



World Physical Therapy
physiothérapie mondiale

2007

Use of Information and Communication Technologies (ICT) in Physiotherapy teaching in Portugal



ESCOLA SUPERIOR
DE SAÚDE DO ALCOITÃO

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Context



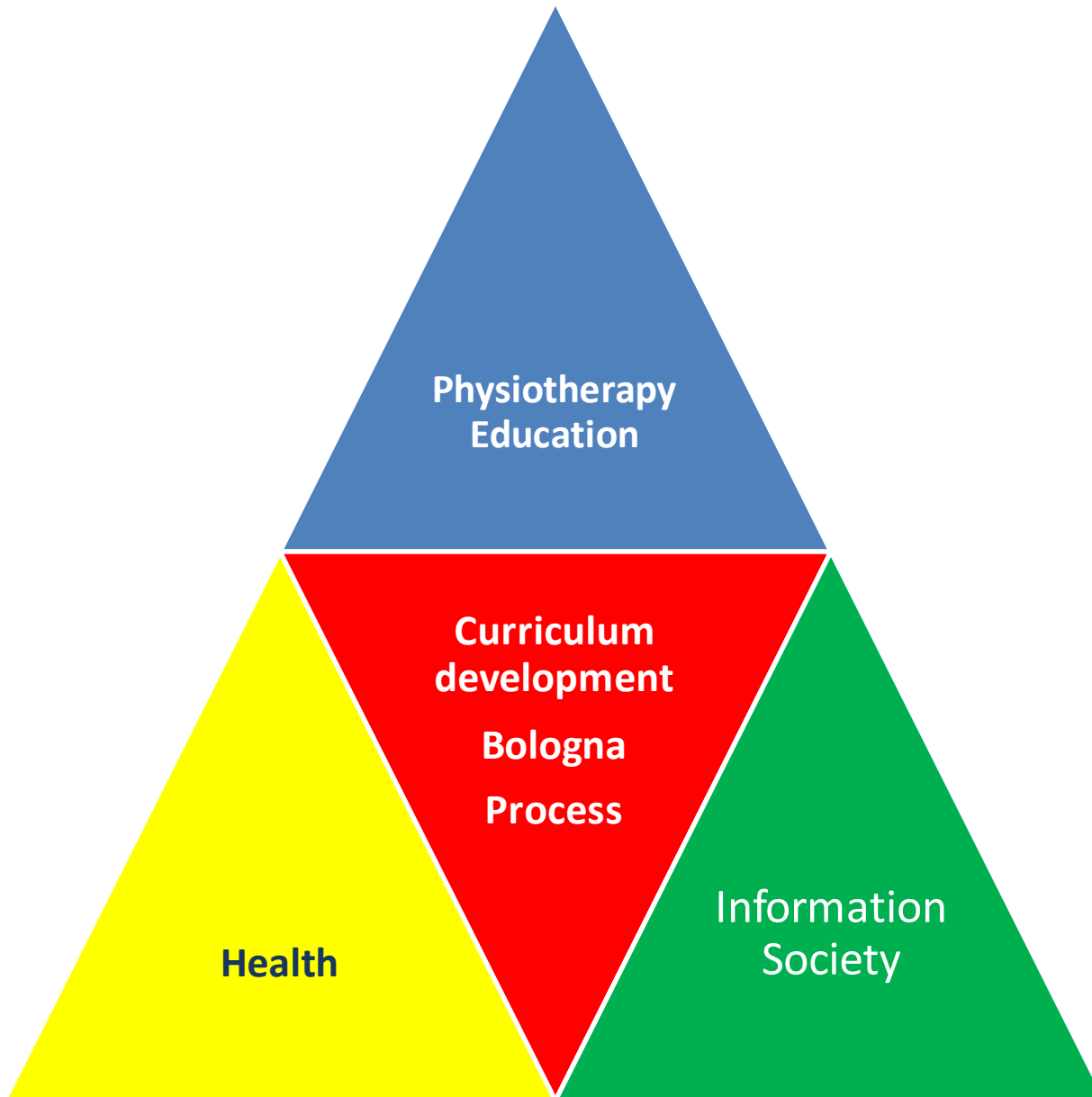
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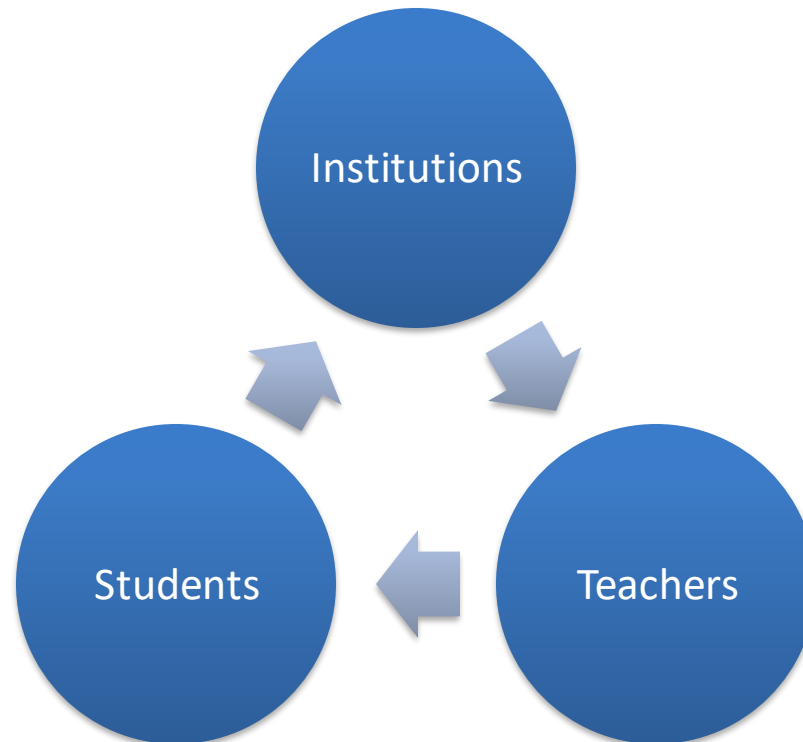
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Methodology

Methodology >> Main Objective

- Characterize the way in which Information and Communication Technology (ICT) is integrated in Portugal's Physiotherapy teaching/learning.



Methodology >> Specific Objectives

- Availability of technological and technical support at the institutions that offer the Physiotherapy Course
- Contents regarding ICT taught in the Physiotherapy Course
- Projects and barriers regarding ICT integration at the institutions that teach the Physiotherapy Course
- How students and teachers gain access to ICT
- Usage of ICT by students and teachers in the context of Physiotherapy teaching and learning
- Students and teachers attitudes and knowledge regarding ICT
- Barriers perceived by students and teachers when using ICT
- Needs felt by students and teachers when using ICT in an educational setting

Methodology >> Population and Sample



Data

After the data collecting, the answer rate was as follows:

Physiotherapy Department

- 87.7% (n=14)

ICT Department

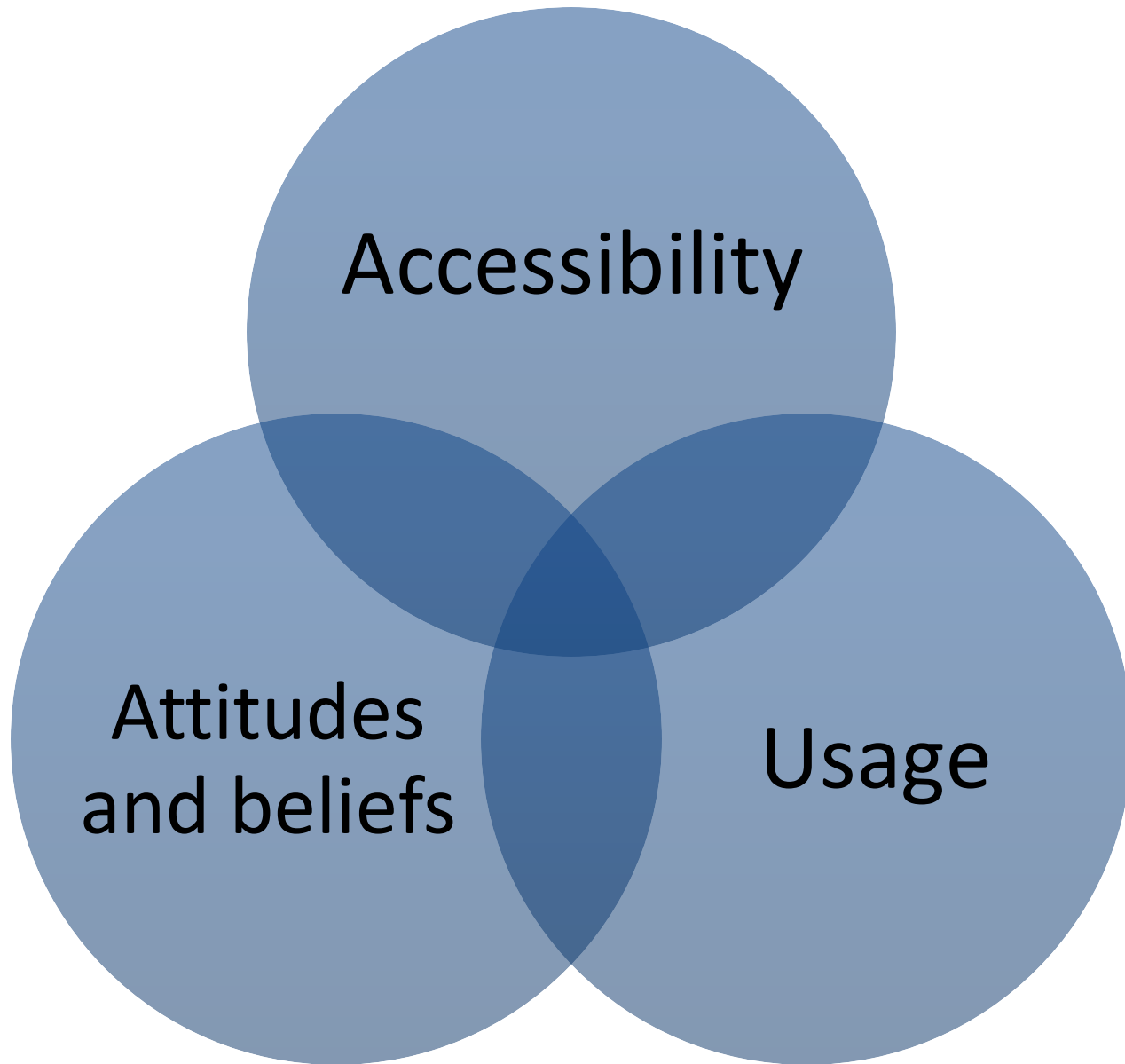
- 62.2% (n=10)

