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Making information and communications technology work.

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This article describes the consequences of using an assessment portfolio as a means of implementing information and communications technology (ICT) in initial teacher education. The study involved a group of 18 mathematics student teachers both during their training year and in their first year of teaching. The results suggest that the aim of motivating them to use ICT in teaching mathematics was achieved, but the students did not value the portfolio per se. It seems that it needs to be made a more formative experience if it is to fulfil its potential.

Classification: B50 R59

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