it was noted that training of teachers is an important factor in the use of ICT in schools. Factors such as anxiety and avoidance can be changed to the better in that way.