Teachers

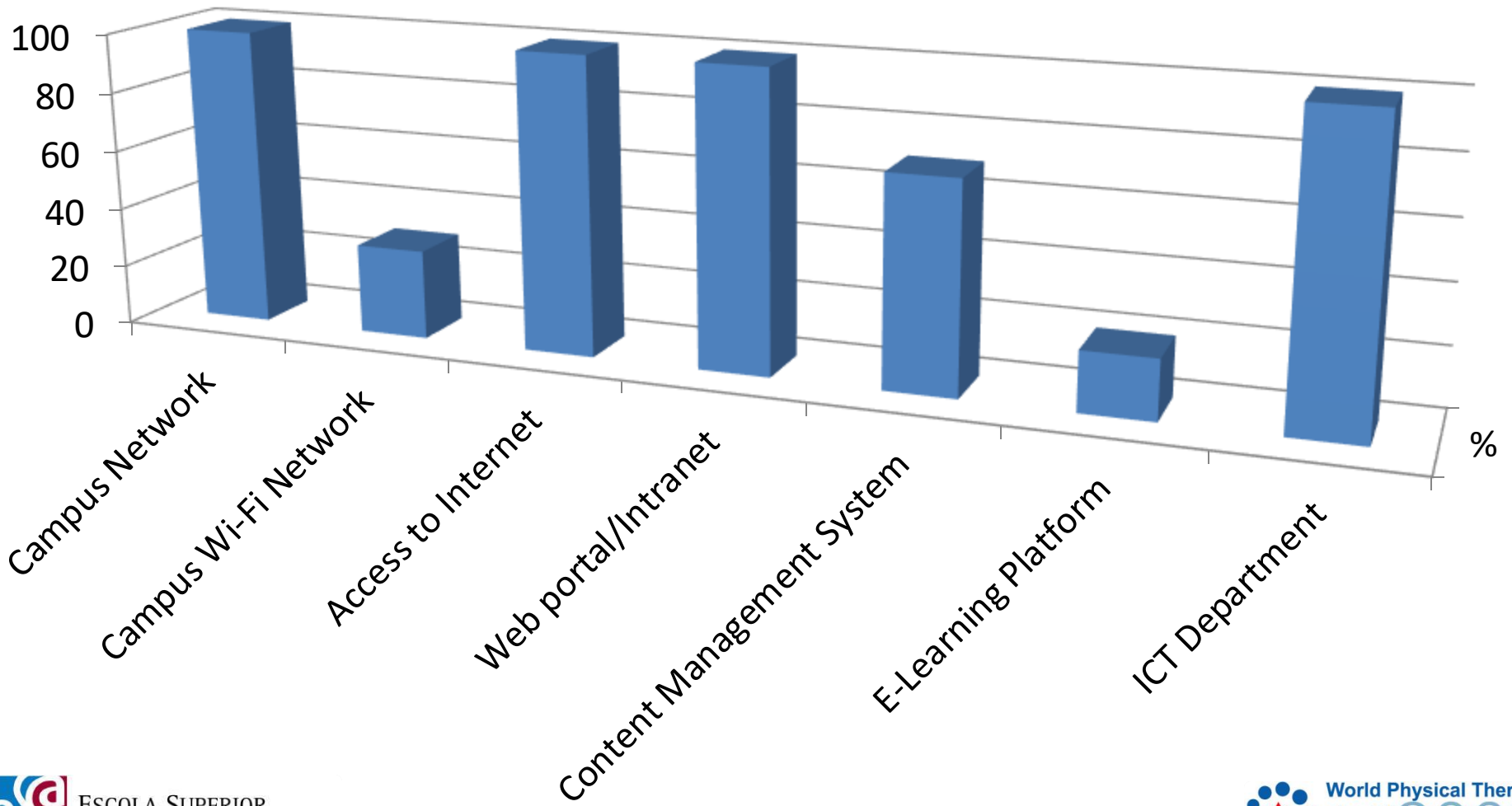
- 36.5% (n=116)

Students

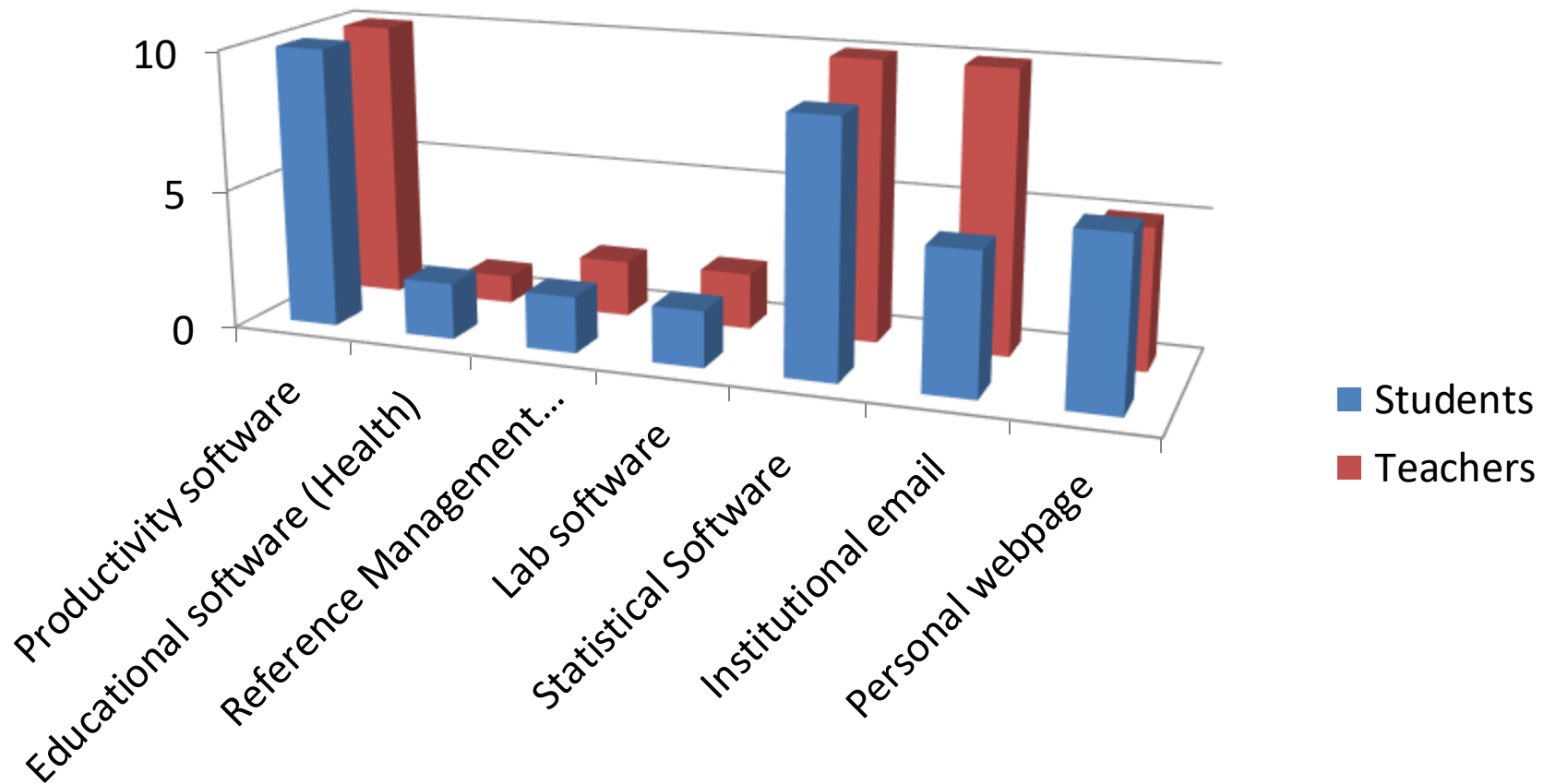
- 69.2% (n=982)



