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**Exploring the quantitative and qualitative gap between expectation and implementation: a survey of English mathematics teachers' uses of ICT.**

Clark-Wilson, Alison (ed.) et al., The mathematics teacher in the digital era. An international perspective on technology focused professional development. Dordrecht: Springer (ISBN 978-94-007-4637-4/hbk; 978-94-007-4638-1/ebook). Mathematics Education in the Digital Era 2, 43-70 (2014).

Summary: This chapter reports the results of a survey of English secondary school mathematics teachers' technology use ( $n = 188$ ). Set within the context of a broader study aiming to develop a deeper understanding of how and why mathematics teachers use technology in their classroom practice, the survey findings are used to explore the widely perceived quantitative gap and qualitative gap between the reality of teachers' use of ICT and the potential for ICT suggested by research and policy. Teachers were asked about their access to hardware and software; their perception of the impact of hardware on students' learning; the frequency of their use of ICT resources; their pedagogic practices in relation to ICT; and school and individual-level factors which may influence their use of ICT. This survey suggests that given the right conditions, at least those currently existing in England, ICT might contribute as a lever for change; however, the direction of this change might be construed as an incremental shift towards more teacher-centred practices rather than encouraging more student-centred practices.

*Classification:* U70

*Keywords:* technology integration; teachers' ICT practices; hardware use; software use

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