



A CASE STUDY ON THE INVESTIGATION OF INTEGRATION LEVELS OF ENGLISH COURSE TEACHERS TO INFORMATION AND COMMUNICATION TECHNOLOGIES ACCORDING TO CEO FORUM STANDARDS

Zehra Sumeyye Ertemⁱ

Ministry of Education,
06560, Ankara,
Turkey

Abstract:

The aim of this research is to reveal the information and communication technology (ICT) levels of the English language teachers working in primary schools according to the CEO's forum standards and the factors that affect these levels. Semi-structured interviews were conducted with the teachers in the 19-21 minute period consisting of 16 questions. The data obtained from the interview were interpreted and compared by the researcher under different categories. In addition, the qualitative data obtained were analyzed and teachers' awareness of ICT integration levels and ICT integration levels of teachers in the 1999 report of the CEO Forum on Education and Technology "*organization were tried to be determined and teacher approaches affecting these levels were determined*". As a result of this study it is seen that the interviewed English teachers are at level 2 according to CEO forum standards. Teachers believe that ICT tools are useful, but it is necessary to devote time to use them. Exams and intensive curricula are among the reasons why teachers cannot use ICT tools. There is a parallel between teachers' use of ICT tools and their knowledge. A parallel was observed between teachers' knowledge about ICT and their self-efficacy.

Keywords: ICT, teachers, ICT integration levels, teaching English, CEO forum standards

1. Introduction

Many problems in learning foreign languages in our country have been expressed for years. In this context, DYNED programs, Comenius, e-twinning projects, EBA, e-blog, e-portfolio are recruited to develop students' foreign language skills. On the other hand, the extent to which teachers who will coordinate these programs and projects are familiar

ⁱ Correspondence: email patanim@gmail.com

with ICT raises curiosity. In this study, ICT integration levels of English teachers were determined and teacher awareness that could affect these levels was tried to be revealed.

1.1 Information and Communication Technologies Integration Levels

The French word for integration means integration and harmony in the dictionary. The rapid developments in technology brought the concept of technology integration into the agenda. According to Dockstader (1999), integration is the efficient and effective use of technology to enable students to apply technology-related skills. The use of ICT provides cognitive support for students to make sense of the information they acquire; it facilitates the acquisition of high-level thinking skills by enabling experts, students and teachers to communicate their thoughts and interests about a course, and by reviving real-life situations and problems when students discover the connections between ideas and concepts (Lim and Hank, 2003).

In the literature, it is seen that the integration process is staged in some of the studies on technology integration (Russel, 1996; Valdez, 1989;) and in some, a model is created. One of the most common staging efforts is the CEO forum standards. ICT integration levels by CEO forum standards can be summarized as follows (CEO, 1999):

Level 1: Entry

At this level, teachers are not actively users of technology. If students use technology, this is provided by a source other than the teacher, the teacher is not a participant. For example, planning computer lab time taught by a computer teacher or teaching educational games on a classroom computer by students.

Level 2: Adoption

At this level, teachers use technology to develop their own productive aspects, but teachers' use of technology is still limited. They have the experience of being able to do their work with an alternative tool using traditional methods. For example, a teacher who sends a consent document to parents will recognize the simplicity of using a computer compared to other tools when typing it with a typewriter or word program on the computer instead of typing. Therefore, the teacher encourages students to use computers while asking them to complete their story, report writing and other assignments.

Level 3: Adaptation

Teachers use technology as much as they are accustomed to the curriculum. For example, the teacher shares resources about a course on the website. They may ask students to use CD-rom encyclopedias or the Internet. A teacher at the adaptation level offers a teacher-centered environment instead of giving students student-centered learning experiences.

Level 4: Appropriation

At this level, teachers see technology as a means of education and training and plan their activities accordingly and try to benefit from all opportunities. In this class, technology makes itself felt in the process of developing learning. Students perform high-level thinking skills and more complex concepts and skills. Students see technology as a tool in running their goals. For example, the student, who has a project on regional

environment, uses the internet and other technological tools to prepare the project. The teacher also encourages students to develop their own presentation tools.

