



TACCLE Survey

The results of the TACCLE Survey



The TACCLE partnership – Jens Vermeersch [Ed.]



Education and Culture DG

Lifelong Learning Programme

With the support of the European Commission within the framework of LLP.

A Comenius multilateral project (2007-2009) 133863-LLP-1-2007-BE-COMENIUS-CMP

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Colophon

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Results of the TACCLE Survey (February – April 2008)

1. General

1.1. Introduction

The TACCLE project is a Comenius multilateral project co-financed by the EU under its Lifelong Learning Programme.

Information and Communication Technologies are being increasingly used to create richer learning environments. In all sectors of education from primary schools to adult education, in schools for pupils with special education needs and in colleges and universities, technologies are being used across the curriculum to enhance students' experiences.

However, technology is not enough. The creation of high quality content is essential if the potential of 'e-learning' is to be realised in a way that stimulates and fosters Life Long Learning. It is important to train teachers how to design and develop their own content and generate learning materials that can help their own students and can also be freely exchanged with others.

This is the aim of the TACCLE project.

Learning environments offer excellent opportunities for stimulating lifelong learning in both compulsory and adult education. The creation of high quality content for learning environments is essential for the successful use of this new way of learning. It is important to train teachers how to create such content and this is the main aim of our project: training teachers to create content for learning environments. By providing such a training we will contribute to the establishment of a culture of innovation in the educational organisations of all teachers who follow our training. This will directly contribute to achieve the aim "to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning" set out in the aims of the LLP programme.

As a first step in developing the TACCLE materials, we have done a survey to get to know Teachers needs. A detailed analysis of the needs of teachers and planning of activities in WP3 in the light of identification of strengths, weaknesses, opportunities and risks connected with the project, the partners and the external conditions (SWOT). As part of the modelling process of the project, this survey combined with interviews of a selected users groups will be used to bring facts to light about the training system to be implemented. This is coupled with the review of other information sources (e.g. related documents, systems in operation, developers of other trainings) and research into already available resources on learning environments aimed at compulsorily education.

1.2. Methodology

For the needs analysis of our target group we produced a questionnaire with the aim to get data from a selected group of teachers. Karen van de Putte and Jens Vermeersch prepared a first draft which was checked by Fabio Giglietto and then proposed to the other partners. Based on their feedback it was adapted and fine-tuned. The survey was made in English and translated in Dutch, Italian, Spanish and German. The survey 's questions are annexed to this report. The survey was held electronically in Dutch, Italian, Spanish and German using the "surveymonkey" software available on the internet (www.surveymonkey.com), for the English version an electronic questionnaire was used set up under MS Sharepoint.

This survey is in fact a tool for gathering data to inform the TACCLE partnership and help them to prepare the projects outputs. It is not intended as a scientific survey.

With the survey we wanted to look at tools and methodologies for corporate learning with a focus on ICT to facilitate teaching and learning between teachers and pupils. What kind of materials teachers are developing, what competences do they have and what competences they need to acquire. Our aim was to find out what sort of training they need.

Except for the English language survey we had a fair amount of answers in all partner countries. For the UK we decided to make an analysis of a few very recent similar surveys in England. There was no use in doing a TACCLE survey in the England when the results of recent surveys could be used for our purposes.

We were careful not only to reach ICT teachers with our questions, but primarily those teachers with a good didactical knowledge and expertise. The questionnaire had 3 focal points: on ICT, on sharing materials and on didactical use of ICT. We had some closed questions but also an open one looking at key messages. The result of this will be validity rather than scientific reliability. Perhaps one should not call this survey a questionnaire but rather a set of questions. Some partners have combined the survey with interviews but all partners had the questions answered by a selected group of teachers. Based on that every partner has made a report .

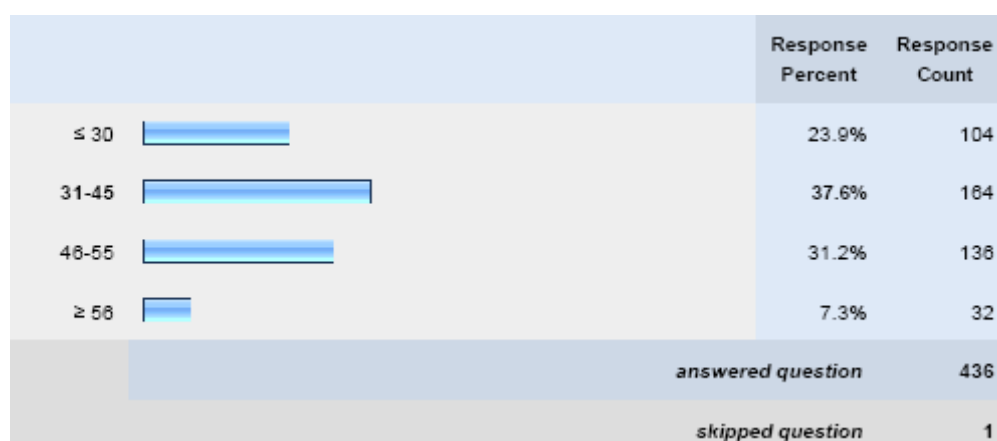
2. The Flemish Community (Belgium)

2.1 The respondents

GO! Onderwijs van de Vlaamse Gemeenschap contacted the teachers directly via e-mail sent by its pedagogical advisors. The survey was also announced on the Flemish teachers portal "Klascement" (www.klascement.net), via the Flemish eTwinning Newsletter and on edublogs (www.edublogs.be). In this way a large group of teachers was reached. 437 teachers started the survey and 388 (88,8 %) completed it in full. All respondents were Belgian with two exceptions: two teachers from the Netherlands also answered the survey. The survey was open between January 31st and April 20th. 2008.

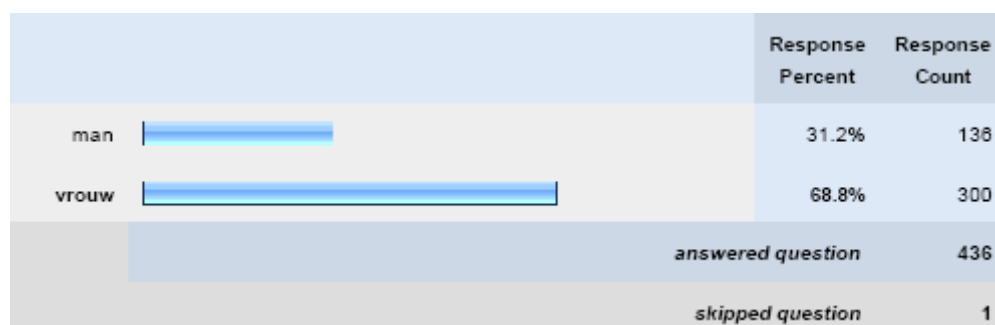
Age

We have reached teachers from all age groups but the largest group of a respondents were between 31 and 45.



Gender:

Two thirds of the respondents were female which is normal given that the majority of Flemish teachers are female.



Education level

Almost 85 % of the respondents were teachers in secondary education. Almost 20 % teaches in VET. They teach all sort of subject matters and ICT teachers are a minority (less than 15). Apparently the network of economy teachers worked very good because at least one third of the respondents teach economics or a related subject matter.

	Response Percent	Response Count
Basisonderwijs	3.2%	14
Secundair onderwijs	84.6%	369
Volwassenen onderwijs	8.7%	38
Hoger onderwijs	2.8%	12
Nascholing van leerkrachten	1.1%	5
Beroeps en/of Technisch onderwijs	19.5%	85
answered question		436
skipped question		1

Almost 60 % of the respondents described themselves as rather familiar with ICT and 16 % as not really familiar. 25 % considered themselves as experienced users of ICT.

We tried to find out what hardware teachers have at hand in the classroom

What hardware do you have available in your classroom?

	ja	Ja, na reservatie vooraf	nee	Response Count
computer	57.6% (246)	33.0% (141)	12.9% (55)	427
beamer	28.3% (101)	53.1% (204)	22.1% (85)	384
smartboard	10.7% (33)	19.2% (59)	71.1% (219)	308
internet	55.5% (228)	31.1% (128)	16.1% (66)	411
draadloos netwerk	22.0% (82)	6.4% (18)	72.3% (204)	282
			Andere (omschrijf)	42
answered question				428
skipped question				9

13 % still has no access whatsoever to computer in their class and 22 % have no data projector. The smartboard seems to have just started its introduction in Flemish education with only a third of the teachers having access to such a state of the art item. Internet access is problematic for 16 % of the respondents and wifi is not used very much with a meagre 20%. What is also striking is that quite a lot of teachers have to make reservations for hardware, they do not have it available as a standard in their classroom but they have to 'get hold of it'.

2.2 The use of ICT

We asked about the use of ICT in a private context and in a professional context. Privately almost everyone uses email at home and the use of Word processors is equally ubiquitous. While word processing is equally well used for the class room email on the other hand is only (???) used by 61 % of the respondents for contacts with their students.

It is striking that presentation software is only use by 50 % which is probably linked to the fact that not everyone has a beamer standard available in the class room.

Web 2.0 Applications and social software is almost not used at all in the class room but its penetration privately is also very limited.



Which ICT applications do you use at home?

10. Welk van de volgende ICT-toepassingen kent u of gebruikt u voor persoonlijk gebruik:					
	Ken ik niet	Ik ken het maar gebruik het niet	Ik wil het graag proberen maar ik weet niet hoe	Ik gebruik het regelmatig	Response Count
e-mail	0.2% (1)	0.2% (1)	0.2% (1)	99.3% (418)	421
Tekstverwerking	0.2% (1)	2.1% (9)	0.5% (2)	97.1% (408)	420
presentatie software (Power Point)	3.4% (14)	30.6% (127)	12.3% (51)	53.7% (223)	415
een weblog	23.1% (93)	52.4% (211)	16.1% (65)	8.4% (34)	403
een podcast	53.6% (215)	33.2% (133)	9.0% (36)	4.2% (17)	401
een wiki	59.4% (238)	23.7% (95)	7.2% (29)	9.7% (39)	401
een forum	13.0% (53)	52.1% (213)	6.8% (28)	28.1% (115)	409
mindmapping software	42.9% (172)	36.9% (148)	11.5% (46)	8.7% (35)	401
voice over internet of VOIP (internet telefoon zoals bvb Skype, MSN ...)	15.6% (64)	48.7% (199)	6.6% (27)	29.1% (119)	409
social bookmarking sites (furl, del.icio.us ...)	76.9% (309)	13.4% (54)	5.7% (23)	4.0% (16)	402
Sites om video/ audio-bestanden te delen (Youtube, flickr ...)	19.6% (79)	43.1% (174)	8.7% (35)	28.7% (116)	404
social networking-sites (MySpace, Facebook)	40.9% (165)	40.2% (162)	5.5% (22)	13.4% (54)	403
				Andere (omschrijf)	15
				answered question	424
				skipped question	13

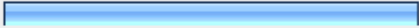

Which ICT applications do you use to teach?


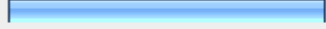


12. Welk van de volgende ICT-benodigdheden/ web 2.0 toepassingen kent u/ gebruikt u om les te geven:					
	Ken ik niet	Ik ken het maar ik gebruik het niet om les te geven	Ik wil het graag proberen maar ik weet niet hoe	Ik gebruik het regelmatig om les te geven	Response Count
e-mail	0.3% (1)	38.0% (144)	1.1% (4)	60.7% (230)	379
Tekstverwerking	0.3% (1)	11.0% (42)	1.0% (4)	87.7% (335)	382
presentatie software (PowerPoint)	1.8% (7)	37.1% (140)	10.3% (39)	50.7% (191)	377
een weblog	23.4% (85)	60.9% (221)	12.7% (46)	3.0% (11)	363
een podcast	51.8% (187)	36.6% (132)	9.7% (35)	1.9% (7)	361
een wiki	57.7% (210)	28.6% (104)	8.0% (29)	5.8% (21)	364
een forum	14.8% (54)	65.0% (238)	7.9% (29)	12.3% (45)	366
mindmapping software	41.8% (153)	40.2% (147)	11.7% (43)	6.3% (23)	366
Voice over internet of VOIP (Internet telefoon zoals bvb Skype ...)	25.2% (92)	63.0% (230)	7.4% (27)	4.4% (16)	365
social bookmarking-sites (furl, del.icio.us ...)	70.7% (256)	22.1% (80)	6.4% (23)	0.8% (3)	362
Sites om video/ audio-bestanden te delen (Youtube, flickr ...)	22.3% (82)	56.4% (207)	9.3% (34)	12.0% (44)	367
social networking-sites (MySpace, Facebook ...)	43.3% (157)	48.8% (177)	5.8% (21)	2.2% (8)	363
Software om interactieve oefeningen en materialen te maken (eXe, Hot Potatoes ...)	22.6% (84)	33.9% (126)	15.1% (56)	28.5% (106)	372
				Andere (omschrijf)	31
				answered question	387
				skipped question	50

While an Open Learning Platform (ELO in Dutch) is available in 72 % of the respondents' schools, only 46,7 % uses it in the classroom. 70 % uses it for administrative purposes. When they use it in the classroom, the content is developed in the majority of cases by the school team. Only a very limited 8 % is purely commercial. The respondents using ICT in general use it to prepare lessons in one third of the cases, while two thirds use it in the classroom. It is mostly used for project teaching and cross-curricular approaches on an occasional basis. The huge majority of respondents uses Smartschool as an Open Learning Platform. Web 2.0 applications have not clearly broken through yet. More than 40 % of teachers do not know what social network sites are, and strange enough almost 60 % do not have a clue what a wiki is. Social bookmarking sites are the big unknown: 70 % never heard about them.

