



University of HUDDERSFIELD

University of Huddersfield Repository

Powell, David

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

Original Citation

Powell, David (2011) How I teach is my message: How teacher educators model the use of information and communication technologies. In: University of Huddersfield Research Festival 2011, 28th March-2nd April 2011, University of Huddersfield, UK. (Unpublished)

This version is available at <http://eprints.hud.ac.uk/id/eprint/14450/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

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

- Loughran, J., and Berry, A., (2005) 'Modelling by teacher educators'. *Teaching and Teacher Education*. 21 (2). pp193-203 [online] Available from: Summon <<http://library.hud.ac.uk/summon>> [Accessed 1 December 2010].
- Lunenberg, M., Korthagen, F., and Swennen, A., (2007) 'The teacher educator as a role model'. *Teaching and Teacher Education*. 23 (5). pp586-601 [online] Available from: Summon <<http://library.hud.ac.uk/summon>> [Accessed 1 December 2010].
- Noor, K. (2008) Case Study: a strategic research methodology. *American Journal of Applied Sciences*. 5 (1) pp1602-1604
- Office for Standards in Education (2009) *The initial training of further education teachers*. Reference: 080243 [Online] Available at: <www.ofsted.gov.uk>. [Accessed 2nd June 2010]

- Russell, T. (2007) *How experience changed my values as a teacher educator*. International Study Association of Teachers and Training Conference 2007, Brock University, Canada. Reading: ISATT. pp1-16
- Wubbels, T, Korthagen, F., & Broekman, H. (1997) Preparing teachers for realistic mathematics education. *Educational Studies in Mathematics*. 32. pp1-28. [online] Available from: Summon <<http://library.hud.ac.uk/summon>> [Accessed 16 March 2011].