Level 5: Invention

The discovery of new uses for technology. At this level, the teachers redesign the learning environment in the classroom and try to make the students use the opportunities of technology to the end with the homework that will work on the basic concepts and skills as well as high-level thinking skills. For example, they put forward a project that will center all activities in the classroom in a period. During this period, one or more projects can be carried out to demonstrate the skills required in all subject areas and to provide learning. For example, a project aimed at building a website for a regional business could allow students to acquire many skills about business life, website construction, and editing skills.

Due to the constantly renewed structure of both technology and education, the ICT integration process needs to be described. At first, technology integration, which was only seen as the use of computers in courses, is now seen as a process that contributes to student learning. In this sense, it is sought to answer the questions about how ICT integration will occur during the learning and teaching process and what the role of the teacher is, how teachers transfer ICT integration levels and the factors affecting these levels and their skills related to ICT to learning environments (Yücel, Acun, Tarman and Mete). Kaya and Koçak Usluel, 2011). ICT integration levels of English teachers constitute the subject of this research.

2. Method

This study is designed as a case study within the scope of qualitative research model. According to Yin (2003), case studies are defined as the examination of a contemporary phenomenon in the real context. There is no generalization purpose in these studies as in other qualitative studies (Lichtman, 2006).

The situation is a holistic system and can be a teacher, a student, or a program (Stake, 1995). The study group of this research consists of 3 English teachers working in primary schools. When determining the study group, it was taken into consideration that the teachers participating in the study were using the Dyned English curriculum, not using Dyned and doing a Comenius European project.

During the determination of the study group, the English course teachers were informed about the aim of the study and the appropriate time period for interviewing the teachers was determined. There was no objection from teachers about the use of voice recorder during the interview. The characteristics of the interviewed teachers are given in Table 1.

Table 1: Demographic Characteristics of the Participating Teachers

Teachers	Gender	Experiment	Using Dyned	Doing Comenius Project
T1	Male	10		×
T2	Female	4	×	
T3	Male	10		

According to Table 1, T1 does not use the Dyned education system, conducts a Comenius project and has 10 years of professional experience; T2 uses the Dyned education system, does not carry out a Comenius project and has 4 years of professional experience; T3 does not use the Dyned education system, does not carry out a Comenius project and has 10 years of professional experience.

In this study, semi-structured interview form was used as data collection tool. The interview questions were prepared by the researcher before the interview. The teachers participating in the interview were coded as T1, T2 and T3. Interviews with teachers lasted 19-21 minutes.

3. Results

Semi-structured interviews were conducted with 3 English teachers in order to determine ICT integration levels of primary English teachers and to examine and compare teachers' perspectives on ICT. The answers of the teachers to each question were examined and the similarities and differences were grouped and presented under the following headings.

3.1. ICT Integration Level of Teachers According to CEO Forum Standards

In determining ICT integration levels of the teachers, ICT tools in the classroom where the teachers are teaching, the way they work frequently, the classroom layout in which English lessons are taught, and how the teachers direct the students during the assignment of the students are evaluated by considering the CEO forum standards. Table 2 shows the ICT tools found in the classes where English teachers teach.

Table 2: ICT Tools in the Classes of English Teachers

BIT Tools	Teachers		
	T1	T2	T3
Computer	×	×	×
Projection		×	×
Smart board		×	
Printer		×	
Scanner		×	
Recorder		×	
Copying machine			
Internet		×	
Overhead			
Textbook	×	×	×
Black board	×	×	×
LCD display	×		

When the ICT tools in the English classrooms are examined, the ICT tools in the English classrooms in all three schools are computers, textbooks and chalkboard. The smart board is only in the class of T2. T1 stated that there was no projection in the class and that he used the LCD in the class when there was an activity he wanted to reflect.

T2 said:

"... We have everything that can be used in the classroom; projection, computer, smart board, internet, sound system, we are trying to take advantage of all opportunities."

T1 affirmed:

"In the classroom, information communication technologies are mine only... there is a computer or something, we use the computer, other than that, there were already tapes or something, they already got up. There will be tests, question banks and so on."

He stated that there is a computer and LCD in the classroom, but he does not use ICT tools too much and he is the only ICT tool in the class. T3 also stated that there is no English class and that he usually uses textbooks:

T3 said:

"In my own classroom, we do not have language classes as in this school. Our school is normally in their own 6-7-8 classrooms, we only have a well-equipped science laboratory, and there is a science teacher who takes advantage of it. I cannot say that we can benefit a lot while studying. Because forty minutes of class time is not available to do this all the time. Therefore, we have units that we have to finish, we have to train..."