Heeft uw school een Electronische Leeromgeving (ELO)? (Smartschool, Dokeos, Moodle, Blackboard, Claroline ...)			
		Response Percent	Response Count
Ja		71.9%	281
Nee		28.1%	110
<i>answered question</i>			391
<i>skipped question</i>			46

Gebruikt u de Elektronische Leeromgeving (ELO) ook in uw klaspraktijk?			
		Response Percent	Response Count
Ja		46.8%	177
Nee		53.2%	201
<i>answered question</i>			378
<i>skipped question</i>			59

Gebruikt u de ELO voor administratieve doeleinden?			
		Response Percent	Response Count
Ja		68.8%	253
Nee		31.3%	115
<i>answered question</i>			368
<i>skipped question</i>			69

Wie ontwerpt de e-inhouden voor de ELO?			
		Response Percent	Response Count
U zelf		19.9%	53
Een team op school		52.3%	139
Een commercieel bedrijf		8.3%	22
Een mengeling van zelfontwikkeld en commercieel		19.5%	52
<i>answered question</i>			266
<i>skipped question</i>			171

Indien u één van de ICT-toepassingen hierboven vermeld gebruikt om les te geven, waarvoor gebruikt u die dan?			
		Response Percent	Response Count
Om uw lessen voor te bereiden		32.8%	94
Om in de klas te integreren		67.2%	193
<i>answered question</i>			287
<i>skipped question</i>			150

Indien de ELO in de klas gebruikt wordt, waarvoor dan?			
	eerder occasioneel	standaard	Response Count
voor projectmatig lesgeven	63.7% (116)	36.3% (66)	182
voor vakoverschrijdend lesgeven	74.4% (116)	25.6% (40)	156
voor afstandslernen	70.1% (110)	29.9% (47)	157
<i>answered question</i>			206
<i>skipped question</i>			231

2.3 Needs

A lot of respondents have followed some sort of an ICT in-service training. However very few did so for the use of an ELO and for those who did it was related to the use of Smartschool. 58 % of respondents have an interest in the TACCLE Course. The main reason while some are not interested is because it is abroad, because its five day (family problems) or because they considers themselves too old.

Of those interested in a TACCLE course almost 73 % would like to learn to use authoring tools such as eXe or hot potatoes to create learning objects for ELO's. The use of an ELO as such, ePedagogy and e-evaluation are also hot topics. Amazingly only 34,6 % is interested in ePortfolio.

	Response Percent	Response Count
e-design	39.6%	91
e-pedagogie	56.5%	130
het delen van e-inhouden	42.6%	98
e-communicatie (blogs, wikis ...)	51.7%	119
interactieve oefeningen leren maken (eXe, Hot Potatoes ...)	72.6%	167
e-feedback / e-evaluatie	59.1%	136
e-portfolio	35.2%	81
ELO/PLO (Elektronische Leeromgeving, Persoonlijke Leeromgeving)	56.5%	130
<i>answered question</i>		230
<i>skipped question</i>		207

Other topics mentioned are: developing an ELO strategy, limitations of e-learning, raising confidence in the use of ICT, integration in the lessons, differentiation, photoshop and using weblogs.

2.4 Sharing

Only 34,8 % of the respondents use electronic teaching materials made by other teachers. Some 100 respondents share teaching materials and the majority of them use the website www.klascement.net to do so but a lot of them also uses e-mail or their school's ELO.

Gebruikt u bestaand Elektronisch lesmateriaal gemaakt door andere leerkrachten?		
	Response Percent	Response Count
Ja	35.1%	134
Nee	64.9%	248
<i>answered question</i>		382
<i>skipped question</i>		55

2.5 Conclusion

There is definitely need to train Flemish teachers especially in the educational use of personal learning platforms and web 2.0 but also in general in the integrated use of ICT in education. The aims of the TACCLE project match up with these needs in a very good way.


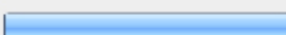
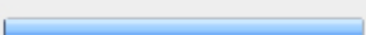

3. Austria

3.1 The respondents

Except of one person (Germany), every participant was from Austria. It's striking that about half of them is teaching a subject where computers and media in general are essential. In sum nearly 65% use ICTs regularly and are very familiar with them.


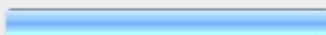
Age

We have reached teachers from all age groups, but the largest group of respondents were between 46 and 55.

		Response Percent	Response Count
≤ 30		10.0%	10
31-45		38.0%	38
46-55		48.0%	48
≥ 56		4.0%	4
		answered question	100
		skipped question	0

Gender:

A bit more than a half of them were male.

		Response Percent	Response Count
männlich		56.0%	56
weiblich		44.0%	44
		answered question	100
		skipped question	0

Education level

66% of the respondents were teachers in secondary education.

		Response Percent	Response Count
Primarstufe		9.0%	9
Sekundarstufe		66.0%	66
Erwachsenenbildung		13.0%	13
Hochschule		8.0%	8
LehrerInnenausbildung		9.0%	9
Berufsbildende Schule		30.0%	30
		answered question	100
		skipped question	0

We tried to find out what hardware teachers have at hand in the classroom

What hardware do you have available in your classroom?

	Ja	Ja, nach vorheriger Reservierung	Nein	Response Count
Computer (PC, Mac)	50.0% (49)	50.0% (49)	5.1% (5)	98
Beamer	42.7% (38)	56.2% (50)	5.6% (5)	89
Interaktives Whiteboard (z.B. Smart Board)	1.4% (1)	17.1% (12)	81.4% (57)	70
Internet	53.8% (50)	31.2% (29)	17.2% (16)	93
Drahtloses Netzwerk (Wireless networks, WLAN)	29.3% (22)	14.7% (11)	56.0% (42)	75
			Weitere (bitte um Kurzbeschreibung)	11
			answered question	98
			skipped question	2

Almost every classroom has access to a computer and the majority has also access to the internet (about 85%) but more than the half of it not via WLAN. The smart board doesn't seem very common in Austrian classrooms with not even 20% having access to it and only one class has one constantly.

3.2 The use of ICT

We asked about the use of ICT in a private and in a professional context.

Nearly everybody uses E-Mail, Word processors at home and to teach (e-mail is used less to teach than at home with 88,4%).

Obviously most of the respondents know common ICT applications, such as Weblog, Podcasting, VOIP, etc., but don't use it, neither at home nor to teach.

The most popular ICT applications at home and at school are: E-Mail, Word processing, presentation software and Wikis.

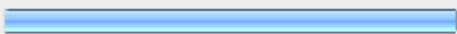
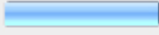
Which ICT applications do you use at home?

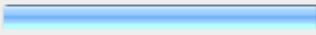
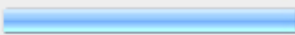
	Kenne ich nicht	Ich kenne es, aber verwende es nicht	Ich würde es gerne verwenden, weiß aber nicht wie	Ich verwende es regelmäßig	Response Count	
E-Mail	2.1% (2)	0.0% (0)	0.0% (0)	97.9% (94)	96	
Textverarbeitungsprogramm (z.B. Word)	1.1% (1)	0.0% (0)	0.0% (0)	98.9% (94)	95	
Präsentationssoftware (z.B. PowerPoint)	1.1% (1)	17.0% (16)	2.1% (2)	79.8% (75)	94	
Weblog	13.3% (12)	65.6% (59)	6.7% (6)	14.4% (13)	90	
Podcasting	24.4% (22)	53.3% (48)	8.9% (8)	13.3% (12)	90	
Wiki	10.9% (10)	33.7% (31)	2.2% (2)	53.3% (49)	92	
Online Diskussionsforum	5.5% (5)	48.4% (44)	6.6% (6)	39.6% (36)	91	
Mindmapping Software	20.9% (19)	47.3% (43)	5.5% (5)	26.4% (24)	91	
Voice over internet or VOIP (z.B. Skype ...)	8.9% (8)	50.0% (45)	6.7% (6)	34.4% (31)	90	
Social bookmarking (z.B. furl, del.icio.us ...)	64.8% (57)	20.5% (18)	4.5% (4)	10.2% (9)	88	
Online-Applikationen f. d. Veröffentlichung von Audios, Videos, Fotos, etc. (Youtube, flickr ...)	14.0% (13)	52.7% (49)	7.5% (7)	25.8% (24)	93	
Social networking (MySpace, Facebook ...)	37.8% (34)	45.6% (41)	4.4% (4)	12.2% (11)	90	
Weitere (bitte um Kurzbeschreibung)					10	
					answered question	96
					skipped question	4

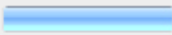
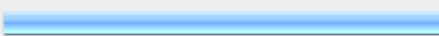
Which ICT applications do you use to teach?

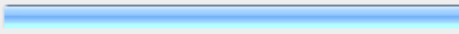



	Kenne ich nicht	Ich kenne es, aber verwende es nicht	Ich würde es gerne verwenden, weiß aber nicht wie	Ich verwende es regelmäßig	Response Count
E-Mail	0.0% (0)	11.6% (10)	0.0% (0)	88.4% (76)	86
Textverarbeitungsprogramm (z.B. Word)	1.1% (1)	2.3% (2)	0.0% (0)	96.6% (84)	87
Präsentationssoftware (z.B. PowerPoint)	1.1% (1)	13.6% (12)	2.3% (2)	83.0% (73)	88
Weblog	15.7% (13)	68.7% (57)	7.2% (6)	8.4% (7)	83
Podcasting	21.7% (18)	57.8% (48)	8.4% (7)	12.0% (10)	83
Wiki	8.2% (7)	34.1% (29)	2.4% (2)	55.3% (47)	85
Online Diskussionsforum	7.1% (6)	56.0% (47)	4.8% (4)	32.1% (27)	84
Mindmapping Software	21.4% (18)	54.8% (46)	3.6% (3)	20.2% (17)	84
Voice over internet or VOIP (z.B. Skype ...)	10.8% (9)	66.3% (55)	9.6% (8)	13.3% (11)	83
Social bookmarking (z.B. furl, del.icio.us ...)	53.7% (44)	32.9% (27)	3.7% (3)	9.8% (8)	82
Online-Applikationen f. d. Veröffentlichung von Audios, Videos, Fotos, etc. (Youtube, flickr ...)	15.5% (13)	60.7% (51)	6.0% (5)	17.9% (15)	84
AutorInnenwerkzeuge (z.B. eXe, Hot Potatoes ...)	13.1% (11)	34.5% (29)	8.3% (7)	44.0% (37)	84
Weitere (bitte um Kurzbeschreibung)					11
answered question					89
skipped question					11

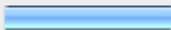
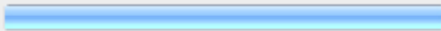
A Learning Management System (LMS) is available in almost 75% of the respondents' schools, but only 51,5% use it in the classroom and only 27,6% for administrative purposes. The majority of the interviewed teachers use Moodle and they 78% create the content for the LMS by themselves.

Verfügt Ihre Schule ein über ein LMS (Lernmanagementsystem, wie z. B. Moodle, Dokeos, Blackboard, Claroline, etc.)?			
		Response Percent	Response Count
Ja		74.7%	68
Nein		25.3%	23
answered question			91
skipped question			9

Verwenden Sie ein Lernmanagementsystem für Ihre Klasse(n)?			Response Percent	Response Count
Ja			51.6%	47
Nein			48.4%	44
			<i>answered question</i>	91
			<i>skipped question</i>	9

Verwenden Sie das LMS für administrative Zwecke?			Response Percent	Response Count
Ja			27.6%	24
Nein			72.4%	63
			<i>answered question</i>	87
			<i>skipped question</i>	13

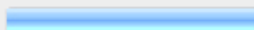
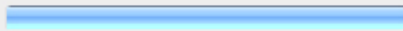
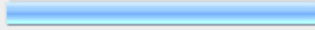
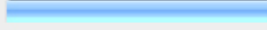
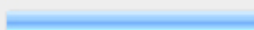
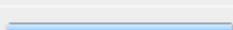
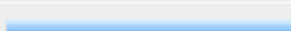
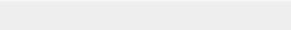
Wer erstellt die Lerninhalte für das LMS?			Response Percent	Response Count
Sie selbst			78.0%	46
Ein Team			11.9%	7
Kommerziell zugekauft			1.7%	1
Mischung aus selbst erstellten und kommerziell zugekauften Lerninhalten			8.5%	5
			<i>answered question</i>	59
			<i>skipped question</i>	41

Falls Sie eines der oben erwähnten IKT-Tools für den Unterricht verwenden, wozu setzen Sie dieses ein?			
		Response Percent	Response Count
zur Vorbereitung der Klassen		27.4%	17
integriert in den Klassen		72.6%	45
<i>answered question</i>			62
<i>skipped question</i>			38

Falls die Verwendung von IKT-Tools integriert ist in den Unterricht, wozu setzen Sie diese ein?			
	fallweise	standardmäßig	Response Count
für Projektunterricht	61.7% (37)	38.3% (23)	60
für curriculumsübergreifendes unterrichten	63.6% (28)	36.4% (16)	44
für Distance Learning	79.5% (31)	20.5% (8)	39
<i>answered question</i>			63
<i>skipped question</i>			37

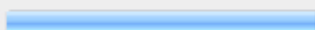
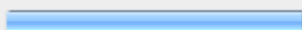
3.3 Needs

50,6% of respondents has interest in the TACCLE Course. Of those interested in a TACCLE course about 68% would like to learn about e-pedagogy. Many of the participants have already attended courses (e.g. Moodle-courses) about the usage of ICT-tools.

		Response Percent	Response Count
e-Design		42.6%	20
e-Pädagogik		68.1%	32
Lerninhalte gemeinsam nutzen		53.2%	25
e-Kommunikation (blogs, wikis ...)		44.7%	21
e-Aufgaben erstellen (eXe, Hot Potatoes ...)		42.6%	20
e-Feedback / e-Evaluation		38.3%	18
e-Portfolio		48.9%	23
LMS / PMS (learning management system / personal management system)		48.9%	23
		answered question	47
		skipped question	53

3.4 Sharing

More than the half of the respondents use electronic teaching materials made by other teachers.