Institution ICT Infrastructures



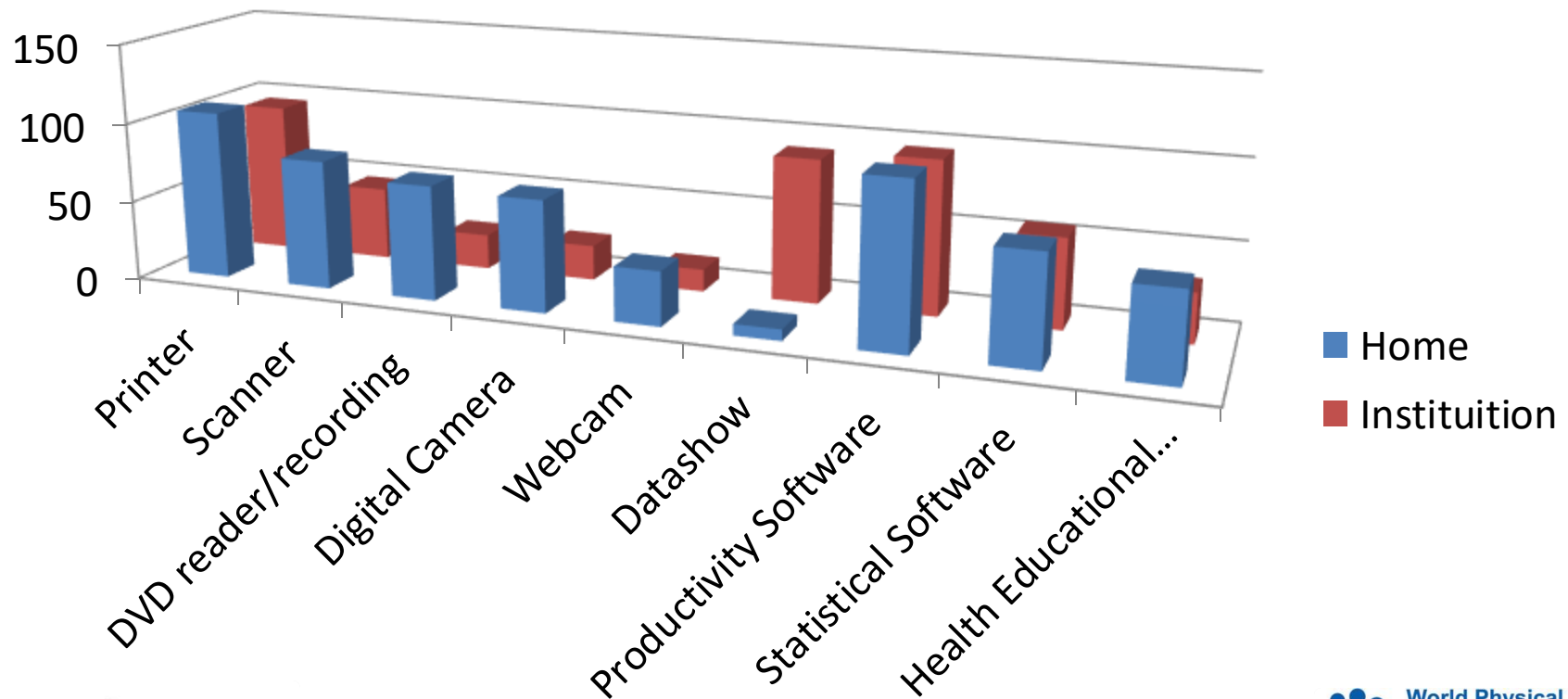
Accessibility to ICT in the Institution



Accessibility of Teachers to ICT

98% have computer at home

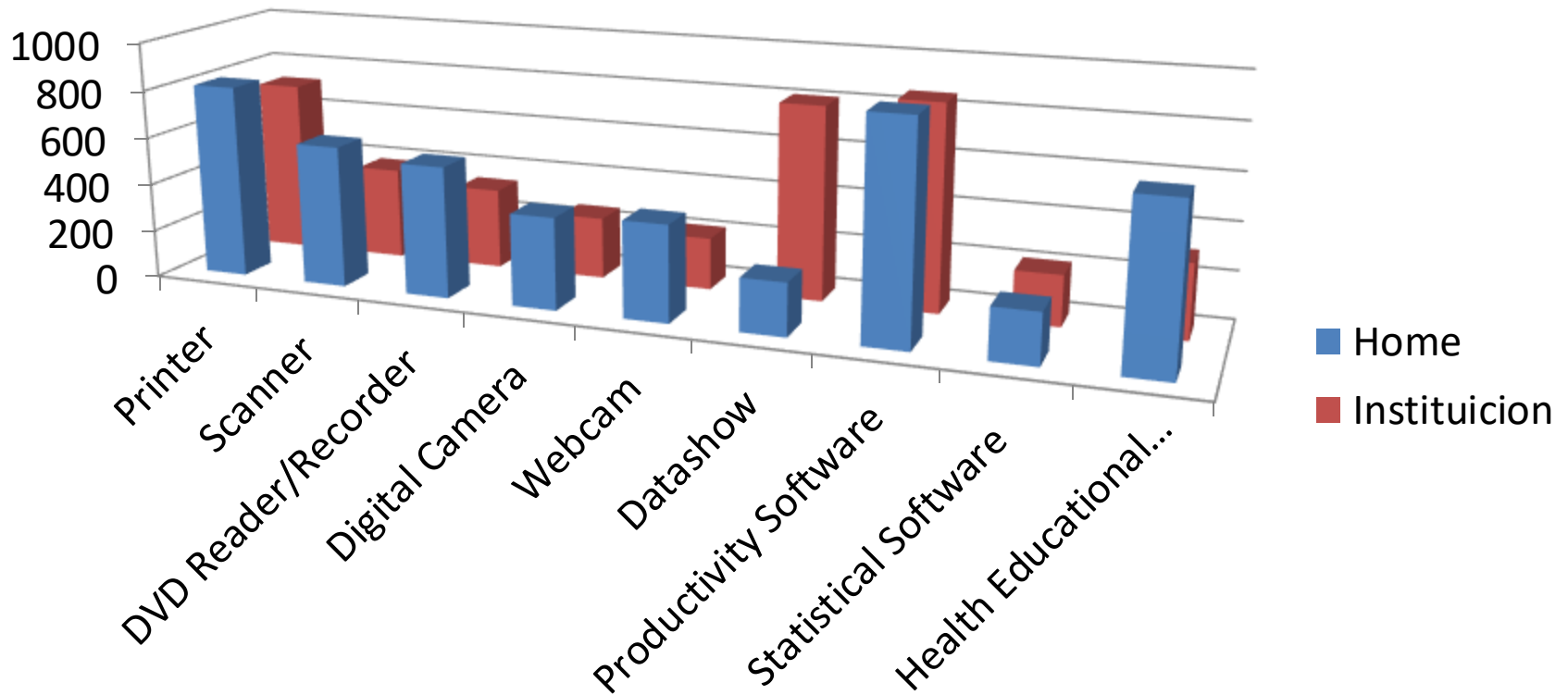
86.2% have Internet access (50% High Speed Connection)



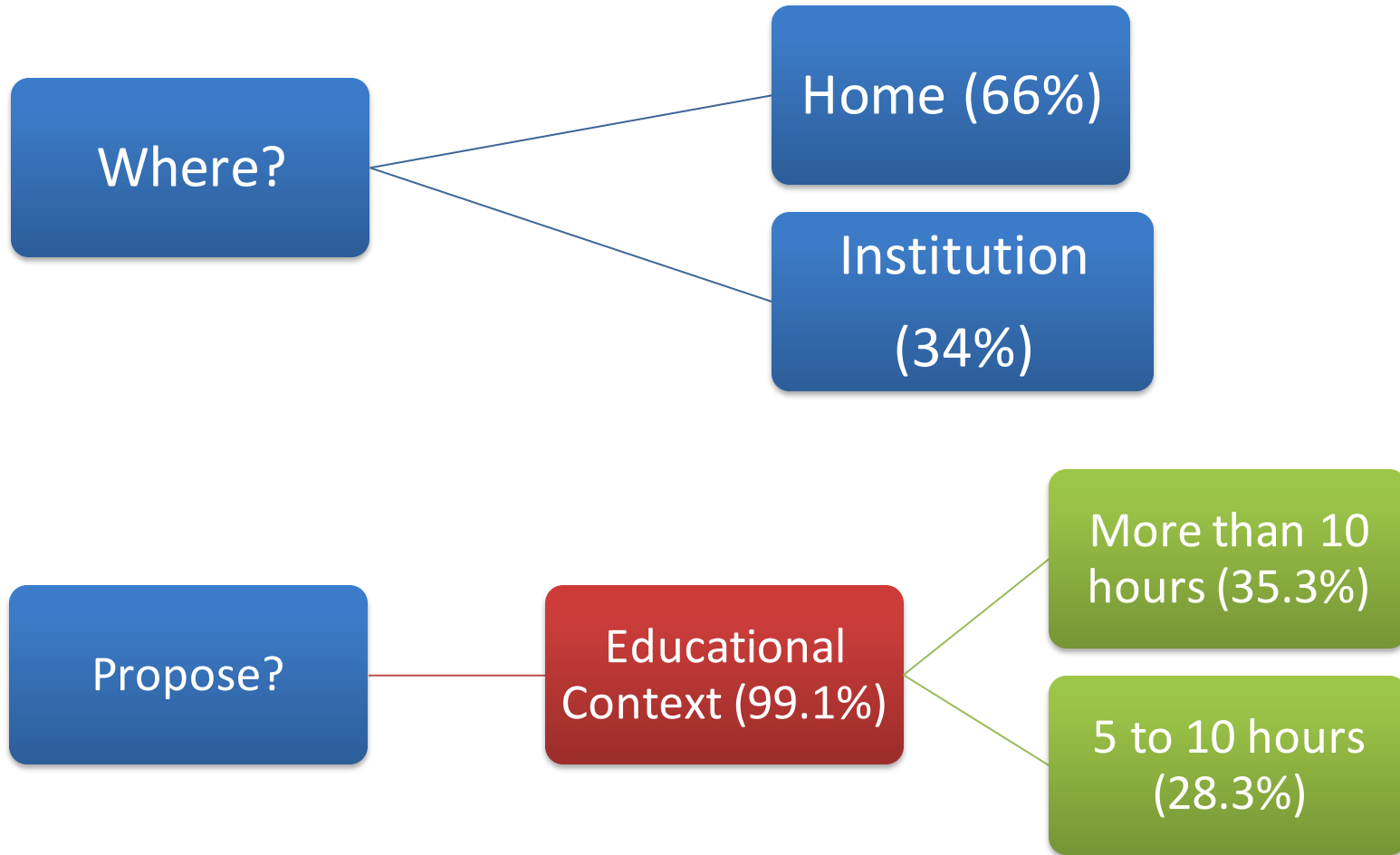
Accessibility of Students to ICT

93.5% have computer at home

63.9% have Internet access (58% High Speed Connection)

