Professional Development of Teachers in ICT

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Why ICT?
- Improving educational standards
- Improving teaching and learning
- Economic, social, flexibility and catalytic reasons

What is teacher PD? Why?
- Improvement of knowledge, skills and performance
- Formal/informal
- Improvement in student learning

ICT PD
Challenges

- **Technology**
  - Training in technological skills
  - ICT self-efficacy and perceptions
  - Availability of technology and technical support
  - Levels of ICT use

- **Training**
  - Top-down training
  - Passive training
  - Formal/informal learning
  - Teachers’ identities
  - Lack of teacher control
  - Collaborative learning
  - One shot deal

- **Integration in teaching**
  - How?
  - Enhancement of teaching and learning?
ICT PD at Ibri College of Technology:

- **Professional development**
  - In-house training
  - By volunteers
  - Plans to organize PD in ICT

- **Educational Technologies**
  - Considerable financial investment in ICT
  - Plans to increase ICT use and training
  - Limited ICT integration in teaching
  - Technologies used do not add any value to teaching
  - No ICT teaching and learning strategy
  - Encouraging teachers to use ICT with limited or no training
Research Questions*

- What are teachers’ perceptions of ICT PD and their experiences with it?
- What are teachers’ perceptions of the usefulness of ICT in enhancing teaching?
- What are teachers’ pedagogical and technological considerations and experiences with ICT-enhanced lessons?
- What are teachers’ perceptions of the usefulness of planning for and teaching ICT-enhanced lessons?

1. ICT
2. CPD
3. ICT PD
Conceptual Framework

- Technological Pedagogical Content Knowledge (TPACK)

Mishra and Koehler (2006)
Communities of Practice
Wenger (2000)

“Communities of Practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.”
## Piloting and Data Collection

### Piloting

(4–25 October 2015)

<table>
<thead>
<tr>
<th>Focus group</th>
<th>Interviews</th>
<th>Surveys</th>
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</thead>
</table>
| ● 5 participants  
● 1 focus group  
● Duration: 1 hour | ● 5 teachers  
● 1 trainer  
● 1 HOD, 1 HOS | 25 Surveys (Adapted from the TPACK and TAM) |

### Data Collection

(1/12/2015 to 1/3/2016)

| Focus groups  
● 1 focus groups (7 participants), 7 sessions (1 hour each) | Observation  
● Observation of ICT PD events  
● Observation of teaching the planned lesson | Interviews  
● With focus group members  
● 15 teachers  
● 1 dean, 3 HODs, 4 HOS, 6 trainers | Surveys  
● General survey for 200 teachers |
## Data Collection (Focus group sessions)

<table>
<thead>
<tr>
<th>Session number</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Discussion about ICT and teaching</td>
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<tr>
<td>Session 2</td>
<td>ICT and formal PD</td>
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<tr>
<td>Session 3</td>
<td>ICT and informal PD</td>
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<td>Session 4</td>
<td>ICT and their teaching practice</td>
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<td>Session 5</td>
<td>Planning a lesson and ICT materials</td>
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<td>Session 6</td>
<td>Reflections on the lesson planned and taught</td>
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<tr>
<td>Session 7</td>
<td>Reflections on the focus group experience</td>
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<tr>
<td></td>
<td>Suggestions for improvement</td>
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</tbody>
</table>
Thank you!