Verwenden Sie existierende Lerninhalte, die von anderen LehrerInnen erstellt wurden?			
		Response Percent	Response Count
Ja		51.2%	42
Nein		48.8%	40
		answered question	82
		skipped question	18

3.5 Conclusion

As the survey shows, many of the respondents are teachers of subjects dealing a lot with computers (e.g. information technology). Nevertheless, almost of them do not use and take not advantage of web 2.0 applications as tools for e-learning. On the one hand we can state that there is a big need for teacher's qualification and on the other hand there is an obvious demand too (50,6% has interest in the TACCLE course).

4. Andalucía (Spain)

4.1 The respondents

The VET Section of the Department of Education in Andalucía, contacted teachers who work as eTutors in eLearning VET courses by emails sent via the Moodle platform they use to teach and host the courses.

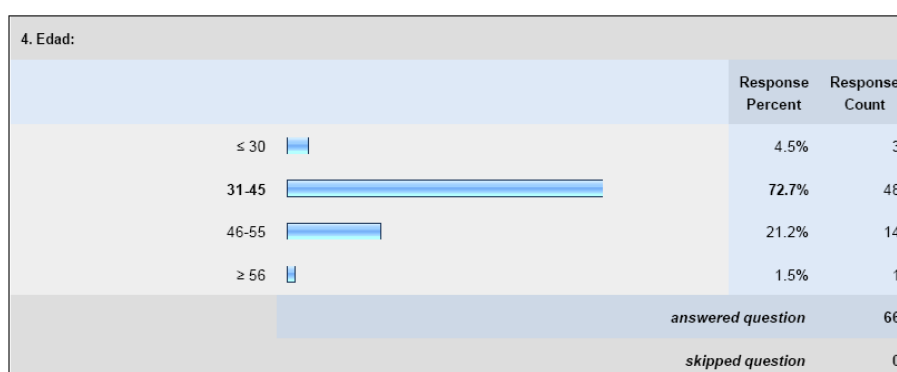
The survey was also advertised in the pedagogical advisory website, and in the teachers' portal **CEP Indalo**, which is a moodle platform for eLearning courses designed for teachers, as part of their in service training offered by the pedagogical advisory services. In addition to this, a personal email was sent to the distribution list available in the **CEP Almería** (Center for Teacher Training).

About 300 teachers were contacted (all of them Spanish, working in Andalucía) but only 66 of them (22%) have completed the questionnaire. 49 of them are interested in some of the products that will be generated by the project, and have provided their e-mails to receive additional information later. The vast majority of them are teaching in eLearning VET studies. Perhaps they would feel more involved with development of good digital materials and resources for their jobs. Perhaps traditional teachers don't feel the need to use of use these materials in their classes or are simply not able to.

The survey run between January 31st to April 20th. 2008.

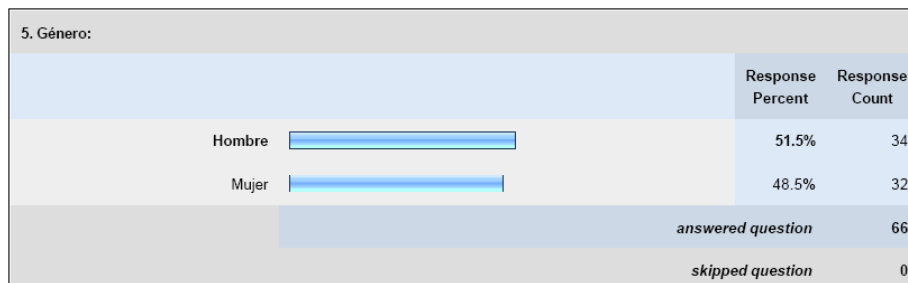
Age

The prevalent age range among respondents is between 31 and 45 years old, at 72.7%. Only 21,2% were between 46 and 55 years old, and those younger than 30 or older than 56 are extremely rare. **This tells us that this is essentially a relatively young set of teachers, but with extensive experience.**



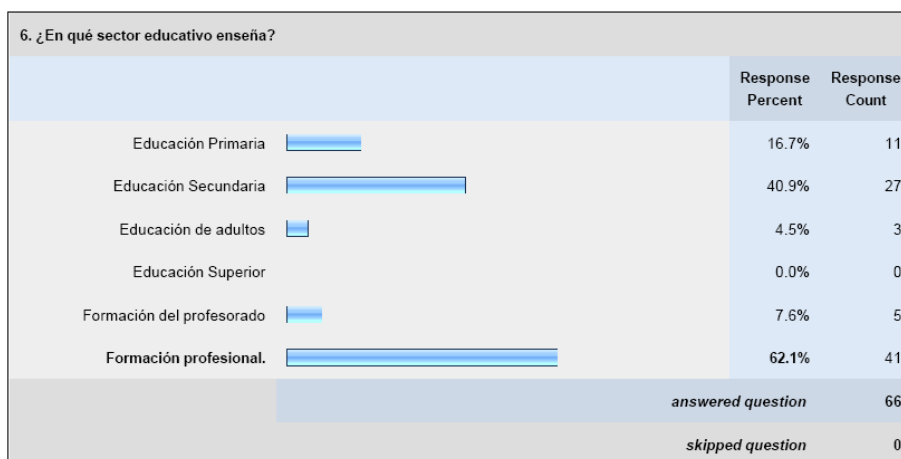
Gender

Considering the gender, **there is almost equally representation between men and women.**



Education level

With regard to the educational sectors in which the teachers who have answered the survey work on **Vocational Educational Training** with 62.1%, and **Secondary Education**, with 40.9%. (In Spain, teaching in these two sectors is not exclusive and, vocational training is actually considered secondary education. Those who teach in Adults **Education** (4.5%) or in **Teacher Training** (7.6%) are poorly represented. There are also very few teachers from Primary Education who have completed the survey (16.7%)



The subjects taught are very diverse, as there are 45 different ones among the 66 responses received, although it should be taken into account that there are many teachers who teach more than one subject.

Highlights the 28 different subjects only in VET, which can be explained because the majority of responders teach in VET, and each profession included in these studies have almost the same number of subject than other education level (primary, or secondary, for example). In addition to this, each profession have subjects not related with the others, this increases the possible number of subjects.

What do you have available in your classroom?

With regard to the materials available in the classroom:

- **PC (personal computer):** It is noted that more than 87% of teachers have access to computers, the vast majority for the exclusive use, without the need to book in advance. However, there is still something less than 10% of teachers who have no possibility of accessing computer, which is still too much.
- **LCD Projector/Beamer:** Approximately 60% have a beamer in his classroom, and almost another 28% can use it by appointment on demand. For slightly more than 11% do not have this resource at all. Perhaps these data are more positive than the reality shows, because the majority of teachers who have answered the survey taught in Vocational Educational Training, where there are specific budgets that allow supplement by the school materials shipped officially from the Department of Education. Overall, the use of beamers is increasing from last years, and its use is no longer uncommon and are being used more frequently.
- **Smartboard/ Interactive whiteboard:** Only 12% of teachers have this resource in their classrooms, and another 3% can use it booking in advance. It is a very small and limited use.
- **Internet:** The Internet access is fairly widespread, and more than 93% have it. However, it's still disturbing that more than 6% of teachers do not have Internet access in their classrooms. Perhaps this information is more positive than might expect in reality, again due to the fact that most of the teachers who had taught in Vocational Educational Training replied, where the use of computers is often part of lessons to teach.
- **Wireless networks:** It is very high (over 83%) the number of teachers who have wireless networking at its schools.

8. ¿Qué tiene disponible en su aula?				
	Si	Si, previa reserva	No	Response Count
PC (Ordenador personal)	87.7% (57)	3.1% (2)	9.2% (6)	65
Cañón Proyector	60.4% (32)	28.3% (15)	11.3% (6)	53
Pizarra inteligente	12.1% (4)	3.0% (1)	84.8% (28)	33
Internet	93.5% (58)	0.0% (0)	6.5% (4)	62
Redes inalámbricas	83.7% (41)	2.0% (1)	14.3% (7)	49
		Otros (Por favor, especifíquese)		12
<i>answered question</i>				65
<i>skipped question</i>				1

4.2 The use of ICT

We asked about the use of ICT in a private context and in a professional context.

The vast majority of teachers (81.8%) state not having problems with the use of ICT. More than half (59.1%) of teachers feel reasonably confident with the use of ICT, and another 22.7% is experienced. It remains remarkable that the 18.2% felt unsafe in the use of ICT, which leads us to believe that ICT continues generating distrust among some teachers.

9. ¿Cómo se define a sí mismo usando las TIC (Tecnologías de la Información y la Comunicación)?			
		Response Percent	Response Count
No muy seguro		18.2%	12
Bastante seguro		59.1%	39
Experimentado		22.7%	15
<i>answered question</i>			66
<i>skipped question</i>			0

Regarding ICT tools or 2.0 Web applications which are known or used by teachers for personal affairs, we can highlight the following:

- **E-mail (97%), word processor (98%), presentation software-power point (78%) and forums (84%),** are frequently used by a large majority of teachers. E-mail, forums and word processor are only unknown for an isolated and very little group of people (which is no less curious), but all people who know this applications, they have no trouble using them. Regarding the presentation software, although it's quite a lot known for everyone (minus 1), maintains a considerable percentage of people who do not use (13.1%) or would like to use it but they don't know how to do it. (6.6%)

- **Blog, podcast, wiki, voice over internet (Skype), social networking sites and applications to create concept maps** are known for a lot of teachers, between 50 and 60%, but it's

relatively few who use it frequently. Blog (27.6%) and wiki (36.8%) are more used, but podcast (3.6%) and social networking sites (7.4) have barely teachers who repaired in which they exist. The percentages of teachers who wish to use it, but do not know how, are not very high in general

• **Social bookmarking-sites (furl, del.icio.us ...)** (45.5%) and **video/ audio sharing sites (Youtube, flickr ...)** (35.5%) have a significant mass of the public who don't use them, despite they know it, the first being more unknown, and less used, possibly because of the growing popularity of Youtube.

10. ¿Cuál de las siguientes herramientas TIC / aplicaciones web 2.0 conoce / usa para usno personal?					
	No la conozco	Sé que existe, pero no la uso	Me gustaría usarla, pero no sé cómo	La uso frecuentemente	Response Count
Correo electrónico	3.2% (2)	0.0% (0)	0.0% (0)	96.8% (61)	63
Procesador de textos	1.6% (1)	0.0% (0)	0.0% (0)	98.4% (62)	63
Software de presentación (Ej: Power Point)	1.6% (1)	13.1% (8)	6.6% (4)	78.7% (48)	61
Un Blog	1.7% (1)	56.9% (33)	13.8% (8)	27.6% (16)	58
Un podcast	38.2% (21)	52.7% (29)	5.5% (3)	3.6% (2)	55
Una wiki	5.3% (3)	49.1% (28)	8.8% (5)	36.8% (21)	57
Un foro	1.6% (1)	14.3% (9)	0.0% (0)	84.1% (53)	63
Aplicaciones para creación de mapas conceptuales.	14.3% (8)	57.1% (32)	19.6% (11)	8.9% (5)	56
Voz mediante internet /Skype	8.8% (5)	63.2% (36)	14.0% (8)	14.0% (8)	57
web sociales para favoritos (furl, del.icio.us ...)	30.9% (17)	45.5% (25)	3.6% (2)	20.0% (11)	55
Web de video/audio compartido (Youtube, flickr ...)	3.3% (2)	35.0% (21)	6.7% (4)	55.0% (33)	60
Web de redes sociales (MySpace, Facebook...)	25.9% (14)	59.3% (32)	7.4% (4)	7.4% (4)	54
			Otros (Por favor, especifiquese)		3
				<i>answered question</i>	63
				<i>skipped question</i>	3

Mostly, no other ICT tool or 2.0 Web application is used frequently, although some teachers suggest the following applications, most of them are the only ones to use them:

- Applications Management. (Contaplus)
- School's Website
- Generators site (Exelearning)
- List of distribution
- Yahoo and Google Groups
- Stores Files

- Spreadsheets
- Databases
- Search engines.

The findings with regard to the uses TO TEACH all the previous tools are similar to those that were for personal use. It notes that the widespread tools for personal use, are also widely used to teach, but with somewhat lower percentages. However, the tools used or little-known for personal use are mainly used to teach, suggesting that those who know and use them, are doing it almost exclusively to teach.

