

## **ABSTRACT**

### **Teachers' Perspectives on the Implementation of the eCAL Curriculum Change Teaching Technology Education at the Form Two Level at a Government Owned, Five Year Secondary School in Sub-Urban South Trinidad**

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This study explored teachers' perspectives about the factors they deemed as facilitators or barriers as they implemented the eCAL curriculum innovation while teaching technology education at the Form 2 level at a government-owned, 5-year secondary school in Trinidad and Tobago. Data were collected through interviews with three purposively selected Form 2 teachers. It was found that: 1) while there were more facilitators than barriers during the implementation of eCAL, the facilitators that enabled one-to-one computing were put in place belatedly; 2) although the teachers felt that the Ministry of Education had implemented the programme too hurriedly, they saw the uptake potential of eCAL, since it facilitated many of the goals of technology education; 3) the teachers perceived that they were successful in the implementation of the programme and enjoyed greater efficiency in their practice; 4) despite the fact that the students had computer literacy skills, many approached their studies in a laissez faire manner and were unwilling to work away from the classrooms; and 5) the eCAL programme appeared to have enhanced the learning environment as it provided students with the opportunity for increased learning through the one-to-one computing principles it espoused.

**Keywords:** Case studies; Teacher attitudes; Secondary school teachers; e-CAL programme; Curriculum implementation; Technology education; Computer uses in education; Laptop computers; Trinidad and Tobago