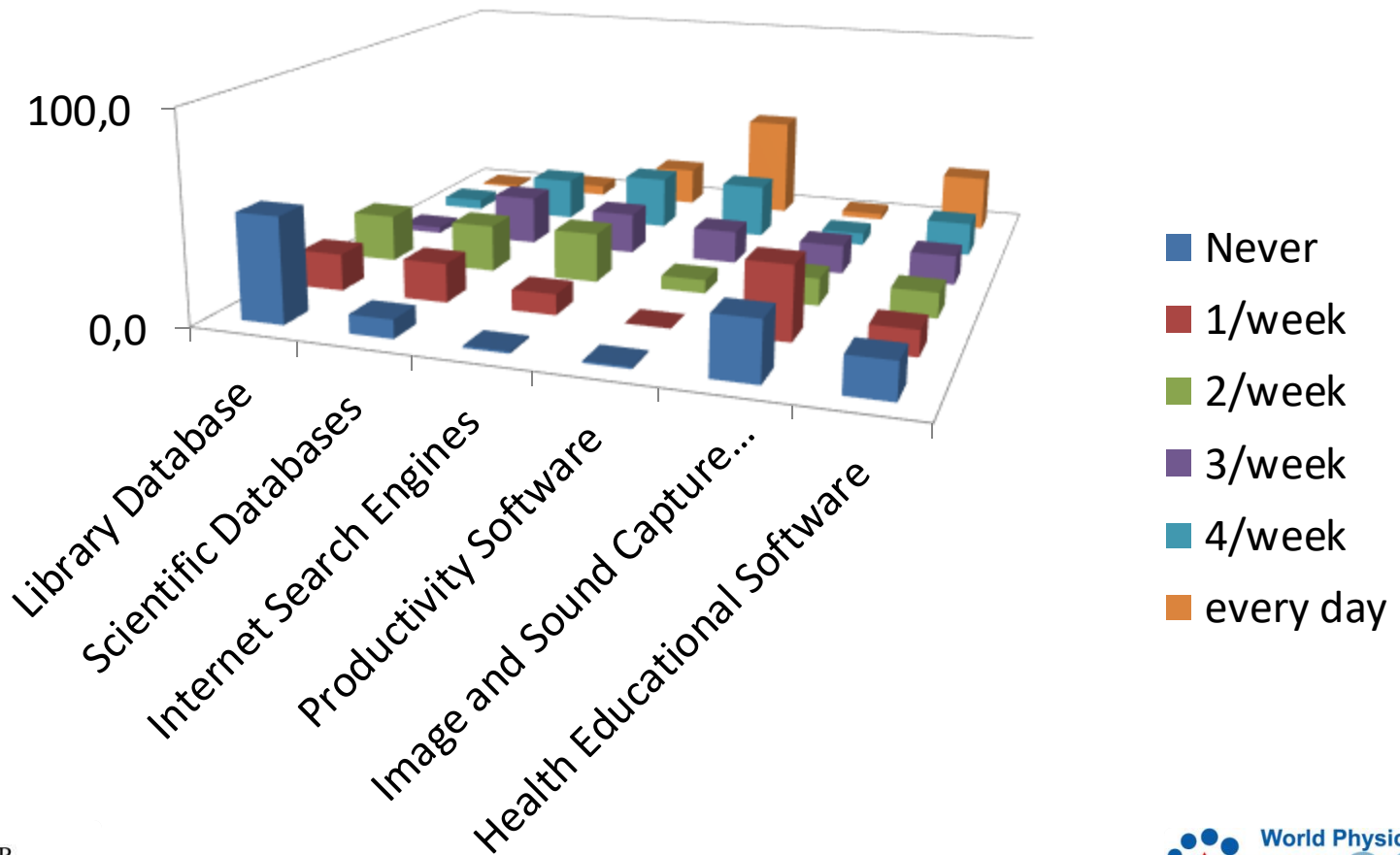


ICT Usage by Teachers



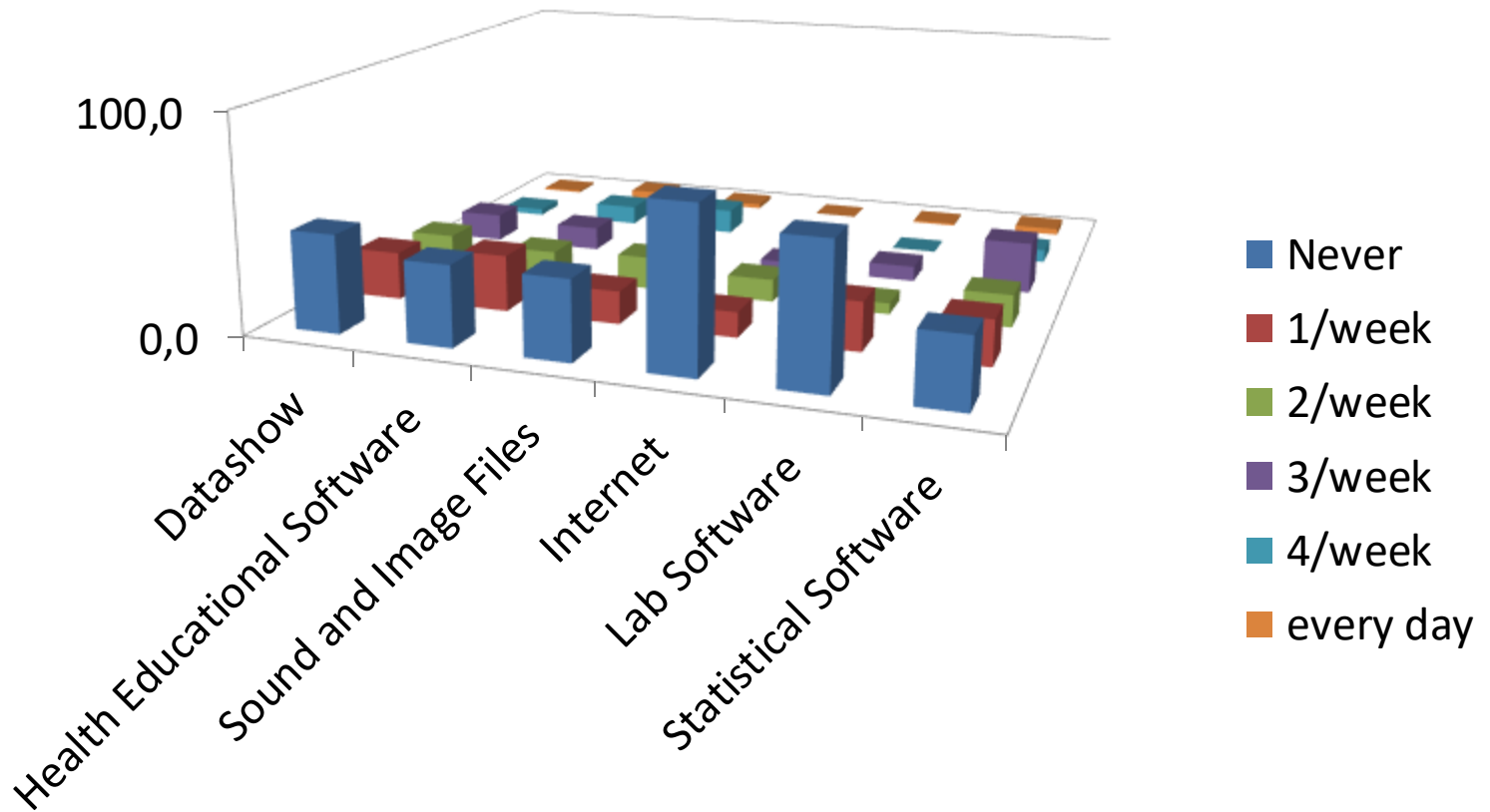
Teacher's Use of ICT

Creating content and preparing lectures



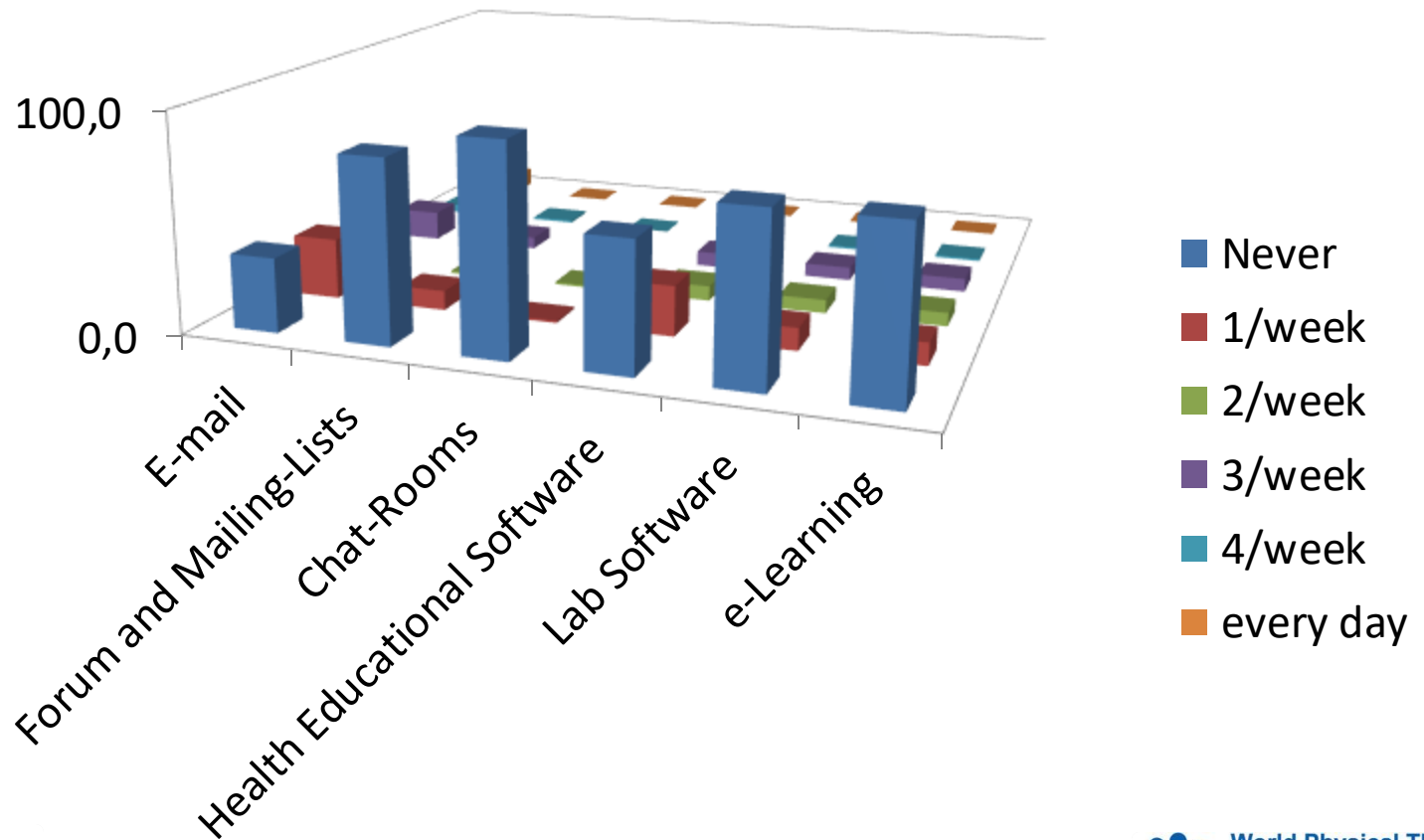
Teacher's Use of ICT

In the classroom

