Problem of Practice

Providing part-time and new instructors with sustained professional development and support for technology-infused courses in teacher prep.

Context and Participants

Mary Lou Fulton Teachers College
- Teacher preparation programs preparing teacher candidates to teach with technology
- Program redesigns are in progress
- Tech-infused course instructors (new, part-time)
- One technology integration professional developer

Research Questions

RQ1: How and to what extent do instructors who are infusing technology into teacher preparation courses participate in an online community of practice?

RQ2: What do instructors participating in an online community of practice perceive as beneficial to their teaching?

RQ3: How and to what extent does implementation of an online community of practice for teacher preparation instructors who are infusing technology into their courses affect their (a) knowledge, (b) skills, (c) technology use, and (d) self-efficacy?

Theories Guiding the Research

#1: Mishra and Koehler’s Technological, Pedagogical, and Content Knowledge Framework: TPACK

#2: Wenger’s Community of Practice

#3: Bandura’s Social Learning Theory and Self-Efficacy

Intervention

Online Community of Practice
- Facilitated interaction
- Learning modules
- Shared resources
- Chat
- Video
- Easy access