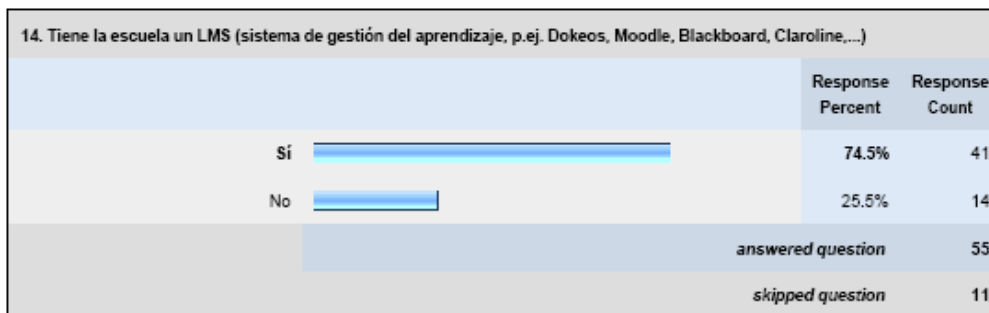
12. ¿cuál de las siguientes herramientas TIC / aplicaciones web 2.0 conoce / usa PARA ENSEÑAR?					
	No la conozco	Sé que existe, pero no la uso para enseñar	Me gustaría usarla, pero no sé cómo	La uso frecuentemente para enseñar	Response Count
correo electrónico	0.0% (0)	14.5% (8)	1.8% (1)	83.6% (46)	55
Procesador de textos	1.7% (1)	1.7% (1)	0.0% (0)	96.6% (57)	59
Software de presentación (Ej: Power Point)	1.8% (1)	16.4% (9)	3.6% (2)	78.2% (43)	55
Un blog	2.0% (1)	62.0% (31)	12.0% (6)	24.0% (12)	50
Un podcast	37.5% (18)	54.2% (26)	4.2% (2)	4.2% (2)	48
Una wiki	4.1% (2)	51.0% (25)	14.3% (7)	30.6% (15)	49
Un foro	1.8% (1)	17.9% (10)	7.1% (4)	73.2% (41)	56
Aplicaciones para elaboración de mapas conceptuales	14.3% (7)	57.1% (28)	20.4% (10)	8.2% (4)	49
Voz en Internet o Voz IP (Skype, ...)	6.3% (3)	68.8% (33)	18.8% (9)	6.3% (3)	48
webs sociales para favoritos (furl, del.icio.us, ...)	25.0% (12)	56.3% (27)	8.3% (4)	10.4% (5)	48
webs para compartir vídeo / audio (Youtube, flickr, ...)	4.0% (2)	54.0% (27)	8.0% (4)	34.0% (17)	50
Herramientas de autoría de contenidos (eXe, Hot Potatoes, ...)	11.8% (6)	47.1% (24)	15.7% (8)	25.5% (13)	51
Otros (Por favor, especifíquese)					5
				answered question	59
				<i>skipped question</i>	<i>7</i>

It is mentioned the following applications used for teaching, but again with a minority use:

- JClíc
- Descartes
- Platform Moodle
- Spreadsheets

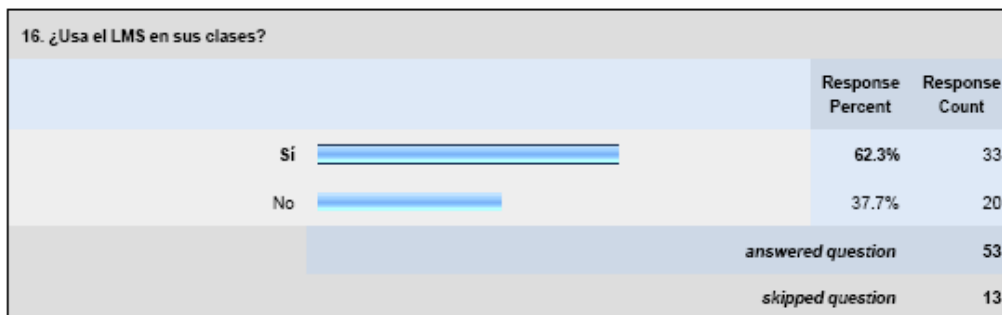
- Databases
- School's Website.
- Stores files.
- Yahoo and Google Groups
- List of distribution

Almost 75% of teachers have an LMS at School.



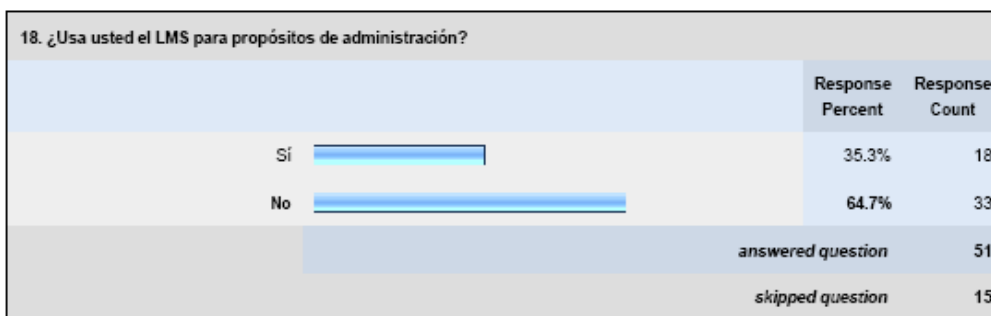
Mostly the LMS which is available at School is **Moodle** (27), although it is common **Helvia** (10), which is an educational platform that provides the Department of Education for schools. **Joomla** is used in a single location.

The 62% of teachers use the LMS in their classes. It should be borne in mind that about half of the surveys were teachers who teach classes as eTutors in eLearning Vocational Training studies.

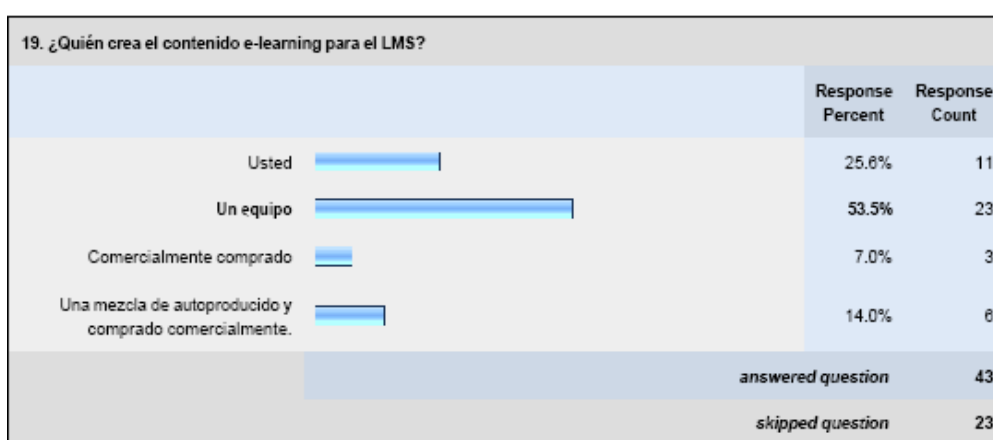


The tools present in the LMS are mostly forums, activities, e-mail, messenger, and chat site. They mention presentations using JClíc.

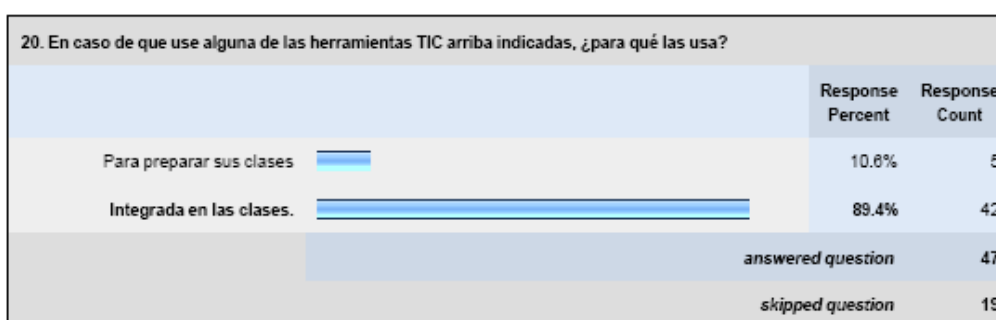
There are few people who use the LMS for management purposes, only 35%.



The materials are mostly developed by a team (53.5%), and to a lesser extent, developed by the teacher himself (25.6%). The combined solution, (self-produced, commercially bought) is low (14%) and directly bought is not very relevant (only 7%)



Most teachers use ICT tools integrated into their classes, mainly for elearning, and in almost equal measure for class projects. Using lessons in cross is quite smaller.



21. Si el uso de las herramientas está integrado en la práctica de clases, ¿para qué se usan?			
	Más bien ocasionalmente.	Habitualmente.	Response Count
Para proyectos de clase.	35.3% (12)	64.7% (22)	34
Para enseñanzas transversales.	65.5% (19)	34.5% (10)	29
Para aprendizaje a distancia.	32.5% (13)	67.5% (27)	40
		<i>answered question</i>	46
		<i>skipped question</i>	20

The uses of these tools are as follows:

- Communication between students and the teacher and correction of tasks 13
- Searches for information and materials 5
- Assigning tasks to students 4
- Provide examples of what can be explained 2
- Support classes 2
- Generate and moderating discussions 1
- Assessment

In service training received by the teachers includes:

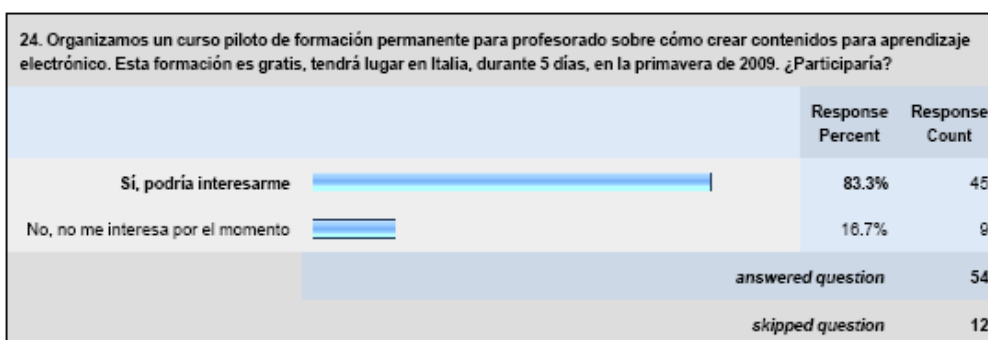
- Courses online tutoring and eLearning 22
- Taking courses in remote mode 10
- Course on basic ICT 5
- Self learning on this subject 4
- Nothing 4
- Courses about Moodle 4
- Advanced Computer Studies 3
- Training and coordination "ICT schools" 3
- Basic Internet 2
- Working on this subject 2
- Design materials for eLearning 1

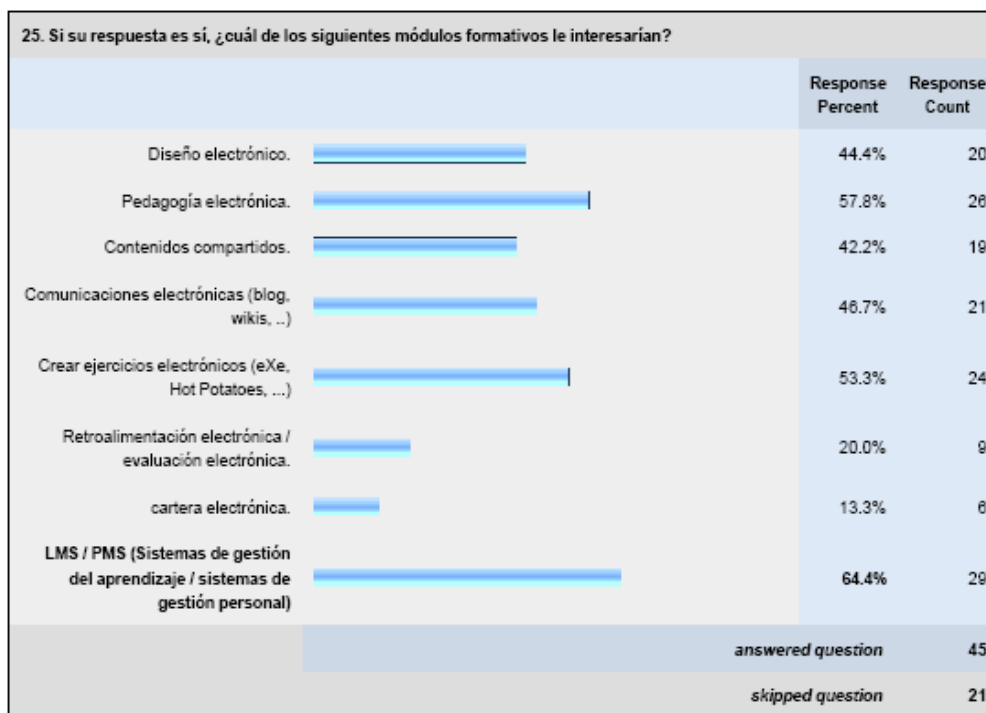
4.3 Needs

The 83.3% would be interested in the pilot course to be conducted in Italy in the spring of 2009, which in principle is a great acceptance.

The modules of greatest interest are:

• LMS / PMS (learning management system / personal management system)	29	• e-pedagogy	26
• To create e-exercises (eXe, Hot Potatoes, ..)	24	• e-Design	20
• e-communication (blogs, wikis ...)	1	• Sharing content	19
• e-feedback / e-evaluation	9	• Portfolio.	6





What they would like more to learn in such training activity would be:

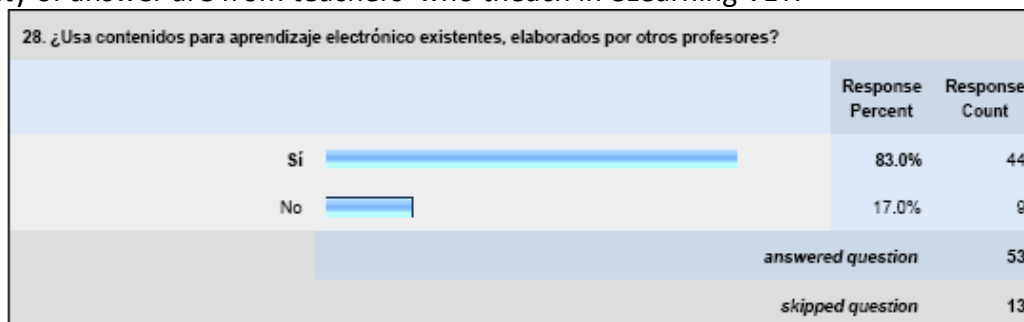
- Motivation of students in eLearning 2
- Design and evaluation of activities 1
- E-Design 1
- Use of ICT in the classroom 3
- Work in cooperative network 1
- New ideas and good practices in other countries 1
- Tutoring 1
- LMS and PMS 1
- Drafting of contents for eLearning 1
- Design Webquest 1

The reasons of people not interested in attending the pilot course are:

- Difficulty for the trip. 4
- They have a Low level of English, and high level is needed. 1
- Inability to attend on these dates. 2

4.4 Sharing

83% of teachers use existing e-content made by other teachers , which is normal if the majority of answer are from teachers who teach in eLearning VET.



