A first step towards a model for teachers' adoption of ICT pedagogy in schools

# Details

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## Topics

## Sample

A total of 122 elementary school teachers (childen aged 6–16) in Sweden.

## Implications For Educators About

* School innovation
* Professional development
* Other

## Implications For Stakeholders About

Researchers

# Abstract

It is important to identify and understand important factors underpinning the integration of information and communication technology (ICT) in schools. And, it is important that ICT is adopted in a sound pedagogical manner. The aim with this study was to suggest a model for the actual use of ICT in schools and how it may be related to important factors such as technological pedagogical expectations. The design of the model was inspired by TAM2 and UTAUT models, but with some modifications. We have developed a model which highlight the pedagogical aspects beyond the technical ones. Furthermore, our suggested model also include the adoption of digital techniques in everyday life as a potential predictor of adoption of ICT at work. The sample consists of 122 teachers and we analyzed the model with a structural equation model. This study contributes with a suggested model including a new construct for measuring expected performance from a technological pedagogical point of view. This new construct was a significant predictor to actual use of ICT in school. Furthermore we also developed a new construct for adoption of ICT in everyday life, which also was a significant predictor to actual use of ICT in school.

# Outcome

"This study contributes a suggested model for studying teachers' adoption of ICT pedagogy in schools. The suggested model includes dimensions for measuring expected performance from a technological-pedagogical point of view. But further refinement is needed for measuring effort expectancy, social norm and facilitation. We found that expectancy, including pedagogical gain, related to actual use. Finally, a new factor (“digital living”) was introduced, and showed significant relation to both performance and effort expectancies. " (Authors, in Section 6, "Conclusion")