eLearning Stakeholders and Researchers Summit

Institute of Education, HSE

ICT COMPETENCE OF TEACHERS: OVERCOMING A DEFICIT

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MOTIVATION

From practical perspective: ICT competence as a part of Teachers Professional Standart (2013).

From theoretical perspective: technology and ICT competence as a separate domain (Baran, Kirschner), transformation of teaching practices with online (Baran).

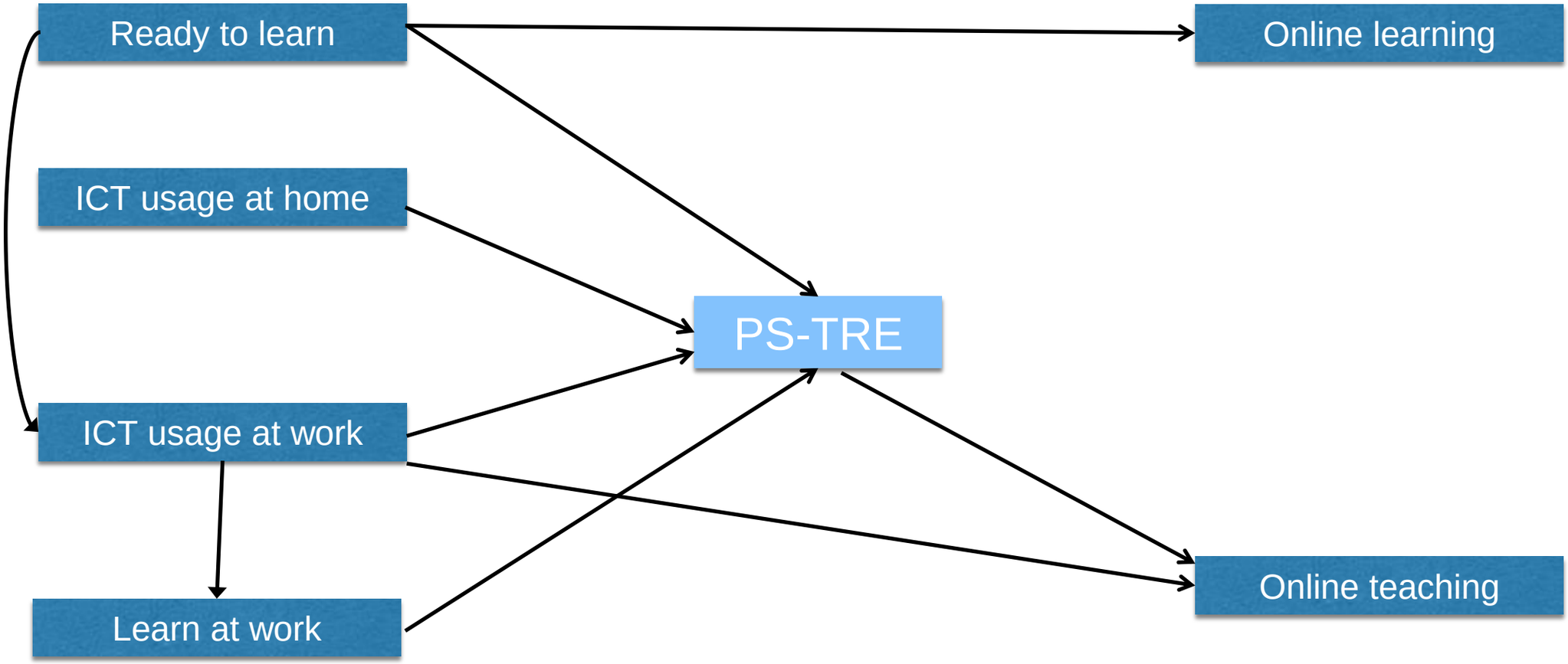
METHOD

Data for this study

- PIAAC Survey of Adult Skills (OECD). *Adults from age 16 to 65 years in 24 countries as a part of the Program for the International Assessment of Adult Competencies (PIAAC).* N= 3874, I took 219 teachers (according to ISCO-08).
- Only 19% of Russian teachers used paper-based version (vs. 26% of Russian sample)
- PS-TRE for teachers is 277.95 (while for Russian sample is 276.25)