Table 3: Direction of English Teachers and Students' Study Style Frequency Used

Students' Study Style	Teachers		
	T1	T2	T3
Singles	x	x	
In pairs			x
In groups			x

Table 3 shows the way teachers work frequency in their classrooms. Accordingly, in T1 and T2 classes, students are usually single, and in T3 classes, students usually sit either in groups or in pairs.

T1 affirmed: *"...we have single rows, we combine single rows so there are three rows in the back, students study mostly singles";* T2: *"they usually work singly, but when I make a quiz they can be a group";* T3: *"Our students are sitting in pairs, exchanging ideas with the students next to them, they can discuss some issues, they have opportunities"*.

Table 4: Classroom Arrangements of English Teachers

Classroom Arrangement	Teachers		
	T1	T2	T3
The teacher's desk is in front, right or left of the board	×	×	×
Teacher's desk between rows		×	×
There is no obvious teacher desk in the classroom			
Students sit one by one	×	×	
Students sit in pairs			×
Students sit in threes			
Students sit in U-order			
Students sit in cluster order			×
Students use computer and internet in the classroom during breaks			
Computer is always off			
Computer is off during breaks	×	×	×
The English class at the school is separate and students attend these classes in English classes	×	×	
The school also does not have an English class and the teacher visits the classes			×
Student activities are only displayed on the boards in the classroom	×		×
Student activities are not exhibited			
Student activities are displayed outside the classroom at various locations in the school.		×	

According to Table 4, in the school where T3 works, students stay in their fixed classrooms, teachers move around the classrooms, in other words, there is no English classroom. In all three teachers' classes, the teacher's desk is usually just in front, on the right or left of the board, and sometimes in the classes of T2 and T3, the teacher's desk is in between the groups, especially when the group is created. Students sit in single rows in classes T1 and T2, while there are double rows in T3. Computers are turned off, especially during breaks, and students cannot use the computer or the Internet in all three teachers' classrooms during breaks. Teachers have shown that students despise these tools and prefer to use them under their supervision.

In this regard, T2 stated his views as follows:

“When I leave it open, they can see or search their grades from the school or something, but since they can use it for students who do not have good intentions, I usually prefer to encrypt, but they can open it with permission from me. Other than that they do not approach too much.”

Student activities are displayed on the boards in the classes of T1 and T3, while student activities are exhibited in various parts of the school outside of T2. T2: iy I exhibit the activities on the boards, except the ones on the boards too much outside the classroom. I'm hanging around the classroom to keep everyone informed. In other words, for example, we have done the holidays in the last weeks, they have done homework, project-performance, big big hanged everywhere for all to see.

Table 5: ICT Tools and Computer Programs Guided in Student Homework

ICT tools and Computer Programs	Teachers		
	T1	T2	T3
Computer	x	x	x
Word	x		
Power point			
Excel	x		
Internet		x	x
Textbooks	x	x	x

When Table 5 is examined, it is seen that teachers give homework mostly from computers and textbooks. T2 and T3 stated that they do not apply this method frequently while they are directing for homework from computer and internet.

T1 affirmed:

“When we ask children to do homework, we want them to work on the computer, they use the word themselves sometimes if they know excel, but they do more on the word. When we want to have a computer room, they use it with their own flash disk and then bring it there and show it to me, I did not check whether or not, the final decision is taking the output after the children “in the form of 2 2” that the computer, the internet can benefit more precisely but I certainly do not accept homework taken directly from the internet or computer, so I would like to get some effort of my own.”

Table 6: Determining Teachers' Approaches to ICT

ICT Benefits	Teachers		
	T1	T2	T3
Increase student participation		x	x
Faster learning		x	x
Ease of lecture		x	x
Save time			
Knowledge retention		x	
Attention		x	x
Ensuring motivation		x	
Responding to individual differences			
Making the course enjoyable			
Ease of listening activities	x	x	
Ease of reading activities	x		
Ease of speaking activities	x		
Ease of writing activities	x		
Easier access to information		x	
Ease of presentation		x	
Possibility to present more topics in a short time		x	x
Opportunity to reach more students in a short time		x	x