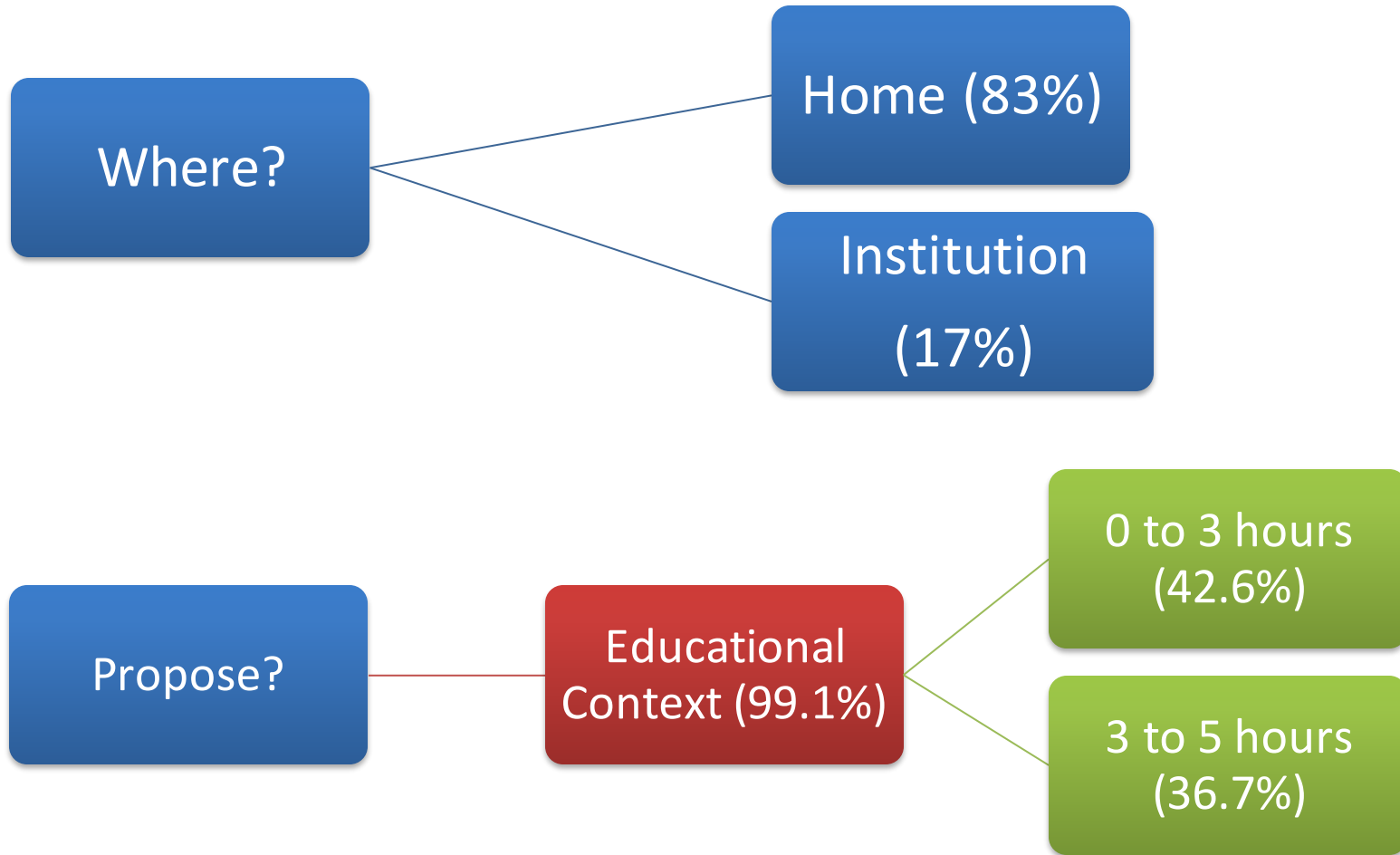


Teacher's Use of ICT

Directly with students

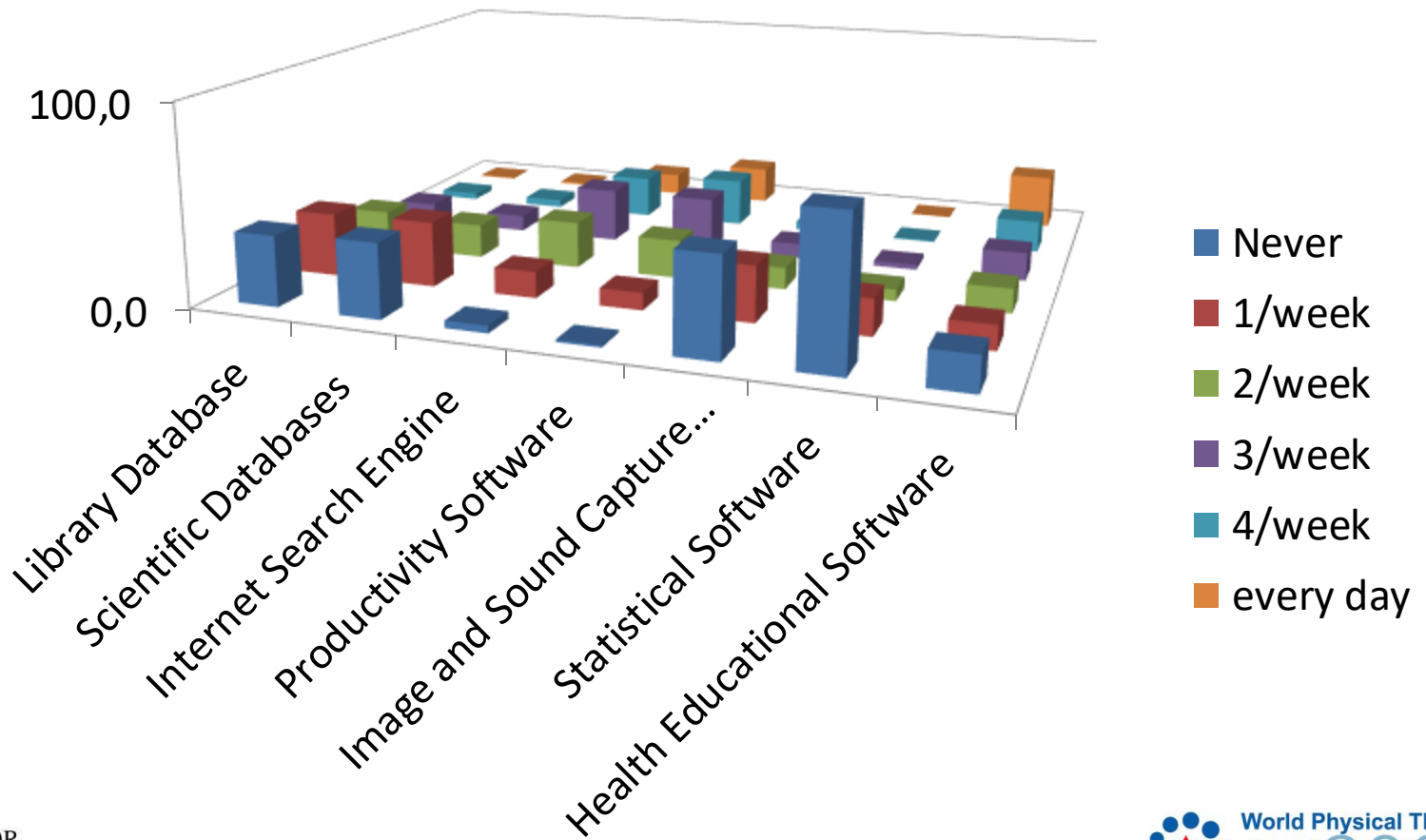


ICT Usage by Students



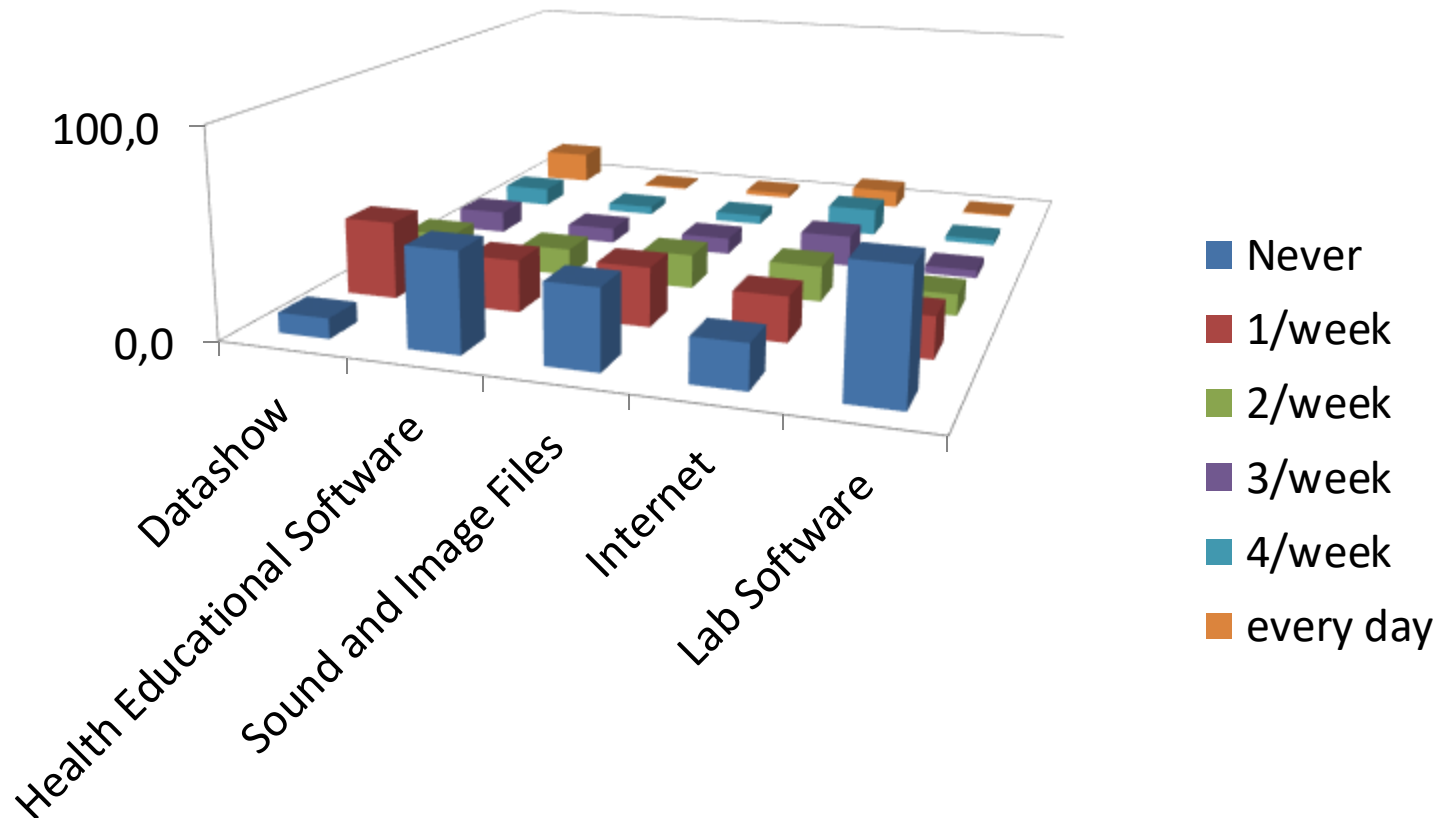
Students Use of ICT

Educational work and tasks



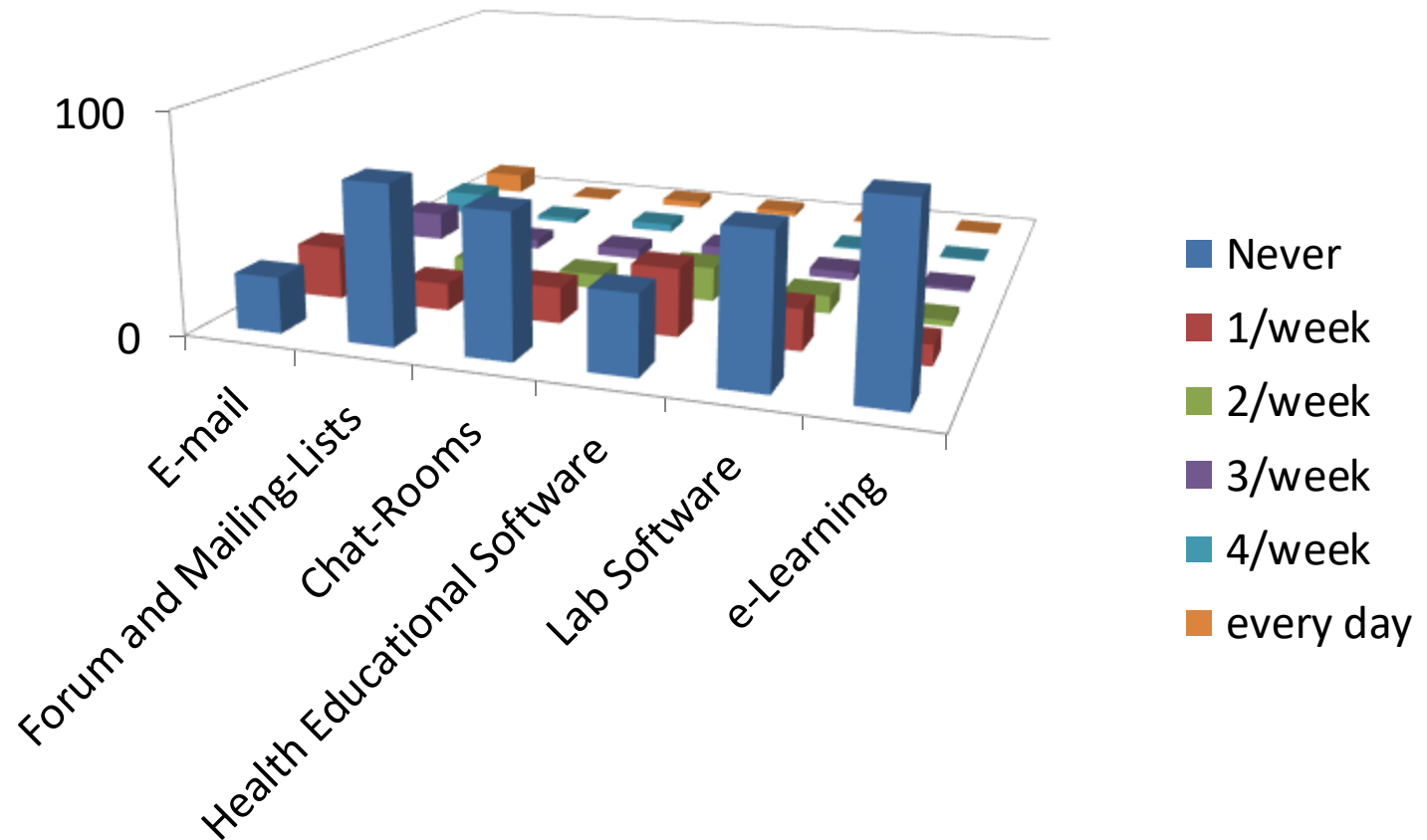