Examples of contents made by other teachers which are used:

- Materials from CNICE <http://www.cnice.mec.es/>
- Presentations with JClíc
- Hot Potatoes
- Online questionnaires (UNICEF , about AIDS)
- Activities of Physics and Chemistry Project Newton
- Webquest
- Materials about Open Office
- Content of blogs
- Content in moodle platform for e-Learning Vocational Training studies
- Units with Descartes
- Video
- Tutorials
- Some Websites where you can find interesting resources.

9 teachers say they don't share any of the materials. The remaining 42 say they share materials in the following ways:

- | | | | |
|--|---|---|---|
| • Through the school's website | 5 | • An LMS | 4 |
| • By the moodle e-learning platform of VET | 8 | • Project HEDA (Tools for School with Descartes from Andalusia) | 1 |
| • Directly, through e-mail, DVD, Forum | 5 | • Using a blog | 1 |
| • Unspecified Form | 2 | • JClíc Platform | 3 |

• Helvia Platform	1	• Etwinning	1
• WebQuest	2		

4.5 Conclusion

There is definitely need to train Andalusian teachers especially in the educational use of personal learning platforms and web 2.0 but also in general in the integrated use of ICT in education. The aims of the TACCLE project match up with these needs in a very good way.

5. Italy

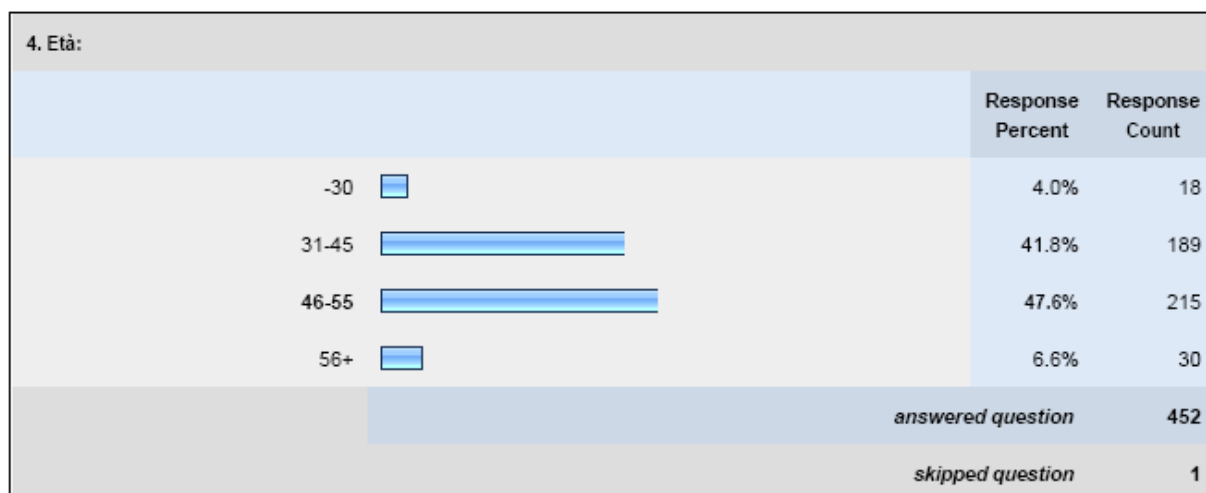
5.1 The respondents

Centre for eLearning of Urbino University and Training 2000 contacted the teachers in several different ways: directly via e-mail, via weblog posts, via social networks and by publishing a short article describing Tackle Project and the aim of the questionnaire (<http://tinyurl.com/2qdm4o>) on Italian National Agency for the Development of School Autonomy.

Thanks to the spread offered by linked blog post and social network a large group of teachers was reached. 453 teachers took part to the the survey. All respondents were Italian. The survey was open between 2nd of February and May 20th 2008.

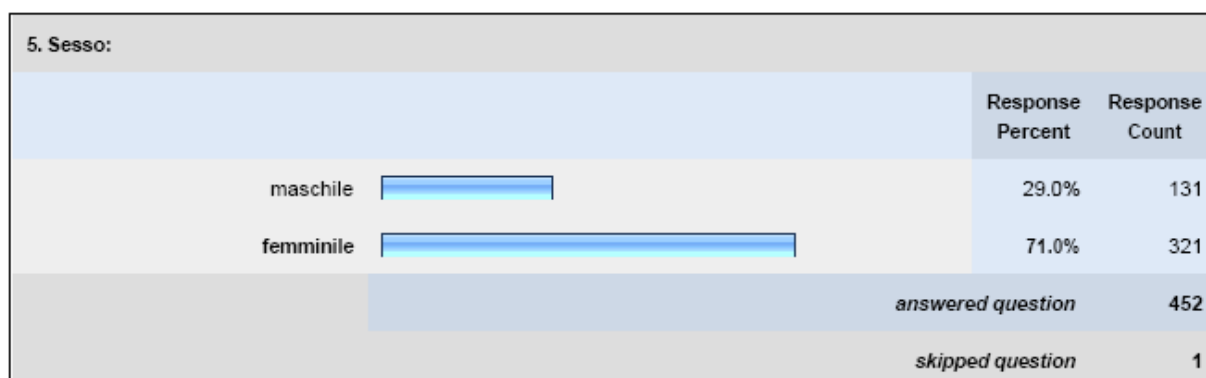
Age

We have reached teachers from all age groups but the largest group of respondents were between 46 and 55.



Gender:

More than two thirds of the respondents were female which reflects the Italian situation where the majority of is normal given that the majority of Italian teachers are female.



Education level

The categories most represented among respondents were teachers in primary and secondary education.

6. In quale settore dell'educazione insegni?		
	Response Percent	Response Count
Scuola elementare e media inferiore	46.0%	208
Scuola media superiore	47.6%	215
Educazione degli adulti	7.5%	34
Università	3.8%	17
Formazione formatori	7.1%	32
Formazione professionale	5.8%	26
<i>answered question</i>		452
<i>skipped question</i>		1

They teach different subjects and ICT teachers are a minority but very well represented in the sample (informatics 49 and technology 20).



Almost 56 % of the respondents described themselves as rather familiar with ICT and 16,6 % as not really familiar. 27,4 % considered themselves as experienced users of ICT.

We tried to find out what hardware teachers have at hand in the classroom

What hardware do you have available in your classroom?

8. Quali strumenti sono disponibili in aula?				
	Si	Si, su prenotazione	no	Response Count
PC (personal computer)	47.3% (202)	40.7% (174)	13.3% (57)	427
Videoproiettore	31.5% (121)	52.6% (202)	16.7% (64)	384
Smartboard	15.7% (40)	14.5% (37)	70.6% (180)	255
Internet	42.8% (161)	31.9% (120)	25.8% (97)	376
Reti Wireless	28.3% (79)	11.5% (32)	60.2% (168)	279
			Altro (si prega di specificare):	44
			<i>answered question</i>	431
			<i>skipped question</i>	22

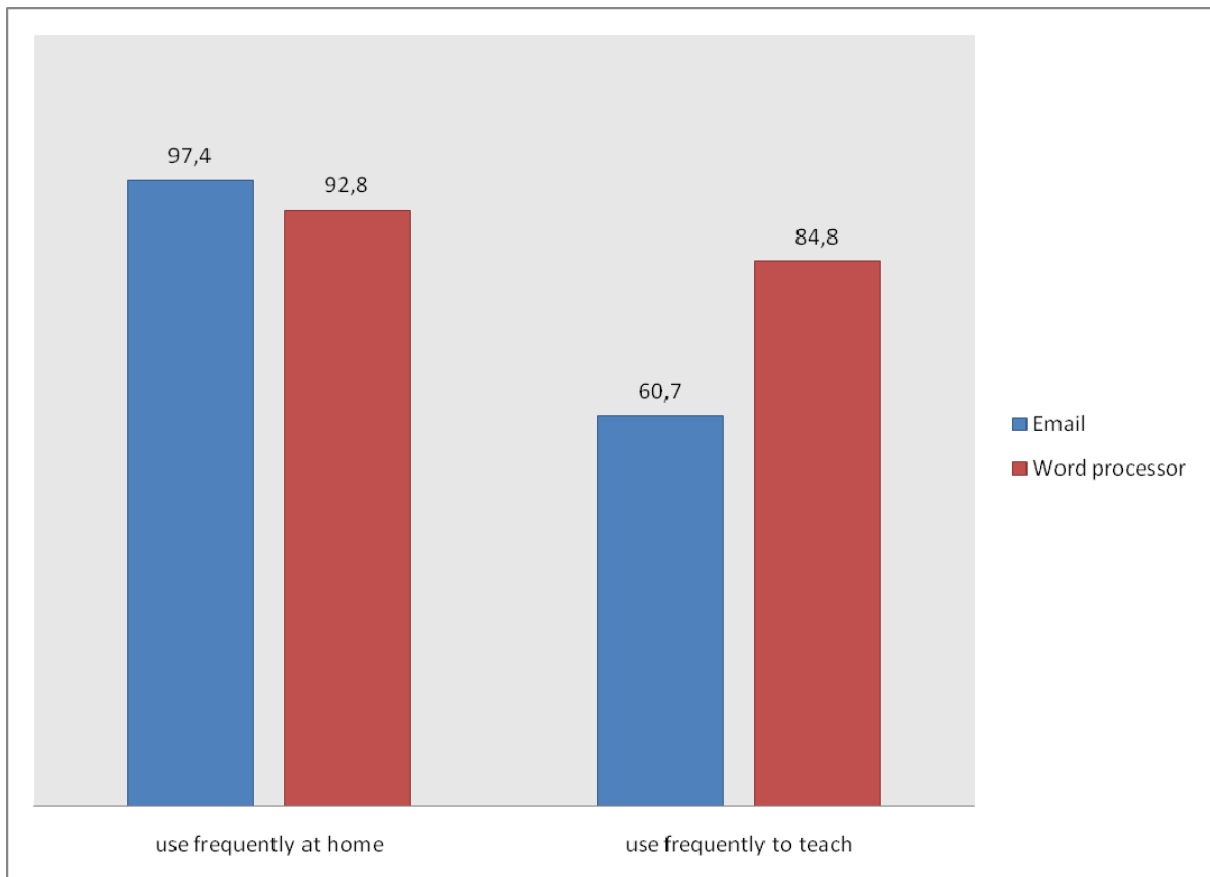
13,3 % still has no access whatsoever to computer in their class and 16,7% have no data projector. The smartboard seems to have just started its introduction in Italian education with only a third of the teachers having access to such a state of the art item. Internet access is problematic for more than a quarter while wireless Internet access is available in almost 40% of the cases. Comparing Internet access and wireless networks availability we may assume that 1 over 2 classrooms with internet access is wifi enabled.

It's also interesting to note that quite a lot of teachers have to make reservations for hardware, they do not have it available as a standard in their classroom but they have to 'get hold of it'.

5.2 The use of ICT

We asked about the use of ICT in a private context and in a professional context. Privately almost everyone uses email at home and the use of Word processors is equally almost ubiquitous .

It's interesting to note that while the use of this tools appears to be largely diffused at home the percentage drops sometimes dramatically when we consider their use in teaching.



Among the tools we suggested in the questionnaire the most used in classroom after word processors (84,8%) are presentation software used by almost 80% of the teachers.

Around 15% of the teaches declared that they don't know what a weblog is and 28,2% never heard of social network sites like Facebook or Myspace. Authoring tools for learning objects (Exe, Hot Potato) are even less known by respondents (39,5%).

Even if the large majority of respondents does not even know what Web 2.0 tools are, it's interesting to note that 18% declared to use frequently weblogs as teacher tools, 20% use wikis and 21,9% make use of website aimed to share contents like YouTube or Flickr.

Which ICT applications do you use at home?



10. Quali dei seguenti strumenti ITC (Tecnologie dell'informazione e comunicazione) / applicativi Web 2.0 conosci / utilizzi per uso personale:					
	Non lo conosco	So che esiste ma non lo utilizzo	Mi piacerebbe utilizzarlo ma non lo so fare	Lo utilizzo frequentemente	Response Count
e-mail	0.5% (2)	0.7% (3)	1.4% (6)	97.4% (419)	430
Word processor	2.2% (9)	2.7% (11)	2.4% (10)	92.8% (385)	415
Software per presentazioni (es. Power Point)	0.5% (2)	5.6% (24)	6.3% (27)	87.6% (373)	426
Weblog	12.2% (47)	40.3% (155)	16.4% (63)	31.2% (120)	385
Podcast	17.4% (65)	41.4% (155)	18.7% (70)	22.5% (84)	374
Wiki	16.5% (61)	33.6% (124)	14.9% (55)	35.0% (129)	369
Forum	1.0% (4)	27.4% (110)	5.7% (23)	65.9% (265)	402
Software per mappe concettuali	8.2% (32)	36.1% (140)	17.3% (67)	38.4% (149)	388
voice over internet oppure VOIP (Skype ...)	8.4% (33)	30.4% (120)	10.9% (43)	50.4% (199)	395
Siti di social bookmarking (furl, del.icio.us ...)	39.9% (148)	31.3% (116)	9.7% (36)	19.1% (71)	371
Siti per la condivisione di video/ audio (Youtube, Flickr ...)	5.5% (22)	37.0% (147)	11.1% (44)	46.3% (184)	397
Siti di networking sociale (MySpace, Facebook ...)	21.9% (81)	48.1% (178)	12.7% (47)	17.3% (64)	370
			Altro (si prega di specificare):		34
			<i>answered question</i>		433
			<i>skipped question</i>		20

Which ICT applications do you use to teach?