Table 6 shows that teachers believe that it is beneficial to use ICT tools in the lessons. T1 stated that he believes that he has a positive contribution to language skills, especially listening and speaking activities: *"I find it absolutely useful, especially now that it is the age of technology... especially when making speech and listening activities. It may not be very effective in writing, it may be useful in writing dictation"*. T2 stated that he mostly used projection and smart board in his lessons and he found it useful in many ways, especially in terms of listening and visuality. T2: *"I teach with projection and smart board most of the time, and I don't think it's always useful. especially the smart board is useful because it closes the answer, I can highlight important places, I can play on the test. That's why I use it from that perspective. Listening activities are especially important for children's pronunciations, so if we want to teach a song, the child watches his clip, he sees what is written under it, he hears it and it is absolutely necessary. They can grasp the whole class in general, more visually for children, more attention to what they hear"*. T3 stated that using books is sufficient to a certain extent, especially in crowded classrooms, especially using projection facilitates lecturing. T3: *"I think we should use it. Because books are not enough, because if we think that there are 25-26 students in a class, we cannot have the chance to dominate 25-26 students at the same time or to follow what they are doing, so this kind of projections or smart boards When we lock on to a single goal, we can realize that at least the students are looking at there, they are paying attention and there they are interested"*.

Table 7: Teachers Inevitably Qualified ICT Tools

ICT Tools	Teachers		
	T1	T2	T3
Computer	×	×	
Projection		×	×
Smart board			
Black board			
Textbooks			
Internet			×
Printer			
Recorder			

According to Table 7, the essential ICT tool for T1 is computer, for T2 computer and projection, and for T3 computer and internet.

Table 8: Teachers' Problems in Using ICT Tools

Problems Encountered	Teachers		
	T1	T2	T3
Waste of time		×	×
Damage of students	×	×	×
Monotony		×	
Dim environment		×	
Time allocation requirement	×	×	×
Negative attitude of the manager			

Difficulty keeping attention constant		×	
Exams		×	×
Low Speed Internet		×	×
Financial Impossibilities			
No wireless Internet access		×	
Prohibited sites			×

According to Table 8, teachers mostly complain about the fact that students are damaging ICT tools and that it is necessary to devote considerable time to use these tools. T1 and T3 stated that they could not use ICT tools especially because they had to train students for exams, T2 and T3 low-speed internet, internet connection problems and related to these problems mentioned that inefficient time. T2 stated that the dim atmosphere created in the classroom during the use of projection had difficulty in distracting the student, that the continuous use of ICT tools brought about the monotony, and that it was difficult to keep the students active and involved:

“When we use projection, there has to be an obscure environment, some of the children can use it, so they can. The problem is that it can be a bit time-consuming. We have to train the students for the exam and there is a curriculum we have to finish. You have to sacrifice the lesson, you can't do anything else, you know, if you're going to repeat it again, if you've devoted your time, I've seen a lot of usefulness in the narrative. I can tell you there, but the light goes, there is a problem, the internet does not connect, I have problems in this way, of course, I did not encounter a major problem outside.”

T3 stated that the internet network connected to the Ministry of National Education cannot use the internet as efficiently as it wants because it prohibits some sites.

“Because, forty minutes of class time is not suitable for doing this continuously. Therefore, we have units that we have to finish, we have to train, and when the time comes, there are subjects that we can say that we have finished with the students. Here are the remaining time or the issues we will use depending on the issues encountered in the points, let me say that the first place I'm complaining with my very site, the Internet site is very, very inadequate, and especially under the name of the Ministry of Education, many sites that we want to reach under the scope of the ministry, that is, The point of inaccessibility gives us great trouble at this point, the students cannot benefit from it too much here. The system shifts to a more teacher-centered system. The bit gets into the job because the teacher knows how to use the tool, the teacher knows the subject, and therefore does not have the chance to apply it to the student. These ICT tools bring a shift from student-centered to teacher-centered system.”

T1 stated that although he did not see any disadvantage for the student, he did not usually use ICT tools and even if he did, he could not use ICT tools in order to improve his language skills. T1: I don't use anything, to tell you the truth, because the only thing

we're asked for here is what children do in exams. Even if you don't speak English, nobody asks you to do this, since you don't ask me to do this.

