

Table SK12-34

Eighth-grade teachers who reported participating in professional learning activities at least once in the past 2 years, by type of activity: 2018

(Percent)

Type of activity	ICILS average	United States ^a	
Training on subject-specific digital teaching and learning resources	50	70	*
The sharing of digital teaching and learning resources with others through a collaborative workspace	57	70	*
A course or webinar on integrating ICT into teaching and learning	46	65	*
A course on ICT applications (e.g., word processing, presentations, Internet use, spreadsheets, databases)	51	63	*
Observations of other teachers using ICT in teaching	59	62	
An ICT-mediated discussion or forum on teaching and learning	40	50	*
Use of a collaborative workspace to jointly evaluate student work	40	48	*
A course on how to use ICT to support personalized learning by students	28	46	*
A course on use of ICT for students with special needs or specific learning difficulties	24	33	*

* $p < 0.05$. Significantly different from the U.S. estimate at the 0.05 level of statistical significance.

ICILS = International Computer and Information Literacy Study; ICT = information and communications technologies.

^a Did not meet the guidelines for a sample participation rate of 85% and is not included in the international average.

Note(s):

The ICILS average is the average of all participating education systems meeting international technical standards, with each education system weighted equally. Professional learning activities are ordered by the percentages of U.S. teachers reporting participation in them from highest to lowest.

Source(s):

International Association for the Evaluation of Educational Achievement (IEA), ICILS, 2018. <https://nces.ed.gov/surveys/icils/icils2018/theme1.asp?tabontop>.

Science and Engineering Indicators