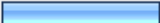

12. Quali dei seguenti strumenti ITC (Tecnologie dell'informazione e comunicazione)/ applicativi internet e Web 2.0 conosci / utilizzi per l'insegnamento?					
	Non lo conosco	Lo conosco ma non lo utilizzo per la docenza	Mi piacerebbe utilizzarlo ma non lo so fare	Lo utilizzo frequentemente per la docenza	Response Count
e-mail	1.1% (4)	36.2% (129)	2.0% (7)	60.7% (216)	356
Word processor	3.6% (13)	9.4% (34)	2.2% (8)	84.8% (307)	362
Software per presentazioni (es. Power Point)	0.5% (2)	16.1% (60)	3.8% (14)	79.6% (296)	372
Weblog	15.4% (49)	49.1% (156)	17.3% (55)	18.2% (58)	318
Podcast	22.5% (70)	46.0% (143)	20.3% (63)	11.3% (35)	311
Wiki	21.1% (67)	41.8% (133)	16.7% (53)	20.4% (65)	318
Forum	3.3% (11)	55.9% (185)	7.6% (25)	33.2% (110)	331
voice over internet oppure VOIP (Skype ...)	9.8% (31)	66.1% (209)	11.7% (37)	12.3% (39)	316
Siti di social bookmarking (furl, del.icio.us ...)	37.6% (115)	42.5% (130)	12.4% (38)	7.5% (23)	306
Siti per la condivisione di video/ audio (Youtube, flickr ...)	6.9% (22)	59.2% (189)	11.9% (38)	21.9% (70)	319
Siti di networking sociale (MySpace, Facebook ...)	28.2% (86)	54.1% (165)	12.5% (38)	5.2% (16)	305
Strumenti di authoring (eXe, Hot Potatoes ...)	39.5% (119)	34.2% (103)	11.3% (34)	15.0% (45)	301
			Altro (si prega di specificare):		38
<i>answered question</i>					381

Page 5

ICT tools appeared to be used in the vast majority of case to improve teaching and learning during the lecture and only partially to prepare it.



20. Se utilizzi uno degli strumenti ITC (tecnologie dell'informazione e comunicazione) elencati sopra per la docenza, per quale scopo lo utilizzi?			Response Percent	Response Count
Per preparare le lezioni			26.6%	80
Integrati nella lezione			73.4%	221
<i>answered question</i>				301
<i>skipped question</i>				152

20. Se utilizzi uno degli strumenti ITC (tecnologie dell'informazione e comunicazione) elencati sopra per la docenza, per quale scopo lo utilizzi?

	Response Percent	Response Count
Per preparare le lezioni 	26.6%	80
Integrati nella lezione 	73.4%	221
<i>answered question</i>		301
<i>skipped question</i>		152



A Learning Management Systems is available in less than 20% of schools and in almost 50% of the cases Moodle is the chosen platform.

14. La scuola ha a disposizione un LMS (learning management system, ad esempio Dokeos, Moodle, Blackboard, Claroline ...)?

	Response Percent	Response Count
Si 	16.7%	63
No 	83.3%	315
<i>answered question</i>		378
<i>skipped question</i>		75

Considering the low percentage of schools with LMS it is not surprising to discover that little less than 14% of respondents are using it.

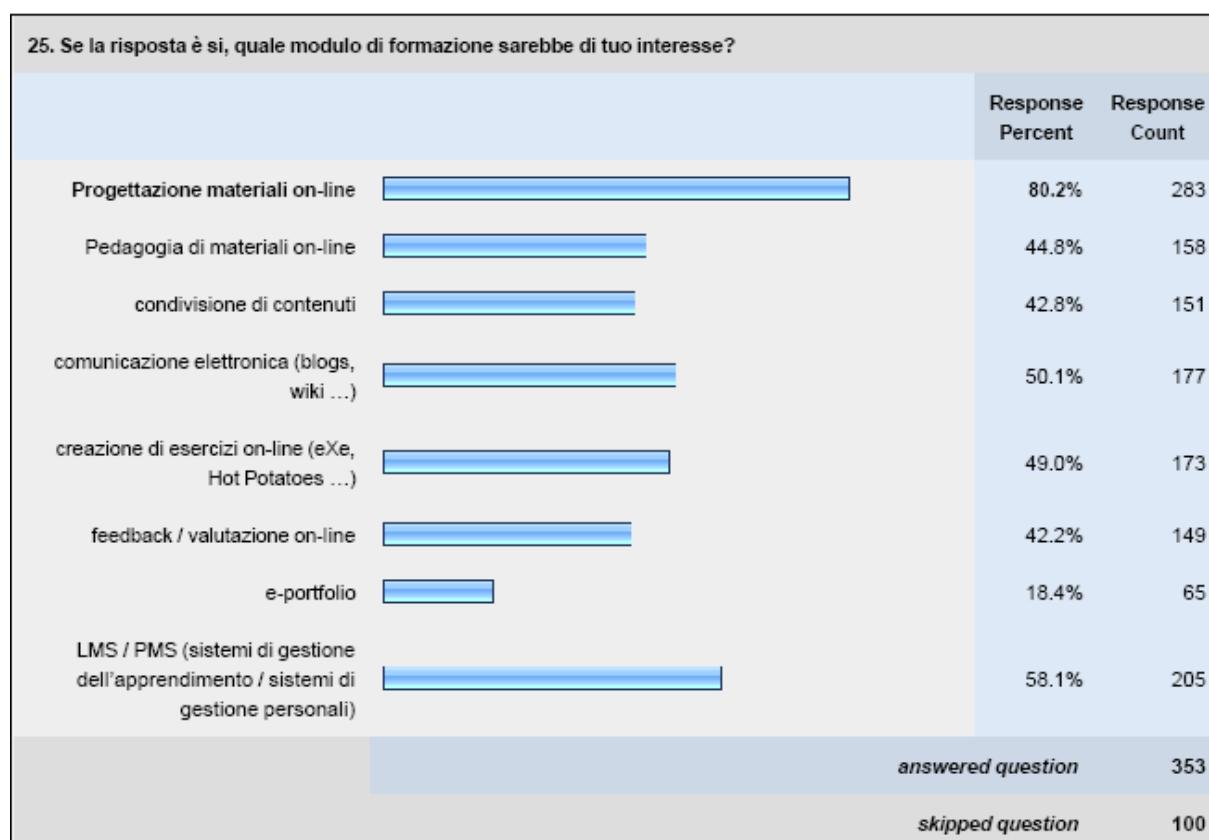
16. Utilizzi un LMS (learning management system) per le tue lezioni?

	Response Percent	Response Count
Si 	13.8%	51
No 	86.2%	319
<i>answered question</i>		370
<i>skipped question</i>		83

5.3 Needs

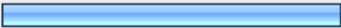

More than one half of respondents have followed some sort of an ICT in-service training mainly organized by the Italian National Agency for the Development of School Autonomy. The vast majority of the sample (92,4 %) has an interest in the TACCLE Course.

Of those interested in a TACCLE course almost 80,2 % would like to learn how to develop online learning materials. The use of an LMS as such (58,1%), blog and wikis (50,1%) and authoring tools aimed to create exercises (49%) are also topics considered to be interesting.



5.4 Sharing

Little less than 60% of the sample use electronic teaching materials made by other teachers. Presentations and exercises are among the most re-used materials. In most of the case contents are shared on school internal LMS platform.

28. Utilizzi contenuti on-line creati da altri docenti/formatore?			
		Response Percent	Response Count
Si		58.2%	205
No		41.8%	147
<i>answered question</i>			352
<i>skipped question</i>			101

5.5 Conclusion

It's not easy to draw conclusions on the state of the ICT use for learning in Italy. Some of data appear to depict a somewhat contradictory view of Italian teachers. Respondents appear to have a good basic knowledge of technologies and how to use it in classroom but on the other side there is a strong request for more training. In most of the cases technologies such as computers and Internet are available but a school learning management system is often missing. Due to the scarce availability of LMS, interest for tools aimed to create learning objects to be published on these platforms is also very low.

There is definitely a need to train Italian teachers especially in the educational use of personal learning platforms and web 2.0 but also, in general, in the integrated use of ICT in education. The aims of the TACCLE project match up with these needs in a very good way.

6. English Language TACCLE Survey and England (UK)

6.1 Introduction

This report provides the results and commentary on the English language Tacple survey into teacher needs in creating Information and Communication Technology based content, services, pedagogies and practice for lifelong learning.

The number of replies to the survey were relatively low. Moreover those replies - forty three in total - were drawn from respondents in a number of different countries including Italy, Spain, Hong Kong, India, Nigeria, Belgium and the Netherlands, as well as from the UK. The reasons for the low number of responses may be due to multiple factors. The Tacple project UK partner, Pontydysgu is an SME specialised in research and development in the use of new technologies for learning. It does not have access to extensive mailing list of teachers and trainers and data protection legislation prevents the use of lists drawn from elsewhere. However the survey was publicised through a number of relevant list servers, through Pontydysgu's web site and to selected contacts. Furthermore there are many surveys currently being undertaken in the English language into various aspects of the use of ICT for learning including a number of detailed studies undertaken by the British Educational Technology Association (Becta) and the Joint Information Systems Committee (JISC). These are responsible for the development and implementation of learning technologies in schools and further education and in Higher education, respectively. Anecdotal evidence would suggest that survey fatigue is a growing problem for researchers in this area.

In this section we will present a short overview of the findings of the survey, although obviously given the size and composition of the sample, the results have to be interpreted cautiously.

This will be followed by an examination of a number of recent studies undertaken elsewhere in the UK and a consideration of the findings of both the Tacple survey and the other studies.

6.2 The TACCLE survey results

Gender

Twenty-five of respondents were female and eighteen male.

Employment

Three of the respondents were working in teacher training, two in adult and further education, two in higher education and the remainder in primary or secondary school education. They included a wide range of different subject specialists.

Experience

All those replying to the survey described themselves as experienced or rather confident in the use of ICT.

Technology access

Most of those replying to the survey had access to computers and the internet in their classroom. However, access to other hardware was more problematic.

	yes	yes, after prior reservation	no
PC (personal computer)	29	9	5
Beamer	14	6	21
Smartboard	13	9	20
Internet	29	10	4
Wireless networks	14	6	22

Learning Platforms

Twenty three of the respondents had access to an institutional Learning Management System, mostly to Moodle, and all but one used that LMS in their practice.

Content development

Of those that replied to the question as to who creates the e-learning content, eleven answered 'you'. Others included a mixture of self produced and commercially bought content. In four cases content was produced by a team, in two cases the content was solely commercial.

Thirty four of the respondents used e-content made by other teachers, with a wide variety of different sources. Whilst most shared materials they had developed with other colleagues, most of this sharing was informal and by email or through posting on their blog or web site. Only one respondent appeared to use an Open Content repository.

Uses of ICT

In twenty one cases ICT tools were integrated in classes, in a further five to prepare classes. Of these the majority used ICT for project teaching, a number further used it for distance learning and cross curricular teaching.

The use of different tools was varied. Stated uses included:

- Self or peer-evaluation, introduction of a new topic, explaining the goals for the next period, web links, forum
- Interaction through whiteboards
- Online assessment using review toolbars in Office Applications
- My pupils use word processor and presentation software to create hypermedia about their school
- I integrate my curricular teaching with the use of SMS, smartboard and web 2.0 for secondary school students..
- I try to share my experience with other teachers showing the opportunities and potentialities of new technologies
- In the Moodle classroom to integrate Maths teaching or in the etwinning project, I joined, to exchange materials with inner and foreign students
- to let students interact

- both for project teaching and cross-curricular teaching, sometimes for the homes, later for parents also
- Generally for communication, rapid feedback and formative assessment
- in order to get the pupils used to this kind of platforms
- to share contents and make them available to other teachers or to the parents
- In the case of the applied GCSE in business studies, the VLE is integral to the delivery of the course. In all other subjects it's simply an occasional add on at this time

Professional Development

Whilst a number of respondents were self taught and had received no in service training in ICT, most have undertaken some form of training. However this was extremely varied and included:

- Higher degrees with an ICT component or specifically in the use of ICT for learning
- Courses on particular products and technologies e.g. Moodle, podacsting, smartboards
- Courses on the pedagogic application of ICT
- Leadership programmes

All except seven were interested in participating in an in-service training course on how to create content for e-learning.

Knowledge & use of IC -tools or web 2.0 applications for personal use

Given the experience of those replying to the survey, it is little surprise that most use common ICT tools regularly for personal use. These include email, forums and presentation software. It is interesting that more than 50% have a weblog. Social networking and bookmarking is less commonly used.

Which of the following ICT-tools/ web 2.0 applications do you know/ use for personal use?

	I don't know	I know it exists but I don't use it	I'd like to use it but I don't know how	I use it frequently
e-mail	0	5	0	37
Word processor	0	4	1	37
Presentation software (e.g. Power Point)	1	3	2	36
a weblog	2	11	5	24
a podcast	3	11	8	19
a wiki	4	9	8	20
a forum	1	6	7	28
mindmapping software	4	11	7	19
voice over internet or VOIP (Skype ...)	0	10	10	21
social bookmarking-sites (furl, del.icio.us ...)	6	12	5	18
video/ audio sharing sites (Youtube, flickr ...)	0	11	6	24
social networking-sites (MySpace, Facebook ...)	6	16	7	12

Knowledge & use of ICT tools for teaching

Figures for the use of ICT tools for teaching are not greatly different than those for personal use. Perhaps the only surprising figure is the lack of use of social networking sites and the relatively high use of wikis and authoring tools.

Which of the following ICT-tools/ web 2.0 applications do you know/ use for teaching?

