Planning and implementing in-service ICT-training to support development of higher education teachers’ TPACK

Jörgen Holmberg, Jörgen.holmberg@hig.se • Mats Brenner, mbr@hig.se • University College of Gävle, Sweden

Theoretical Underpinnings

Successful teaching with ICT is not about adding ICT to existing practices. It’s a matter of becoming aware of how the choice and use of different ICT-tools depends on and has consequences for pedagogical practice and the understanding, choice and representation of content.

A teacher who understands the complex relationship and interplay between technological knowledge (TK), pedagogical knowledge (PK) and content knowledge (CK), and learns how to successfully integrate them to support learning in different contexts, represents a new unique form of expertise which can be labeled TPACK.

Using the image in your own works. Others are free to use the image in non-profit and for-profit works under the following conditions.

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Lessons learned

Individual support in the use of LMS and web conference

- Almost 50% of the teachers scheduled individual support sessions.
- Learning in a familiar “safe” surrounding was appreciated.
- Individual support was much appreciated.

Lunch seminars for examples and discussions about pedagogical ICT-use

- About 17% of the teachers attended at least one lunch seminar.
- The lunch seminar discussions were considered relevant for teachers’ everyday practice.
- Being able to receive in-service training during lunch was appreciated and often a prerequisite for participation.

Theoretical framework

- Most suggested lunch seminar themes and desired support concerned technology and technological skills.
- Limited interest in the web 2.0 features of the LMS and how to use these to support learning.
- Some interest in the integration of ICT and how this affected pedagogical practice and vice versa (TPK in the TPACK-framework).
- Almost no interest or discussions about the relationship and interplay between technological knowledge and content knowledge (TCK in the TPACK-framework).

Concluding Remarks and Recommendations

- Teachers tended to focus on developing their technological knowledge when thinking about how to develop their ability to successfully use ICT to support learning.
- Time and support to think and learn about how to integrate ICT into ones teaching practice was considered imperative.
- An arena to exchange and discuss pedagogical ICT-practices is important.
- Despite the opportunity of flexible individual support and the chance to exchange experiences with colleagues over a free lunch, 50% of the teachers did not prioritize developing their pedagogical use of ICT (i.e. their TPACK).
- Strategic discussions with faculty leaders about conditions for in-service ICT-training and course development are necessary.
- Expectations on pedagogical ICT-proficiency for teachers who teach online courses should be formulated.
- The possibility to benchmark online courses against defined quality indicators should be further explored.

References