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Teachers On-Line:

**A Survey of Primary School Teachers'
Perceptions of the Internet**

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Thesis presented in partial fulfilment of the requirements for
the degree of Master of Education

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A Survey of Primary School Teachers' Perceptions of the Internet

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Abstract

The widespread promotion of the Internet as a medium with the potential to change the nature of education has indicated a need to investigate teachers' impressions of it. This study aimed to describe and analyse primary school teachers' perceptions of the Internet as a resource for teaching and learning. The research questions concentrated on teachers' intentions for use of the Internet in lessons, on factors enhancing and inhibiting the use of the Internet, teachers' roles, and uses of the Internet by teachers who had already begun incorporating it into their lessons.

The study used a two-phase approach, comprised of a questionnaire distributed to all teachers in 18 NetDay 97 schools, followed by personal interviews of six teachers who had used the Internet in lessons. The data was gathered during terms two and three, 1998.

The results indicate that most teachers think that the Internet has potential to enhance teaching and learning. They expect that it will help students learn more, research better, and enjoy learning. Most teachers showed an intention to use the Internet for lessons within the next year or two, but this study suggests caution in accepting this data. Teachers need time to become familiar with the Internet, and time will also be needed to build up a reliable technical base.

The results suggest that teachers wish to make their own decisions about how to utilise the Internet, but at present they have a wide range of experience levels. Many who have not used the Internet for teaching are unsure about several issues related to Internet use. This study proposes that a choice of implementation models be introduced to teachers to give them options for different starting points for using the Internet for teaching and learning, and for improving their own information literacy skills. Four models are described in the report - the Support Model, the Activity Model, the Research Model and the Publishing Model.

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