Introduction:
ICT integration in education has become one of the highest priorities. Teachers need many things in order to implement ICT in their practices:
(a) Access to technology
(b) Professional development
(c) Some freedom in the curriculum
(d) Constructivist teaching beliefs

The first three factors are increasingly available nowadays. However, most teachers have not integrated ICT in their practices.

• Decision whether to use technology or not depends largely on teachers.
• Studies have indicated increasing access and use of technology, but only for low level tasks such as word processing and presentations.
• Reform in ICT might not succeed unless teachers’ pedagogical beliefs are understood.

Why ICT?
ICT integration in education is very important for many reasons:
• Economic: to be well prepared for future jobs and careers. All citizens go through compulsory education and increasing numbers go through higher education.
• Social: based on common belief that technologies help students become better educated and well-informed.
• Educational: Enhancing teaching and learning.
• Catalytic: Accelerating learning
• Flexibility: learning regardless of time, place and class size.

Previous Research Example:
Jimoyiannis and Komis (2007) examined the beliefs and attitudes of 1165 teachers in Greece towards ICT and found that “the availability of ICT tools does not seem to be a factor favouring or promoting by itself the teachers’ use of ICT for educational purposes” (p158).

Demographic and Education Statistics

<table>
<thead>
<tr>
<th>Country</th>
<th>Oman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>2.7 million (census 2010)</td>
</tr>
<tr>
<td>Number of Schools in 2011/12</td>
<td>1,040 government schools</td>
</tr>
<tr>
<td>Number of Students in 2011/12</td>
<td>517,041 students</td>
</tr>
<tr>
<td>Higher Education (2012/13)</td>
<td>More than 80,000 students</td>
</tr>
<tr>
<td>School graduates in 2012/13</td>
<td>48,240 students</td>
</tr>
<tr>
<td>Higher Education Enrolment in 2012/13</td>
<td>287,745 (59.6% of school graduates)</td>
</tr>
<tr>
<td>Enrolled to Colleges of Technology</td>
<td>10,750 (27.7% of enrolment)</td>
</tr>
</tbody>
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TPACK: A framework for Understanding Teacher Knowledge

Educational ICT:
A. Standardized and common technologies for teachers such as whiteboards, projectors, productivity tools (Word, PowerPoint, Excel).
• Available for a long period of time and has become part of teachers’ daily practice.
• Associated with teacher centred approaches.

B. Current technologies such as computer software, smartboards and Virtual Learning Environments (VLEs).
• Newer and their rapid improvements may pose challenges for teachers.
• Associated with student centred approaches.

Levels of Course Software Application:
1. Primary: transmitting information to students: e.g. email, lecture notes and reading lists
2. Secondary: questioning students and reflection on learning: e.g. online quizzes or practice
3. Tertiary: interaction, dialogue and discussions: e.g. wikis, discussion threads, twitter

Levels of Influence in Teacher PD

ICT training, is it effective?
• One of the main problems of ICT PD, is looking at technology in isolation.
• Teachers who consider themselves competent in technology do not necessarily use their skills for pedagogical purposes.
• Adding technology to existing practices does not automatically lead to better practices.
• ICT policies should see technology not as a trend, but as an efficient teaching and learning tool.
• PD in this field is often characterized by ‘one shot’, ‘one-size fits all’ where teachers are listeners and do not experiment with technologies.
• There is dissatisfaction with one-off courses delivered by external experts who provide training about what technology can do, without clearly linking it to teaching practice. Teachers might not have a clear view of how technology is linked to pedagogical enhancement.
• Technologies are rapidly developing and focusing only on technologies means that these skills would soon be outdated.