

Professional Development of Teachers in ICT

Abdulsalam Almanthari

ama1v13@soton.ac.uk

Supervisors: Dr. Michaela Brockmann & Dr. Michael Tomlinson

■ 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

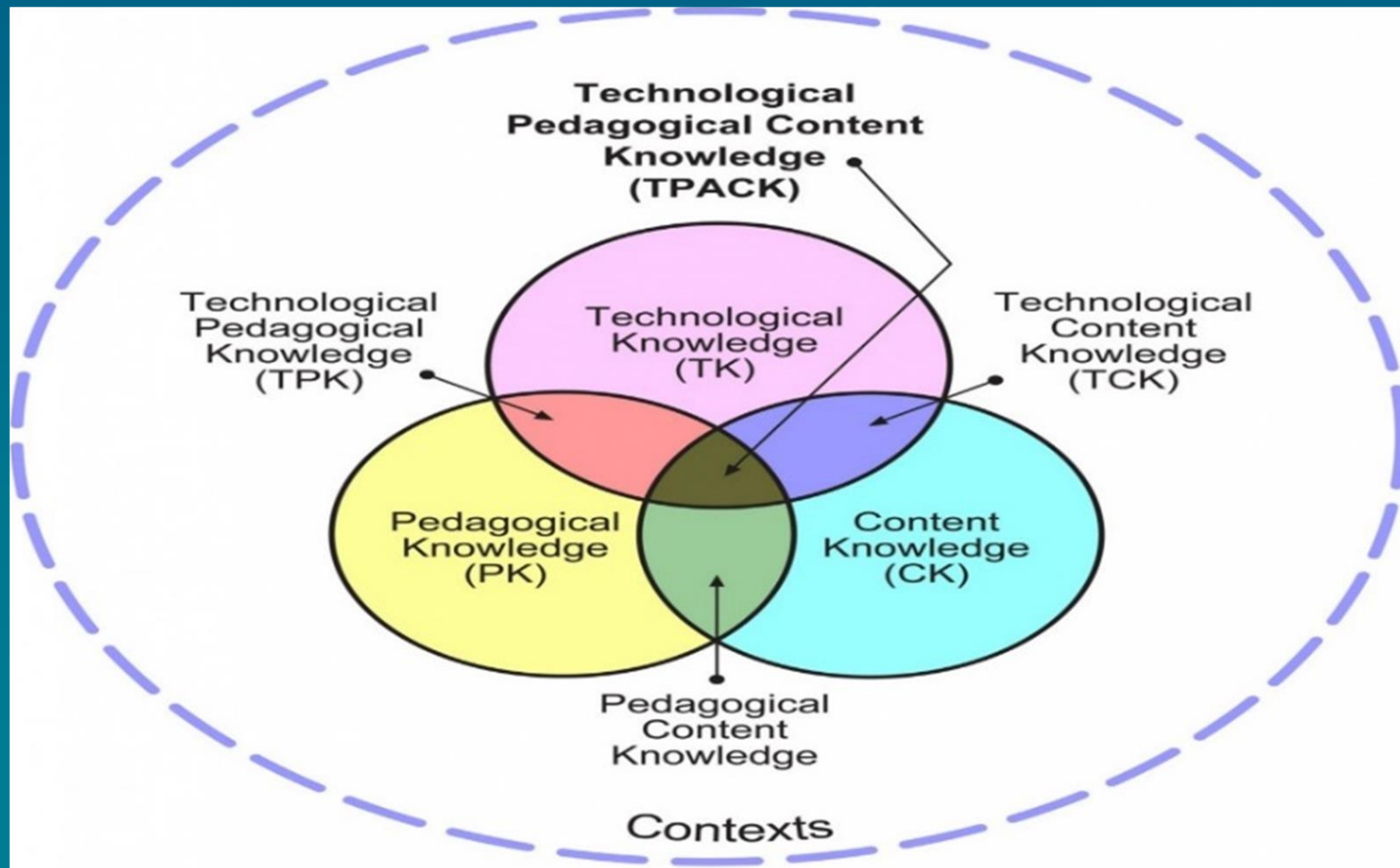
- 2. CPD

- 3. ICT PD

Conceptual Framework

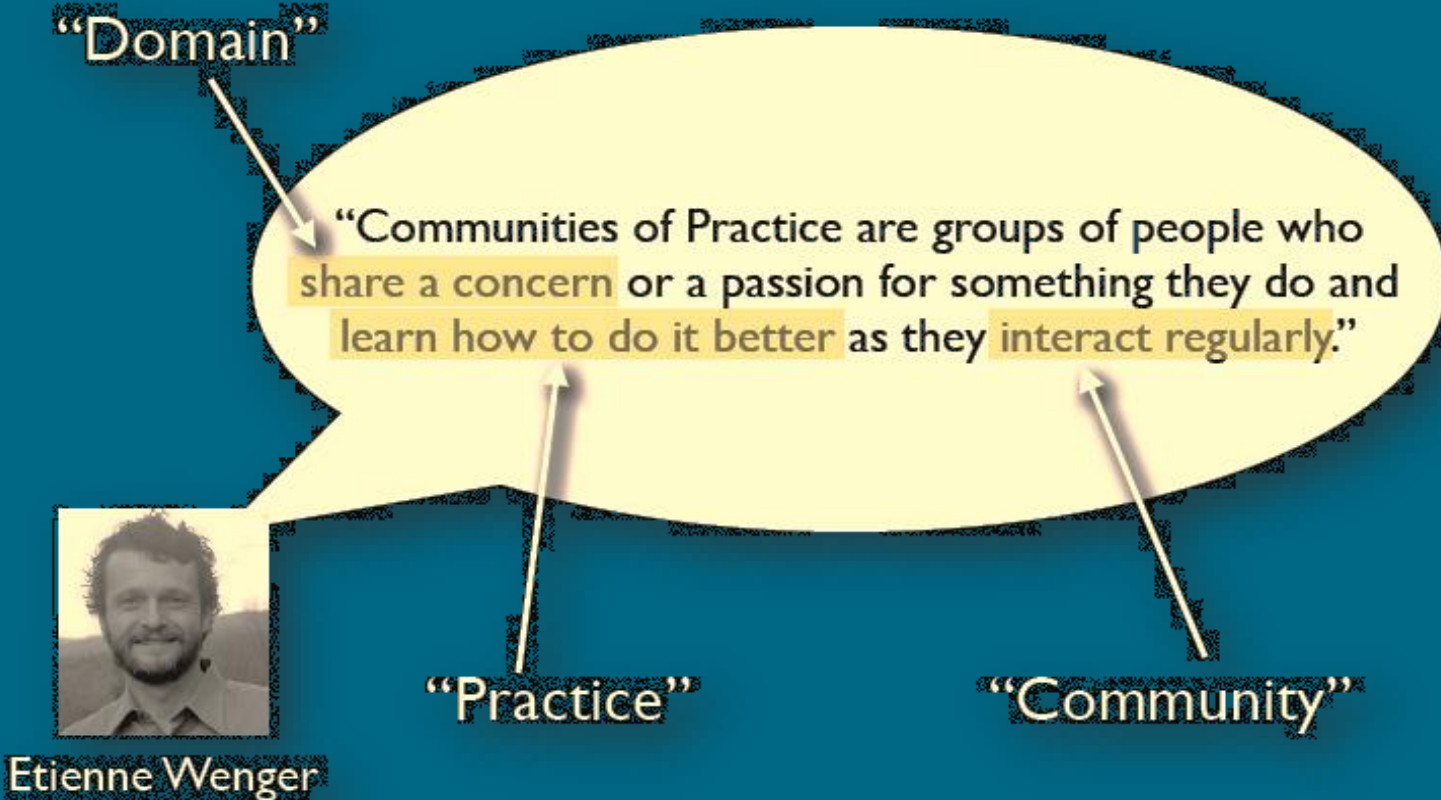
- Technological Pedagogical Content Knowledge (TPACK)

Mishra and Koehler (2006)



Communities of Practice

Wenger (2000)



Piloting and Data Collection

Piloting

(4–25 October 2015)

Focus group

- 5 participants
- 1 focus group
- Duration: 1 hour

Interviews

- 5 teachers
- 1 trainer
- 1 HOD, 1 HOS

Surveys

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)

Session number	Focus
Session 1	Discussion about ICT and teaching
Session 2	ICT and formal PD
Session 3	ICT and informal PD
Session 4	ICT and their teaching practice
Session 5	Planning a lesson and ICT materials
Session 6	Reflections on the lesson planned and taught
Session 7	Reflections on the focus group experience Suggestions for improvement

Thank you!