Table 9: Teachers' Self-Efficacy on the Use of ICT Tools and Their Concerns about Their Development and Findings about Their Efforts

Teachers	Teachers' Competencies		
	Adequate	Partially Adequate	Not Adequate
T1			×
T2	×		
T3			×

According to Table 9, two of the teachers evaluated themselves as inadequate in terms of ICT use and the other teacher stated that they found themselves sufficient.

Table 10: Characteristics of ICT Tools for Teachers' Considerations

Features you should have	Teachers		
	T1	T2	T3
Entrepreneurship	×		
Don't be curious		×	
Being a researcher		×	
Relevance		×	
Willingness		×	
Computer experienced		×	×

According to Table 10, teachers expressed the characteristics of ICT usage with entrepreneurship, being curious, being a researcher, being interested, being willing and being equipped with computer.

T2 said:

"...once I think there should be willingness for this job. And computer experience is not something that can be done without computer knowledge, without information technology. You need to be willing to investigate, be curious about it. Other than that, you cannot use them much if you are not open to self-improvement and not open to innovation."

Table 11: School Facilities in the Context of ICT Tools According to Teachers' Opinions

Teachers	Schools' ICT Facilities		
	Adequate	Partially Adequate	Not Adequate
T1		×	
T2	×		
T3			×

According to Table 11, T1 evaluated the school where he worked as partially sufficient, T2 sufficient and T3 insufficient.

4. Interpretation and Discussion

As a result of the findings, the English teachers who were included in the study group believed that ICT was useful but they did not allow the students to use the internet and computer on their own due to various reasons. It is seen that they do not prioritize the use of ICT tools while giving homework. Teachers give importance to the homework they do rather than the homework they do on the computer or the internet. In addition, it is thought that teachers prefer and use ICT tools in a limited way because they make their job easier or because the work to be done without using technology is much longer and tiring. In the light of all these findings, it is thought that teachers are at the 2nd level according to the CEO forum standards.

Unlike other teachers, T2 uses a smart board, expresses that he / she has received training on this subject, and seems enthusiastic, curious and willing about the use of ICT tools, and finds the institution he / she works in sufficient for ICT. Although this situation suggests that T2 may be at the 3rd level, it is thought that it may be at the 2nd level when the classroom environment is considered.

When the findings are examined, it is seen that teachers adopt the computer as the most ICT tool. Although the teachers believe that ICT tools are useful, they stated that they have problems in issues such as waste of time, a curriculum that needs to be educated, and constantly used ICT tools create monotony.

Similar to this study, Yücel et al. (2010) determined that teachers' ICT integration levels according to CEO Forum standards and revealed the factors affecting the integration process were the most entry-level, followed by adoption and adaptation levels. As the first three teachers were seen in our country.

Usluel, Mumcu and Demirarslan (2007), in their study, stated that the most common obstacles that teachers expressed about the integration of ICT into learning-teaching process were not computer and internet technologies and that teachers did not know how to use ICT in teaching.

Göktaş (2003) emphasized the importance of ICT in Turkey and European Union countries is increasing day by day but the need to take measures is necessary to catch up with EU standards in Turkey in his study that compares integration in the European Union countries and Turkey.

Koca (2006) stated that teachers use ICT more managerially, they are not very familiar with ICT in terms of education, perceived benefit, ease of use, social impact and self-efficacy are effective in terms of teachers' ICT use purposes.

Berkyürek (2008) stated that most of the teachers have positive thoughts about ICT and that they think that ICT will be beneficial for the students, but they will also benefit for "teaching" and "teacher". More than half of the teachers who participated in the study believe that ICT will limit the creative aspects of teachers and students.

5. Conclusions and Recommendations

As a result of the findings of the research, the following conclusions were reached. Interviewed English teachers are at level 2 according to CEO forum standards. Teachers believe that ICT tools are useful, but it is necessary to devote time to use them. Exams and intensive curricula are among the reasons why teachers cannot use ICT tools. There is a parallel between teachers' use of ICT tools and their knowledge. A parallel was observed between teachers' knowledge about ICT and their self-efficacy.

As a result, English teachers should receive one-to-one training rather than theoretical knowledge about the use of ICT tools. In particular, it is important for the groups to come together and share the teaching materials they use, and especially for the seminar periods and mid-holidays, it is important that groups from different schools come together and share information. On the other hand, students should be encouraged to use ICT and classroom environments should be created in which they can prepare creative assignments by using ICT tools.

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