

ABSTRACT

A Case Study of Teachers' Perceptions on the Impact of ICT Training on Teaching and Learning

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This case study was conducted in three primary schools in the South Eastern Education District of Trinidad. It sought to examine teachers' perceptions of the impact of Information Communication Technology (ICT) training, which was offered by the Ministry of Education (MOE), and how this training affected teaching and learning. Since the constructivist approach to learning has been adopted by the MOE, the main focus of this study was to understand how teachers were using their training to effectively integrate ICT across the curriculum. Data were collected from teachers through interviews, participant observation, and questionnaires. Results indicated that: 1) some teachers believe that there is a disconnect between what is taught in the classroom and what can be taught in the laboratory; 2) the presence of computers in the classroom will afford students more time for writing activities; 3) skills acquired in the computer laboratory can be successfully applied to the use of classroom computers; 4) teachers can use classroom computers to assist students to access archival information, and as a means of effective curriculum integration; and 5) the computer laboratory situation can be successful with the use of Course Ware in core subject areas.

Keywords: Information technology; Computer assisted learning; Computer literacy; Communication technology; Primary school students; Primary school teachers; Perceptions; Trinidad and Tobago