Teaching about New Technologies to Pre-school Teachers

The case study focuses upon the question of the use of computer based technology by pre-school teachers in Greece and their need to accept and master the technology in order to maximise the learning experience of children in their classes. It also looks at combining study modes eg. self study, traditional lectures and group learning and at the ways in which personal and professional development are interlinked.

It describes the way in which the course has encouraged collaboration on projects, the use asynchronous communication as a method of peer support and greater use of the internet to access information about teaching practice around the world.

The case study demonstrates the lack of some school teacher's familiarity with computer-based technology and the implications of this for the education of children. It also shows that, although ICT based education is primarily delivered in English, problems can be encountered when English is not the first language of the learner. The study also demonstrates the need for free access to technology for participants – eg. through libraries and computer centres.

Key themes
Course design
E-learning/Use of ICT
Flexible/Open/Distance Learning
Independent study
Professional updating
Teachers (school)
Team (group) learning

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