	I don't know	I know it exists but I don't use it for teaching	I'd like to use it but I don't know how	I use it frequently for teaching
e-mail	0	4	0	37
Word processor	0	4	0	37
Presentation software (e.g. PowerPoint)	0	7	0	34
a weblog	2	18	6	14
a podcast	3	15	5	17
a wiki	4	16	6	15
a forum	1	13	8	21
voice over internet or VOIP (Skype ...)	2	22	10	8
social bookmarking-sites (furl, del.icio.us ...)	6	23	7	6
video/ audio sharing sites (Youtube, flickr ...)	1	16	8	17
social networking-sites (MySpace, Facebook ...)	6	22	6	8
authoring tools (eXe, Hot Potatoes ...)	5	14	8	15

Other applications used include:

- webquest
- creator LMS,
- Videoconference,
- Chat
- Open maths
- collaborative platforms,
- ScreenInk;
- MouseLight;
- mimio;
- Google Docs;
- RSS Feeds

- Twitter
- Interwise (e-conference room)

6.3 Information and Communication Technology based content, services, pedagogies and practice for lifelong learning in England

As was previously stated there have been a considerable number of surveys and reports on the use of ICT for teaching and learning in the UK. However, it should be noted that UK education and training system are devolved. The statistics in this report are based on work undertaken in England. Sources include:

- national statistics and large-scale and national level surveys
- national and large-scale research studies of ICT implementation and use
- projects to evaluate national ICT programmes
- inspection data and reports from Ofsted
- systematic reviews of literature relating to ICT and education.

A list of the different sources is provided in Appendix 1 of this report.

As was also explained in the introduction, Becta have responsibility for supporting technology for learning in the schools and what is now called the Learning and Skills sector (including further and adult education) and Jisc for Higher Education. The next section of this report is taken from the Becta publication "Harnessing Technology Review 2007: Progress and impact of technology in education". Most of the data was collected in 2006. Unless otherwise stated the data in the section below is taken from that report. However we have included the secondary references from the Becta report to provide access to the original data (reference numbering has been left in the original form to facilitate access to the full text). The Becta report is a comprehensive document and we have selected those findings of most relevance to the Tackle project

It should also be noted that there is considerable variation in the use of technology, both between schools and also between different subject areas.

Technology, Systems and Resources

Primary and Secondary School sector

Pupil to computer ratios

In 2006 the ratio of pupils to computers in secondary school ratio was 3.6 pupils per computer while in primary schools the average was 6.2 pupils per computer.

Kitchen et al. (2007) reported an increase in the availability of laptops in both primary and secondary schools, with availability in 90 per cent of primary schools (with an average of 14 per school) and 95 per cent of secondary schools (with an average of 77 per school).

Location and availability of computers

Schools tend to deploy desktop computers mainly in ICT rooms while laptops tend to be deployed in general classrooms. In around half of primary schools, desktop computers were located mainly in ICT rooms and over three quarters of desktops in secondary schools were available in this way. In 18 per

cent of primary schools and 13 per cent of secondary schools, desktops were mainly in classrooms and some in dedicated ICT rooms. (Kitchen et al., 2007).

Networked classrooms and wireless

Becta report one third of all computers in primary schools are not connected to the internet (Kitchen et al., 2007). Kitchen et al. (2007) found that 82 per cent of secondary and 49 per cent of primary schools now have some level of wireless network. The most common reason for implementing wireless is to support the use of ICT in classrooms other than ICT suites.

Interactive whiteboards

The average number of interactive whiteboards per school has increased from 18 in 2005 to 22 in 2006 (Kitchen et al., 2007). All primary schools surveyed reported that they now had an interactive whiteboard, compared with 39 per cent in 2002.

Mobile technologies

Mobile technologies are growing in availability and have been introduced to support various educational activities, usually with a focus on communication.

Special educational needs.

In mainstream schools in 2004, 35 per cent of secondary and 19 per cent of primary schools had specialist equipment such as speech recognition software and specialist peripherals (Becta, 2005a).

Learning platforms

Kitchen et al. (2007) reported 46 per cent for secondary and 11 per cent for primary schools have implemented learning platforms. Of schools which had not acquired a learning platform, 61 per cent of secondary and 41 per cent of primary schools intended to procure a learning platform in the next 12 months (Becta, 2007a).

Reasons cited for not having a learning platform yet included finance, lack of knowledge and, particularly in the primary sector, that learning platforms were not appropriate to their school needs (Ibid).

e-Portfolios

About four-fifths (79 per cent) of secondary schools reported that they encourage use of e-portfolios in 2006. In most cases this use was said to be encouraged for 'some pupils' (55 per cent overall) rather than 'all pupils' (23 per cent) (Kitchen et al., 2007).

Learning and skills sector

Student to computer ratios

Becta report Colleges have faced a particular challenge of maintaining their infrastructure while at the same time meeting greater demand created by the growing number of FTE students (Becta, 2006d). College infrastructure will need to cope not only with new levels of demand but also the ability to provide for students who may wish to learn on line, on demand and from remote locations.

The student:computer ratio is 4.5:1.

Access to computers

FE colleges are moving away from the use of computer labs to establish multi-purpose teaching areas equipped with fixed computers, flexible open computer areas or small sets of laptops within each teaching room (Becta, 2005b). Around three quarters of computers are sited in classrooms, which limits their use to those times when classes are scheduled.

However, there is widespread use of ICT by remote access, with a clear trend for learners to be able to access some of their programmes of study at a time and place of their choosing.

Wireless networks

Colleges make considerable use of wireless LAN technologies. While only 2 per cent have a wholly wireless network, a further 10 per cent describe wireless as forming a substantial part of their college network. Nearly three quarters of colleges use wireless for a small part of their network,

Learning Platforms

The use of VLEs reached 82 per cent of colleges in 2006. VLEs not only increased in use in colleges, they were more widely cited as a college's main platform. Some 30 per cent of colleges reported their VLE was their main platform, as opposed to 16 per cent in 2004

e-Portfolios

Use of e-portfolios and e-assessment has shown slow progress (Becta, 2006g). However, in some institutions, practitioners still do not use email or the Web routinely during the working day and e-portfolio development reflects the level of readiness of staff and learners (Becta, 2007c).

Only 6 per cent of colleges have a learning platform which outputs to an e-portfolio (Becta, 2006f).

Content creation and sharing

Primary and Secondary School sector

Becta had noted in previous reviews that the experience of teachers searching for resources was variable, inconsistent and often dissatisfying and that to address this required systemic improvements in the area of resource discovery.

The organisation of resources was helped in Test Bed schools and colleges that had a storage and retrieval system. Individual teachers were familiar with this system which was efficiently managed and 'tidy' (Somekh, Lewin, Saxon et al., 2006). Teachers in the Test Bed schools also reported that it was initially very hard work to establish and find useful resources to deliver the planned curriculum, but that this was worthwhile in terms of the resources that they now had available and could modify for re-use. (Somekh, Lewin, Saxon et al., 2006)

Learning and skills sector

There is a significant amount of practitioner-led development of electronic learning materials for use with students. In 2006 some 80 per cent of colleges offered staff development programmes to support those who wished to develop or adapt e-learning materials. Around 66 per cent offered support from e-learning 'champions' and 68 per cent offered support from technical staff. These proportions had remained broadly the same over the previous few years.

Of the 26 per cent of colleges that offered other support, a number mentioned support from other members of staff, and several colleges use a dedicated materials development team. (Becta, 2006f)

The use of e-learning materials continues to be at the discretion of the individual teacher. This was the case in 52 per cent of colleges. The use of e-learning materials was directed by a college-wide plan in only 19 per cent of colleges and by a plan at department or course level in 27 per cent.

The most frequently used resources were college-produced materials and the internet. Both these sources were in common use in around one third of colleges (34 per cent and 31 per cent respectively). Some 91 per cent of colleges used other publicly-funded sources of materials, and these were in common use in 11 per cent of colleges.

In work-based learning organisations, 24 per cent developed all their own e-learning resources in-house. Despite an increasing focus on company-specific training for the majority of organisations, commercial products were still in use within 55 per cent of organisations.

Training and Professional Development

Primary and Secondary School sector

Almost twice as many primary teachers (98 per cent) had attended some form of ICT training compared to secondary school teachers (55 per cent). Some 75 per cent of primary teachers rated the quality of internal ICT training as 'very good' or quite good', while the figure for secondary teachers was lower at 56 per cent. This echoes earlier findings from the COL evaluation that also indicated that teachers rate training more highly when provided internally.

Ofsted identified some examples of good quality training (Ofsted, 2005a) which include demonstration lessons provided by schools' own staff or consultants from the national strategies, and making time for staff to observe each other's practice. This was particularly the case in the introduction of interactive whiteboards, where relevant training and support has had a favourable impact on the quality of teaching and learning in all types of schools.

Schools reported that over three quarters of teachers (76 per cent of primary and 78 per cent of secondary teachers) were at least 'quite confident' in using ICT to deliver the curriculum (Kitchen et al., 2007). This contrasts with a high expressed need for CPD in ICT to support learning and teaching (GTC survey, *ibid.*), where, regardless of sector, supply teachers, class teachers and those with cross-school roles selected ICT as the most common topic for CPD.

Related findings from Kitchen et al. (2007) show high levels of stated need for development in using classroom technology with pupils. While most were confident in using the internet, around three quarters felt they needed 'a little' or 'a lot' of development in using particular software packages.

A further area where teachers state that they require training is in the analysis of performance data using technology.

According to Ofsted, a particular area for development is the ability of teachers to use ICT and the resources at their disposal effectively to improve standards. In some subjects, teachers are still unaware of the web-based support materials now available (Ofsted, 2005a, 2006).

Learning and skills sector

Generic ICT skill training necessary to build baseline competence and confidence in personal use of ICT was available in 99 per cent of all colleges. Programmes in using classroom technologies, learning platforms and the development of learning materials remained at a similar level to the 2005 findings, at over 90 per cent of colleges. Development opportunities in online learning and related skills had

improved slightly, with such training not available in only 32 per cent of colleges in 2005 and 28 per cent in 2006. These opportunities were not limited to colleges which offered remote learning programmes to learners but were spread across the whole sector (Becta, 2006f).

ICT training of all kinds was predominantly face to- face, with blended learning the next most commonly deployed. As in schools, findings show that FE staff considered the most effective training to be informal through team work and mutual support. The latter was particularly effective in building personal confidence with ICT (LSDA, 2006). The most effective learning in making best use of technology appeared to take place after training sessions, as staff saw what colleagues were doing, took part in more informal team learning and practiced with the equipment on their own. This approach was particularly effective in training secondary and FE teachers to use the VLE. (Somekh, Lewin et al., 2006)

Teacher Training

Ofsted gathered evidence on initial training of FE teachers at 30 colleges and 13 HE institutions. They reported that the arrangements for ensuring that trainees received appropriate support to develop their literacy, numeracy and ICT skills were largely ineffective. While literacy skills were assessed prior to course entry, numeracy and ICT skills were rarely evaluated. Few providers offered additional certification opportunities in ICT. ICT was acknowledged as an important key skill, but was not always successfully embedded in the training (Ofsted, 2006a).

Use of ICT in teaching and learning

Primary and Secondary School sector

Primary teachers made proportionately greater use of digital resources in lesson planning than secondary teachers. Digital sources accounted on average for 43 per cent of primary teachers' lesson planning and 34 per cent of secondary teachers' lesson planning.

There has also been a substantial increase in the proportion of teachers in both primary and secondary schools using digital resources of all kinds during lessons.

Overall, primary teachers tended to make the most frequent use of ICT resources in lessons, and interactive whiteboards are still the most frequently used resource in both sectors. In primary schools, 86 per cent of teachers reported that they used display technologies in at least half of lessons, with half saying that they used them in 'all or most lessons'.

Kitchen et al. (2007) found the following differences between subjects in secondary schools in the extent to which ICT resources were used: Geography teachers were more likely to use internet-based resources frequently with 51 per cent doing so in half or more lessons.

Music and English teachers were less likely to use display technologies frequently with 49 per cent and 51 per cent doing so in half or more lessons.

Music, science and mathematics teachers were more likely to use subject-specific software in half or more lessons (62, 57 and 53 per cent respectively).

A majority (65 per cent) of teachers using computers used them in more than a quarter of their lessons, of which there were 21 per cent using it in more than half of their lessons.

Quality and type of use in the classroom

Ofsted has reported that technology is increasingly used to enhance the curriculum in imaginative and creative ways that would be impossible without the technology (Ofsted, 2005a and 2006).

The main uses of ICT across the curriculum were word processing, internet access and presentations. Inspection data confirms that almost all schools had installed interactive whiteboards and more teachers were using them effectively to teach new skills, to provide good models and to introduce a broader range of source material directly from the internet.

However, relatively few teachers are using technology to support learning in a range of ways (Kitchen et al., 2007). Fairly limited numbers of teachers, for example, use ICT in lessons to support creativity and collaboration.

Wide variations in the quality of pupils' ICT experience still exist. Ofsted (2005a) reported that in none of the schools surveyed had ICT been embedded to the extent that it was an everyday aspect of pupils' learning. One factor is the role played by subject departments in secondary schools. On average only two in six departments make some effective use of ICT with little ICT use in the rest. Ofsted concluded that government needs to further clarify its expectations of schools with regard to the embedding of ICT in teaching and learning across subjects, and to make clear what provision for embedded ICT looks like.

Using Web 2.0 services for collaboration and sharing

There have been few studies specifically on the use of Web 2.0 services by teachers for sharing and collaboration. The JISC funded SPIRE project, undertaken by the University of Oxford Department of Continuing Education in partnership with Penn State university, undertook a survey designed to discover the general levels of usage and to what extent services are being used for work, for study or socially and for fun.