Students Use of ICT

In the classroom

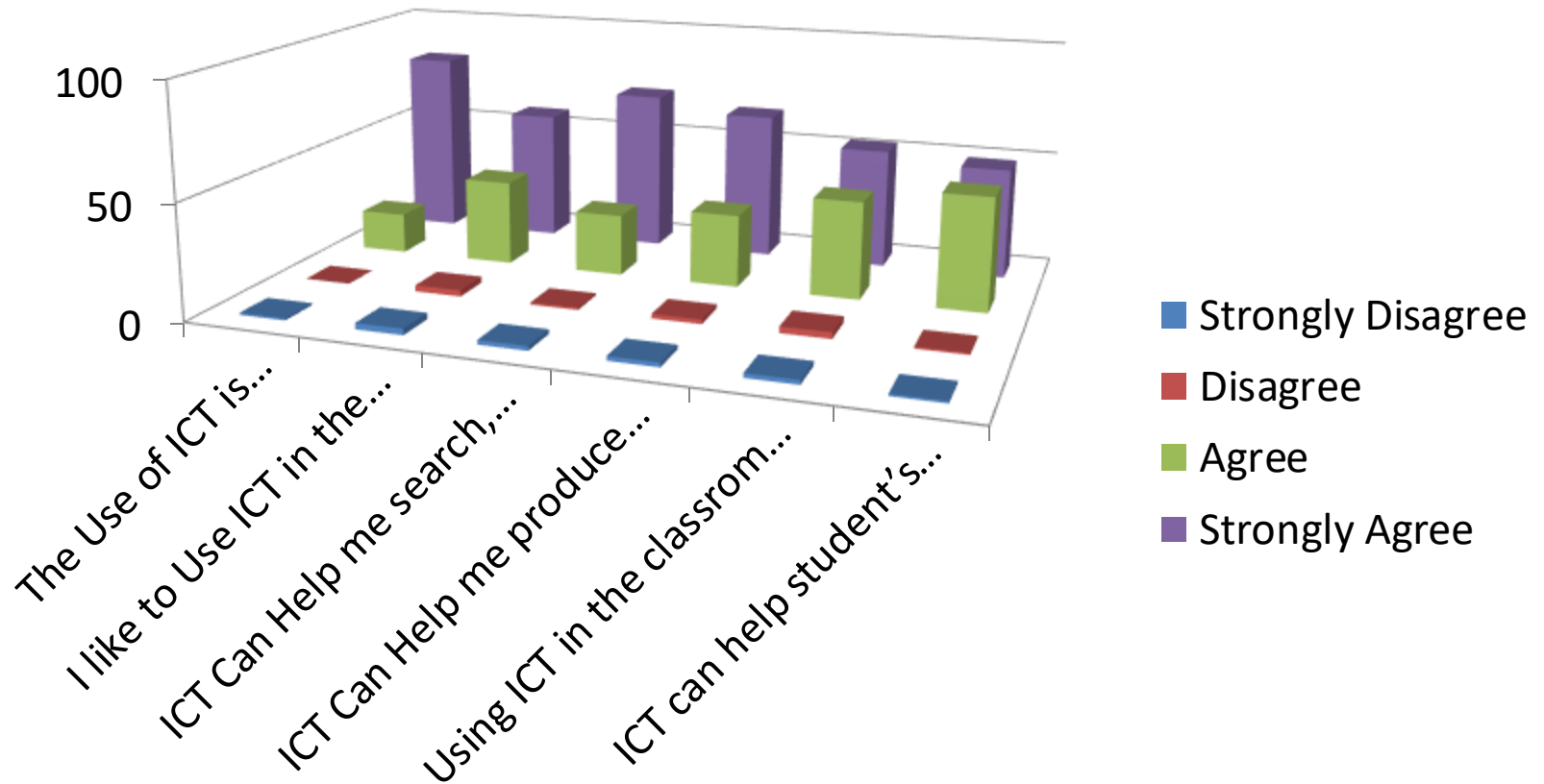


Students Use of ICT

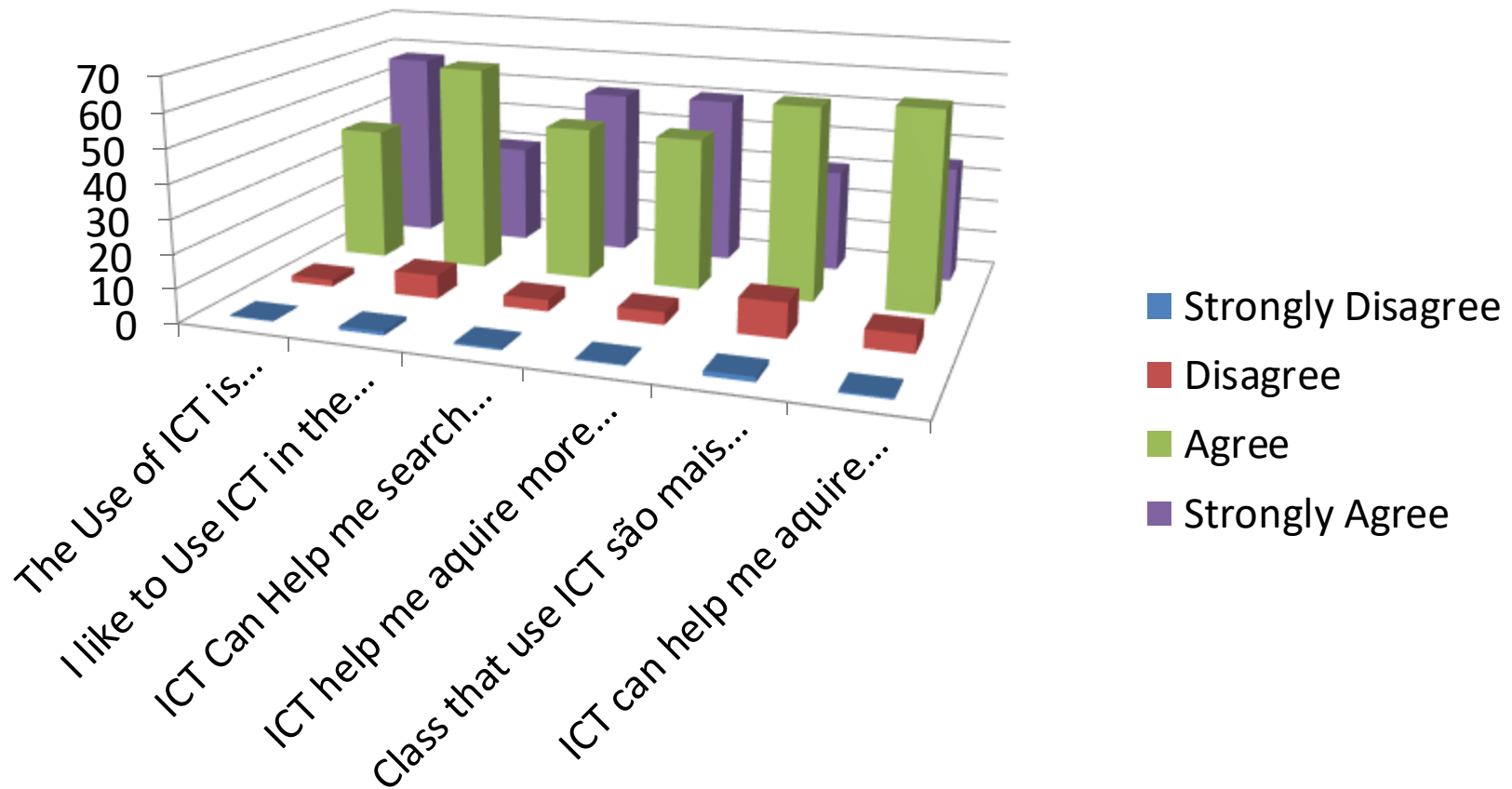
Directly with Teachers and Peers



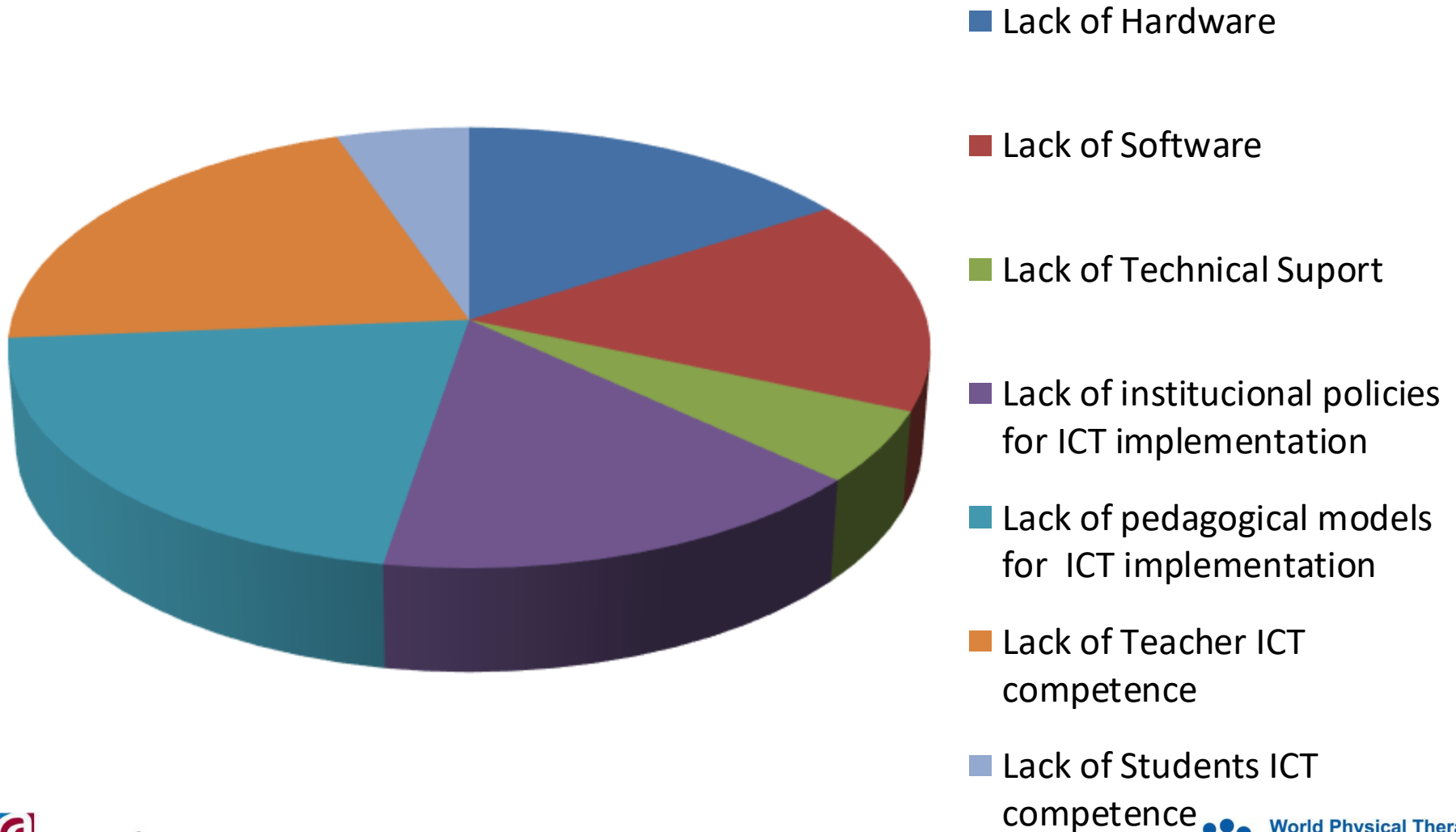
Teacher's attitudes and beliefs about ICT



