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How I teach is my message: How teacher educators model the use of information and communication technologies

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# How I teach is my message:

How teacher educators model the use of  
information and communication  
technologies

David Powell, March 2011

# Ofsted (2009, p.13)

- There were a few occasions where teacher trainees' [sic] use of information technology was restricted to PowerPoint for presentation purposes. These teacher trainers did not take the opportunity to demonstrate innovative use of technology...

# Case study as part of EdD

- Sample of 4 teacher trainers
- Taped interviews that lasted about 30 minutes
- Modelling a limited range of ICT with their trainees
- Partly attributable to their skill levels in ICT and consequent low confidence when using it.
- Limited participation in formal continuous professional development
- Uneven access to ICT facilities to practise any newly acquired skills
- Reluctance to invest time in developing ICT resources.
- Attitudes towards ICT were sometimes based on a limited use of ICT and so not always based on experience.
- Further research needed

# Modelling is...

- the practice of intentionally displaying certain teaching behaviour with the aim of promoting student teachers' professional learning (cf. Gallimore & Tharp, 1992)." (Lunenburg et al. (2007, p.589).

# Lunenberg et al.'s (2007) 4 types of modelling

- Implicit modelling
- Explicit modelling
- Explicit modelling and facilitating the translation to the student teachers' own practice
- Connecting exemplary behaviour with theory

# Existing research on teacher educators

- Self-study. For example, Loughran and Berry (2005)
- Case studies. For example, Lunenberg et al. (2007)

# Aim of my research

- To investigate how teacher trainers model the use of information and communication technologies in their teaching with in-service trainees from the Lifelong Learning and Skills sector.
- Sub aims include:
  - a) To contribute towards the debate about how teacher educators model “exemplary practice” to their trainees;
  - b) To explore teacher trainers’ attitudes towards ICT and how this affects their use of ICT with their trainees



# My proposed approach from Form 2

- Multiple descriptive case studies . “using multiple cases can lead to some form of replication” (Noor, 2008, p1603)
- 10-12 teacher educators initially
- Two cycles
- Each cycle would cover:
- Documentary evidence: lesson plans and schemes of work
- Observations of teaching.
- Taped, semi-structured Interviews.

# References

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