

ABSTRACT

The Effect of the eConnect and Learn (eCAL) Initiative on Teachers' Technology Use and Instructional Practices at an Urban Secondary School

Keith A. Burkette

This study examined the relationship between information and communication technology (ICT) use and the instructional practices of teachers at a single-gender urban secondary school in Trinidad and Tobago. These teachers were experiencing curriculum change associated with implementation of the eCAL innovation. The study therefore used the Level of Technology Implementation (LoTi) framework and LoTi Digital-Age Survey to collect data from 70 teachers of Forms 1 to 6, in order to determine whether their levels of ICT use predicted the use of constructivist instructional practices. Results showed that the teachers in the study reported at the exploration level, with low integration of the initiative in their instructional practices, which remained teacher- rather than learner-centred.

Keywords: Case studies; e-CAL programme; Information and communication technology; Secondary school teachers; Teacher attitudes; Technology uses in education; Teaching methods; Urban schools; Trinidad and Tobago