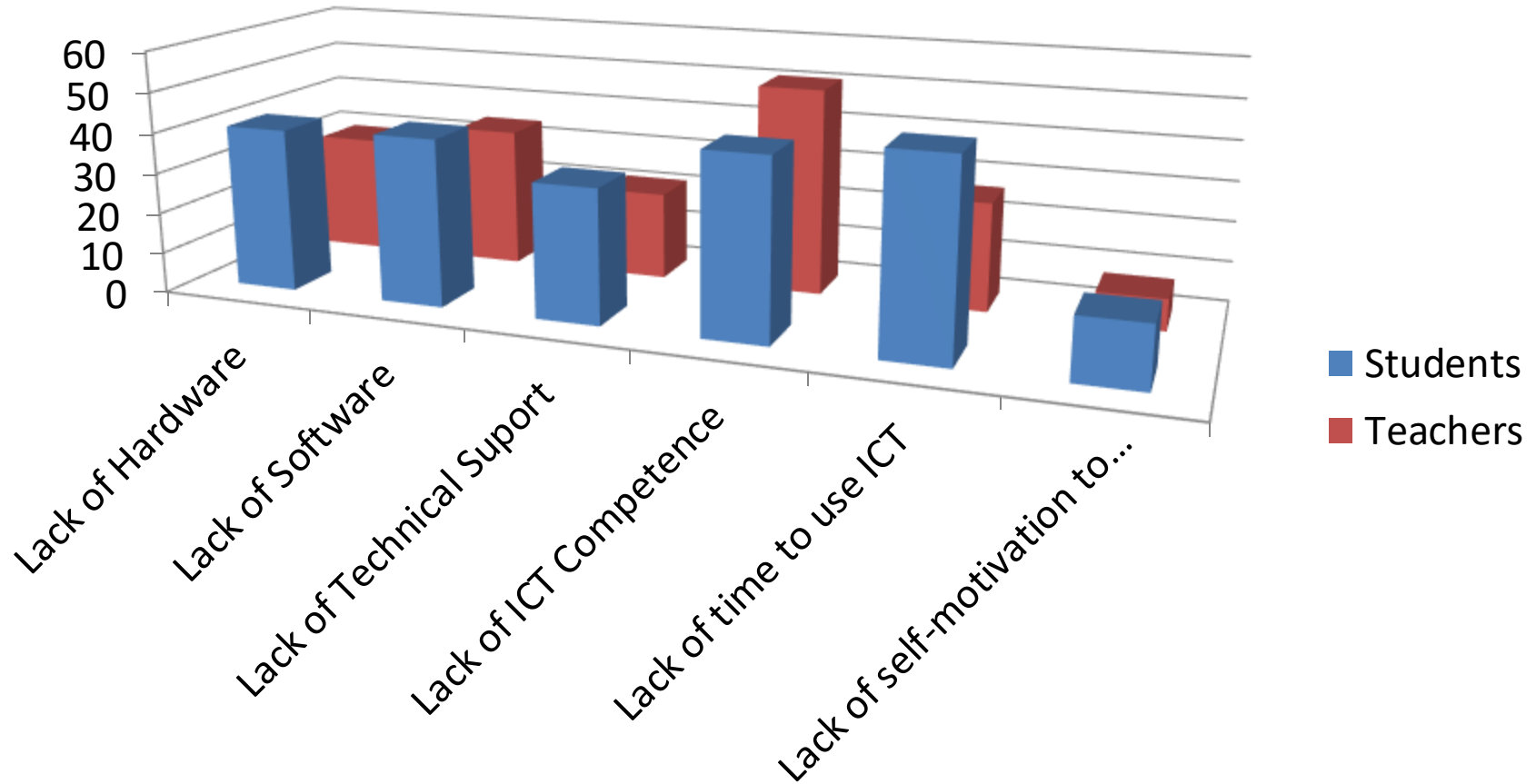
Students attitudes and beliefs about ICT



Perceived barriers for the implementation of ICT for the Institutions

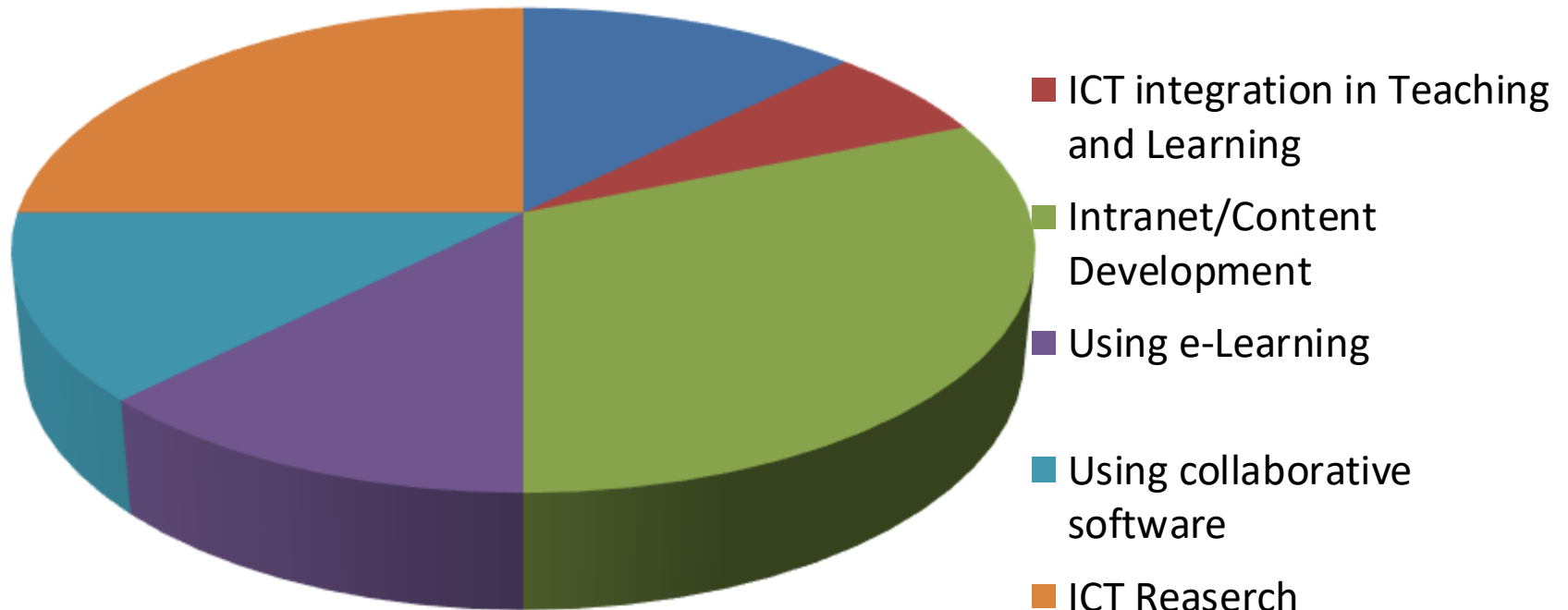


Perceived barriers for the implementation of ICT (Students and Teachers)