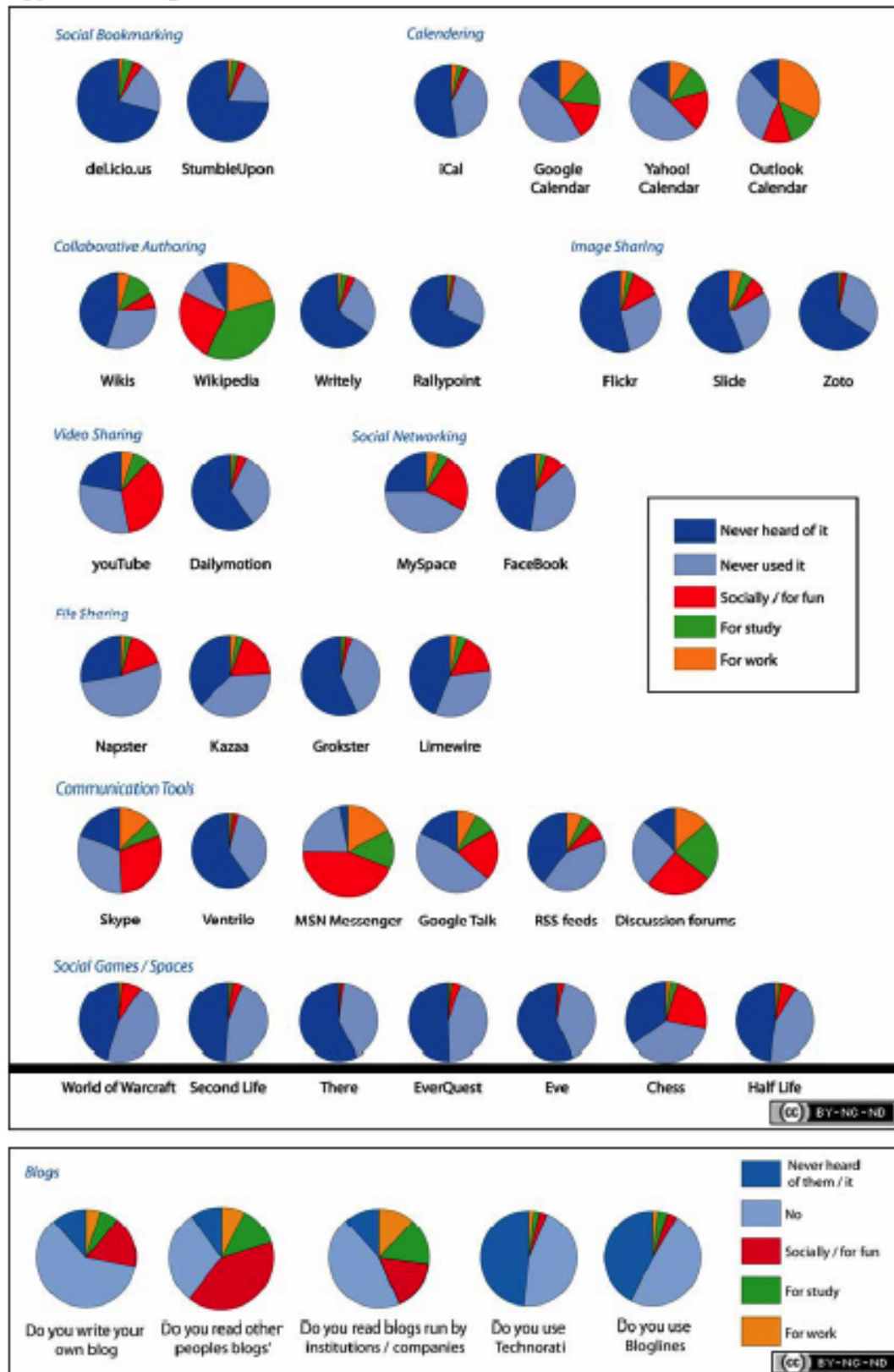
The survey was promoted through the University web page for on-line and distance learning courses at the university and to academics teaching on the Departments weekly classes programme. The weekly class tutors work part time and represent a wide range of academic institutions and states of academic employment. The survey received 1418 responses 46 of which were from academics.

The survey focused in particular on what social software services and tools were being used by students and academics and for what purposes.

The following results have been selected from the survey report (White, 2007) as being of particular relevance for the Tackle project

The following table shows the types of usage. Of particular interest is the widespread use of wikipedia for study and for work, despite the ambivalence of many institutions towards the use of the site. Wikipedia is also used for collaborative authoring. Forums are also widely used for study and for work as are blogs. Whilst social networks are widely used for social purposes they are little used for work or study.

Types of Usage



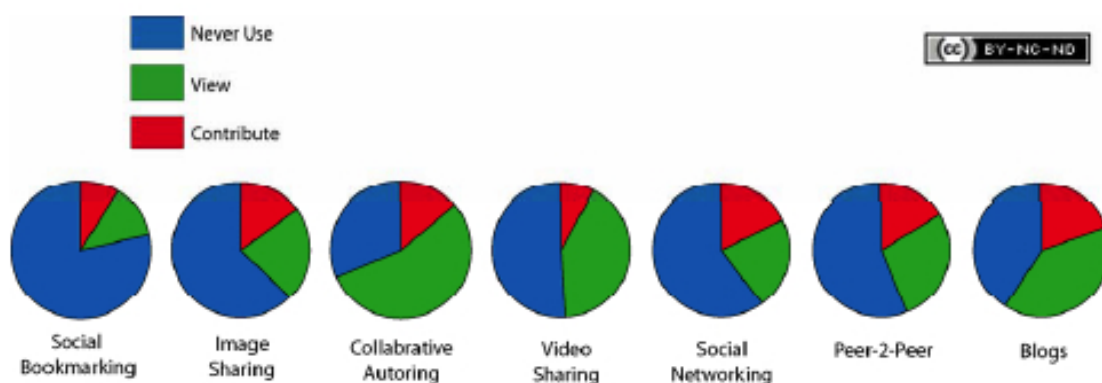
The following table shows responses to the question 'Which of the online tools, which may be provided by your educational institution, do you use regularly.'

Service	Regularly Use	For Work	For Study	For Fun /Socially	Never Used It	Never Heard Of It	Total Numerical Usage Response for the Service
Institutional email	301						301
Institutional VLE	236						236
Wikipedia		310	556	389	144	126	1255
Google Calendar		133	161	159	474	150	453
Flickr		32	32	126	318	518	190

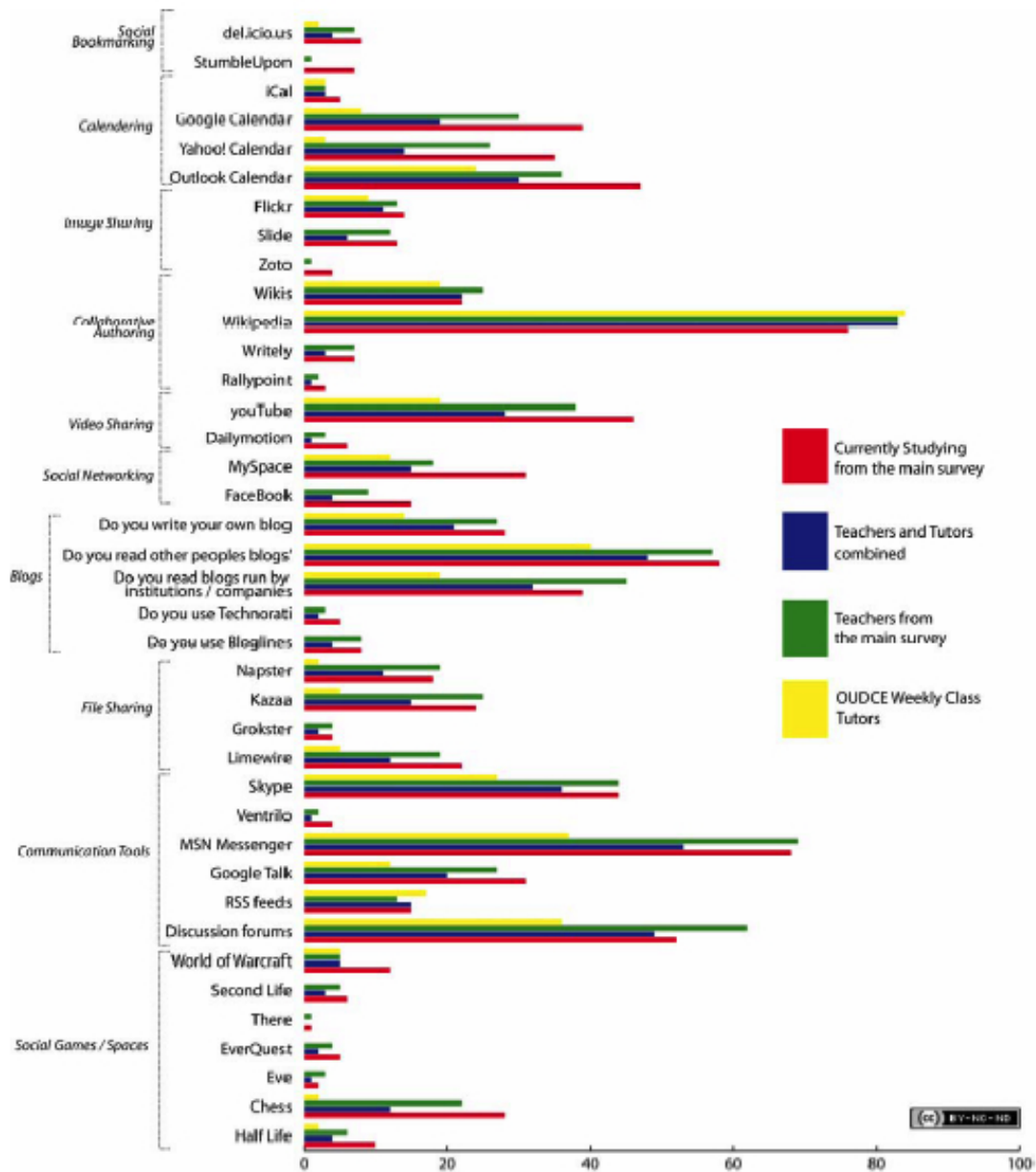
The table below looking at levels of contributions to social networking sites and services may be of particular interest for the Tackle project. However the results should be treated carefully. As David White , the concept of contribution is subjective. Recent research in this area distinguishes between 'comments' and 'content creation'.

"It's an emerging rule of thumb that suggests that if you get a group of 100 people online then one will create content, 10 will "interact" with it (commenting or offering improvements) and the other 89 will just view it. It's a meme that emerges strongly in statistics from YouTube, which in just 18 months has gone from zero to 60% of all online video viewing." *Guardian Online 20 July 2006.*

The survey results show a much higher level of contribution than this, with 20 percent of respondents who use MySpace and YouTube contributing in some form. White says this could be indicative of a general increase in this area, but is probably an effect of this aspect of the survey being too simplistic. This area requires more research especially into what motivates individuals to comment or create new content. As the focus in elearning shifts increasingly towards collaboration and the provision of online social spaces, the issue of how to encourage students to move from being 'lurkers' to active participants is crucial.



The following table compares the overall responses to the survey by teachers, tutors and students.



Once more Wikipedia, Messenger and Forums are those services used most frequently. Blogs, calendars and communication tools are also frequently used. Whilst those studying were more frequent users of services than the University weekly tutors, there is little difference in use between those currently studying and teachers from the main survey.

6.4 Conclusions

This report is based on three different data sources: the English language Tackle project survey, research undertaken by Becta and the SPIRE project survey. Obviously, the three projects used different instruments to collect data and it is not directly comparable. Furthermore sampling techniques were different, and both SPIRE and Tackle used a self-selected sample. Therefore, any conclusion can only be tentative. Nevertheless, it is possible to draw some conclusions from studying the data in its entirety.

Infrastructure and access to ICT

In general, infrastructure and access would not appear to be a major barrier. However, it should be noted that the Becta data was collected in England. Repeated studies have shown England to have

the highest levels of implementation of education technology in Europe and the highest number of teachers who have undertaken professional development in the use of ICT for learning. This may explain the expressed need to staff development in the use of ICT to support learning and teaching, rather than more basic training in the use of ICT.

Sectors

The increasing use of ICT in the primary education sector in the UK is interesting. This is important for a number of reasons. It would appear that ICT is more integrated in teaching and learning in this sector. It will also have an impact in terms of learners' future expectations of the use of ICT in education.

Learning Platforms

Whilst the use of learning platforms is now widespread, there appear to be new emergent issues, both in terms of personalised learning and in terms of data interoperability. Other research points to the development of services and mash up technologies to allow better interoperability and the emergence of Personal Learning environments, rather than previous concerns over managing learning. There would also appear to be a movements towards providing access to learning from outside the institution and increased use of mobile devices for learning.

Content Development

It is interesting to note a movement towards more teacher and team created content. Although the Tackle survey is based on experts and advanced users of educational technology, this trend is also apparent in the Becta research. However, the research also suggest that although many teachers are willing to share materials, the main ways of doing this are informal. This could be because informal sharing introduces an element of social networking and trust mechanisms missing from more formal institutional repositories.

It is also interesting to note the rapid rise in the use of social software for creating content and as a source of content for teaching and learning.

e-Portfolios

Despite policies to encourage the provision of e-Portfolios in the UK, provision still appears to be uneven. There seems to be no common agreement over what comprises an e-Portfolio, or as to their pedagogic use.

Professional Development

The most commonly expressed need for Professional Development is for teaching and learning strategies using ICT. However, it is interesting to note that Becta report that informal learning is becoming more widely recognised and that strategies which involve in school staff development may be more effective, including modelling practice and peer group learning.

7. General Conclusion

This was never intended to be a scientific survey but rather a survey to find out if the need of our target groups in the countries of the partners coincided with the aims of the TACCLE project. It is difficult to make general conclusions as it is obvious from the results that the group of respondents is quite different from country to another.

From the results of the survey it is quite clear that using ICT is limited to the use of Word and PowerPoint for a considerable amount of teachers. Apparently there is a need for training teacher how to integrate ICT in their lessons. The didactic use of electronic learning environments is only part of this. We should keep this in mind when we develop our materials: they should also be useful for teachers who want to integrate ICT in their lessons outside open learning environments. The use of e-portfolio's is still very limited and only a small amount of teachers would like to learn more about them.

The use of web 2.0 is for teachers still the big unknown. Even the use of a Wiki is still quite limited. We should also take into consideration that we should explain the potential use of web 2.0 applications for education. Even more so as it seems that in some cases Learning Environments are evolving from closed application with an educational institution towards more open personal learning environments.