METHOD

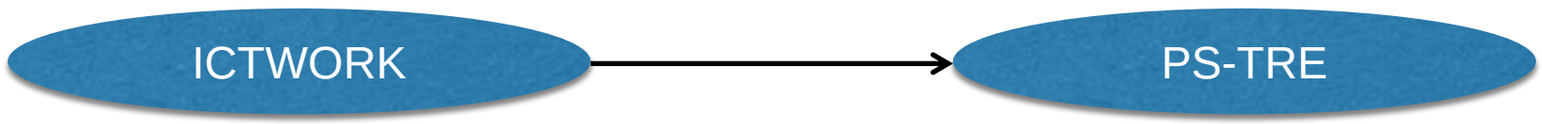
Problem-solving in technology rich environment (PS-TRE) conceptually



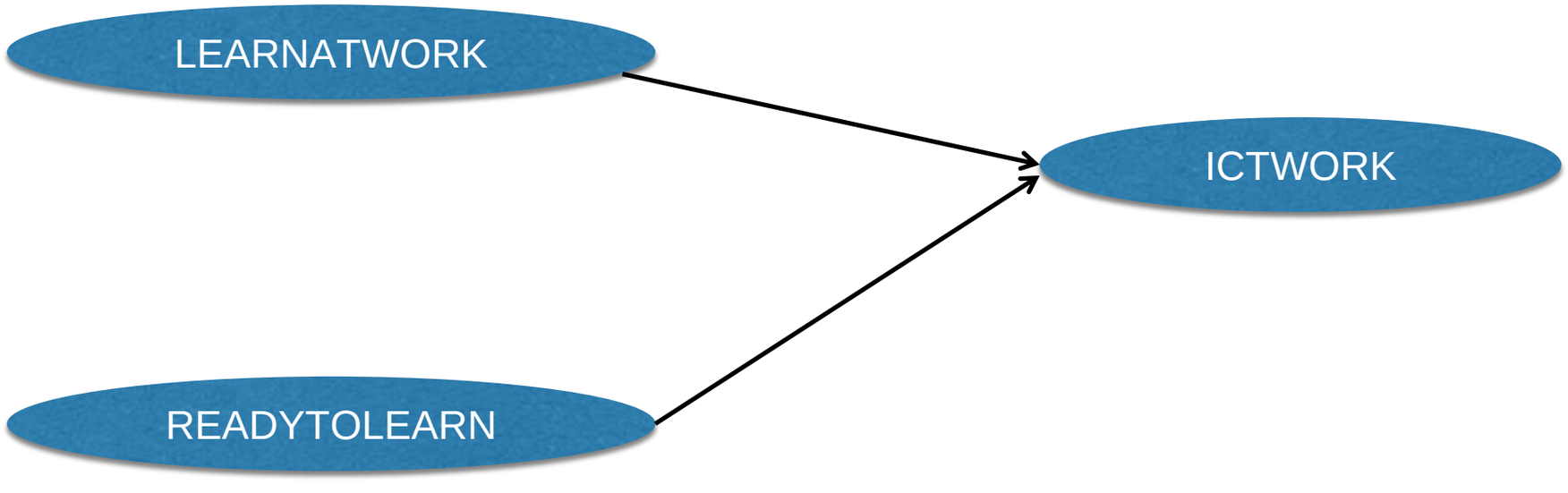
METHODS

Procedures

Model 1



Model 2



RESULTS

Key findings

- ICT usage at work predicts a problem-solving in technology-rich environment (from model 1)

- Introduction to ICT contributes to ICT usage at work significantly.
- However as a tool PIAAC doesn’t help me to understand the specifics of teacher’s work.

eSTARS