



## Study Objectives and Results: Aims and processes

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# Purpose

To compare strategies for the integration of ICT in primary schools in the EU27 , Iceland, Liechtenstein and Norway

- Their impact
- Future development perspectives

To analyse impact on

- Learning and learners
- Teachers and teaching
- School development plans and strategies

To identify drivers and enablers for effective ICT use

To provide evidence on which to base a set of recommendations on the integration of ICT in education



# Approach and Methodology 1: analytical framework

System	Schools and planning	Teachers and teaching	Learners and learning
<b>Resources</b>			
<b>ICT strategy</b>		<b>ICT strategy and attitude</b>	<b>ICT attitude</b>
<b>Support</b>			
<b>Curriculum</b>		<b>Subject</b>	
<b>Assessment</b>			
<b>Planning and administration</b>		<b>Planning learning</b>	
<b>Communication and collaboration</b>			
<b>Pedagogy</b>		<b>Learning</b>	
<b>Competences</b>			
<b>Motivation, confidence</b>		<b>Motivation, confidence, engagement</b>	
		<b>Attainment</b>	

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# Approach and Methodology 2: five sources of evidence

## Teacher survey on ICT in primary schools

Learnind data from 18 000 interviews

## Research knowledge base

60 studies reviewed by National  
Correspondents

## Policy knowledge base

Completed by 30 National Correspondents

## School survey of good practice

Every country represented

## Case studies

27 structured visits



*Birmingham UK*



# Approach and Methodology 3: 30 country briefs

Common format

Education policy

ICT in schools

Learnind country analysis

Evidence from national  
research

Examples of good practice

Case studies

In conjunction with EUN members



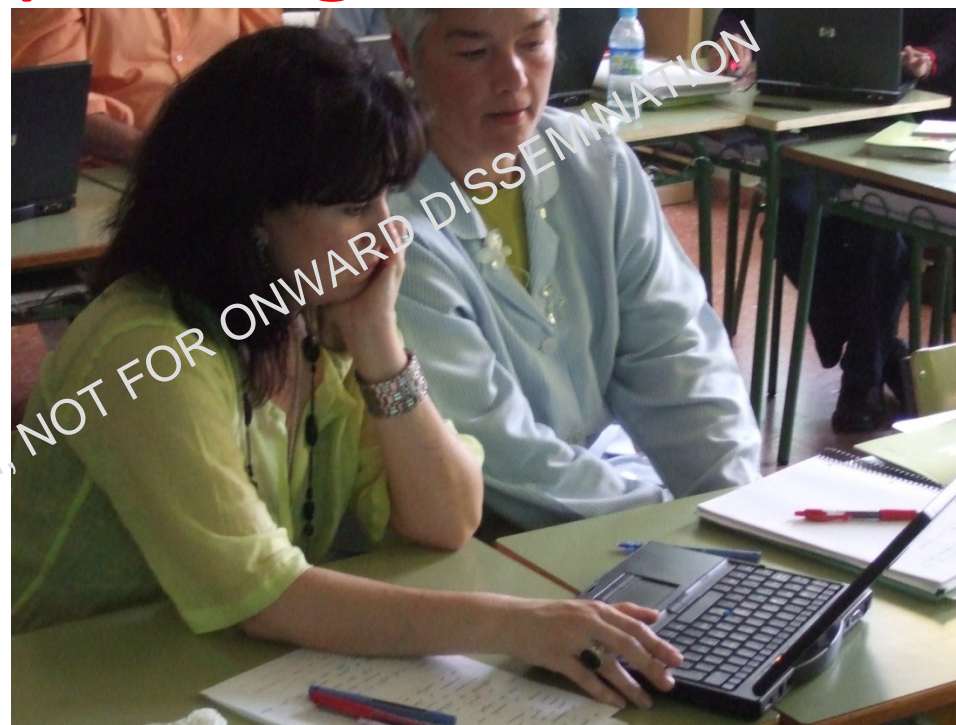
Sweden



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# Approach and Methodology 4: Final reporting

- Workshop
- Overall findings and conclusions
- Recommendations



*Asturias, Spain*



# Process