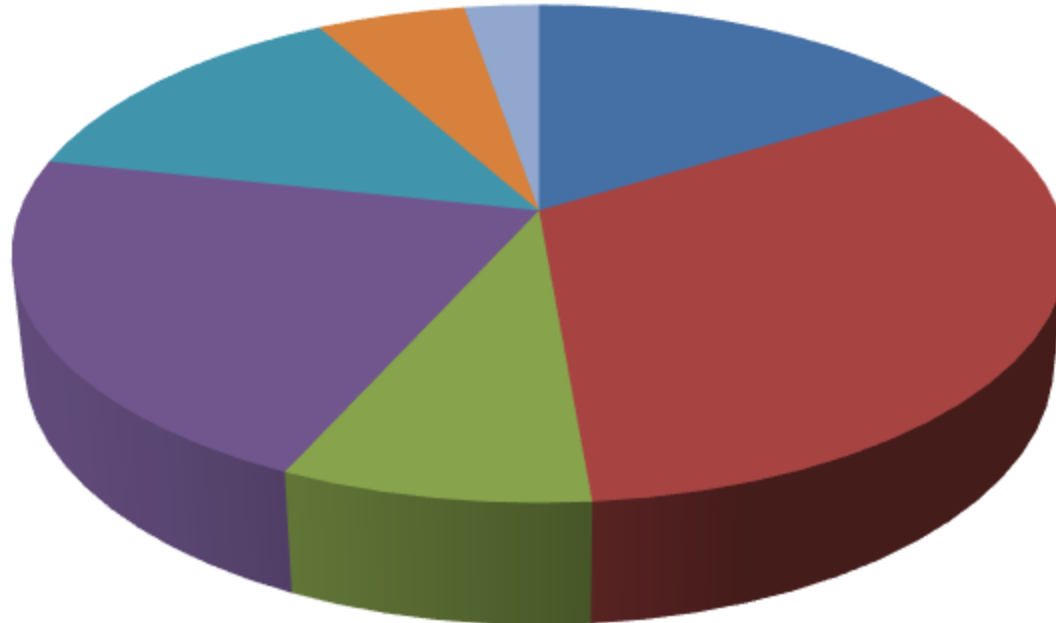
Physiotherapy Department

Projects for ICT Integration (50%)



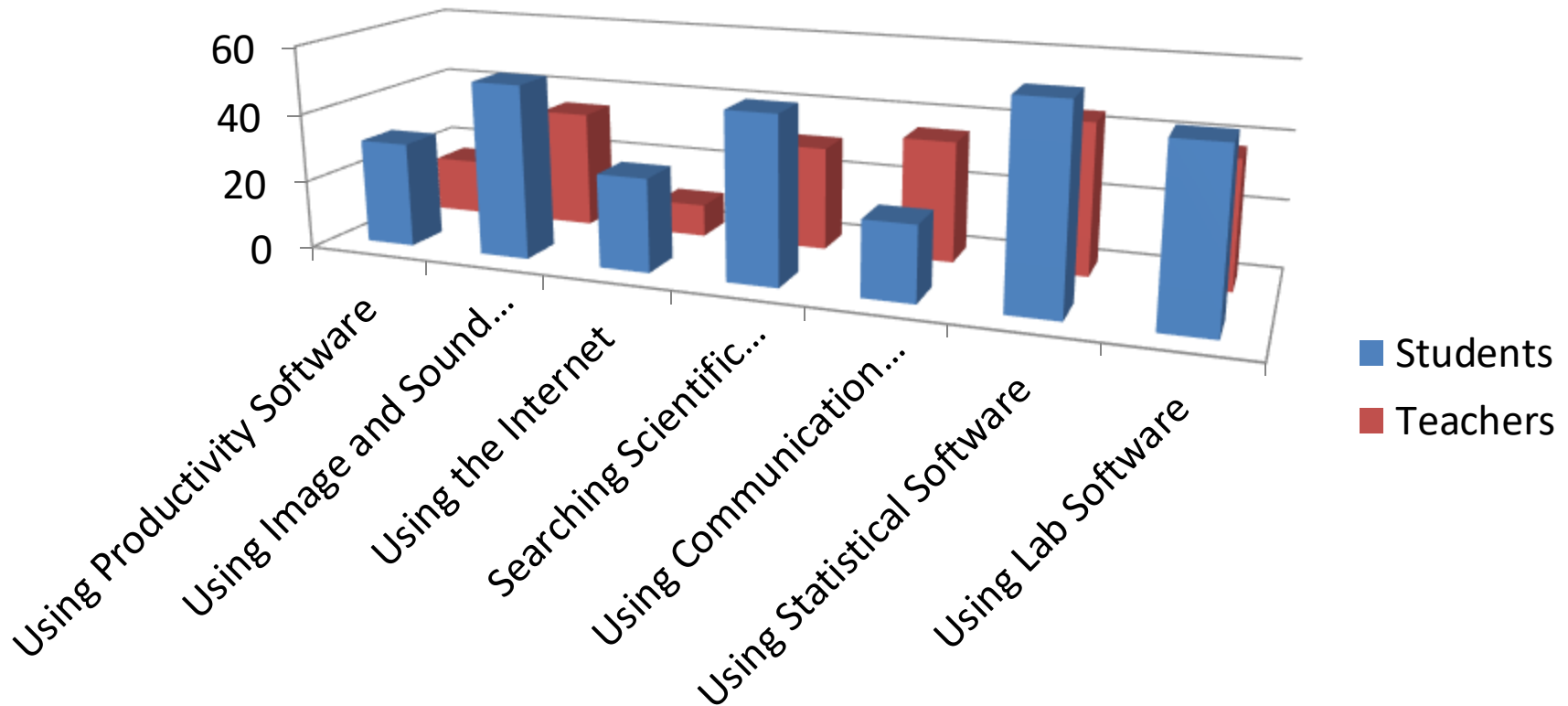
Physiotherapy Department

ICT integration in the Curriculum (92% - 1^o and 2^a Year)



- Using Productivity Software
- Using Statistical Software
- Using Database Creation Software
- Using Scientific Databases
- Using Internet
- Webpage Design
- Using Clinical Software

Perceived training needs



Conclusion

Conclusions >> Institutions

- Almost half of the computers are available to the students, being the remaining divided between teachers and school management
- **software and hardware** are mostly available to **teachers**
- All institutions are Internet connected, half of which has High Speed
- All institutions have an ICT department
- Only two institutions have e-learning platforms

Conclusions >> Physiotherapy Department

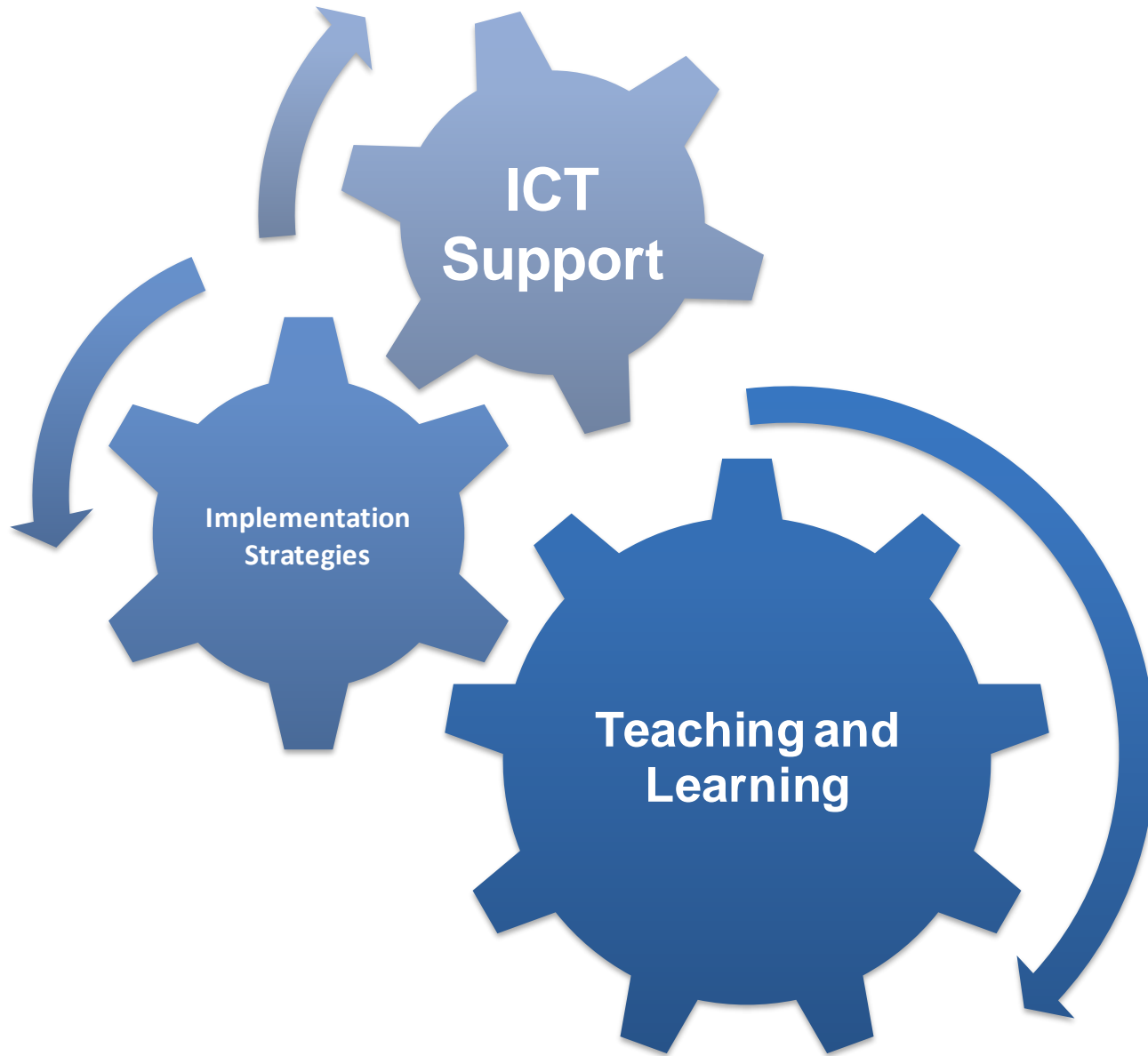
- In almost every institution there is a subject or module with ICT contents in the Physiotherapy curriculum which is mainly related to research
- Half of the institutions is involved in ICT integration in the teaching/learning in the Physiotherapy course, they refer mainly to the creation and maintenance of pedagogical contents supported on Intranet/Internet
- Although only half of the Physiotherapy departments acknowledges the existence of barriers to ICT integration, these focus especially on:
 - Teachers lack of skills to ICT integration
 - Scarceness of software and hardware in the institution
 - Lack of facilitating strategies to ICT integration

Conclusions >> Teachers

- **Good access to ICT both at home and at school**
- **Acknowledge and value the advantages of ICT integration in teaching/learning**
- **Low usage of ICT in Teaching/Learning Process**
- **Perceived barriers for the implementation of ICT:**
 - Lack of specific training for ICT integration in an educational context
 - Lack of facilitating strategies to ICT integration in teaching/learning
- **The most perceived training needs are centered on ICT in research context**

Conclusions >> Students

- **Good access to ICT both at home and at school**
- **Agree that ICT help acquiring more knowledge and that lectures using ICT are more motivating**
- **Usage focused on performing school tasks, and not making full use of the interactive and communication potential**
- **Main barriers pointed out for the usage of ICT: lack of time and of specific training**
- **The most required training is focused on ICT skills in a research context and in information search and management**



Use of Information and Communication Technologies (ICT) in Physiotherapy teaching in Portugal

Thank you



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