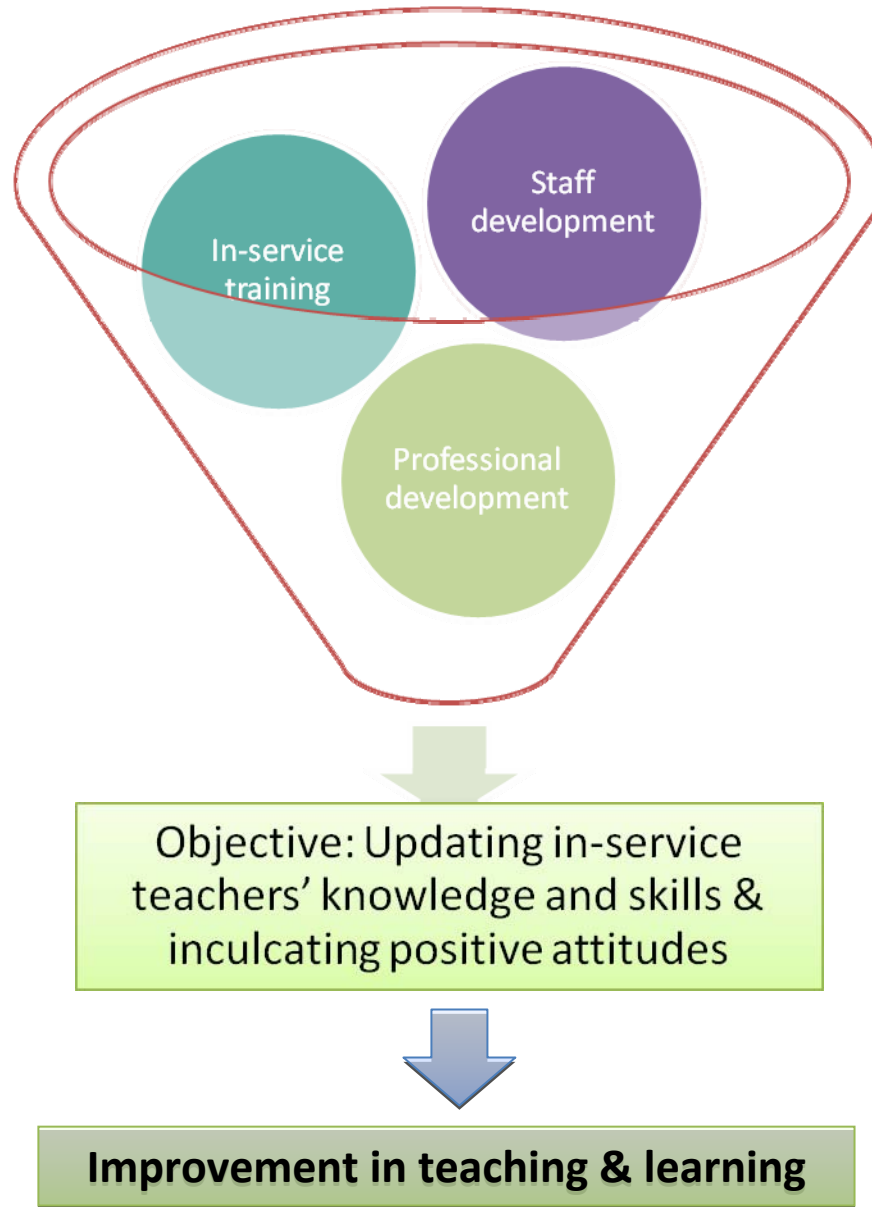


Online In-service Teacher Professional Development in Malaysia: A New Possibility?

Tina Lim

Zoraini Wati Abas

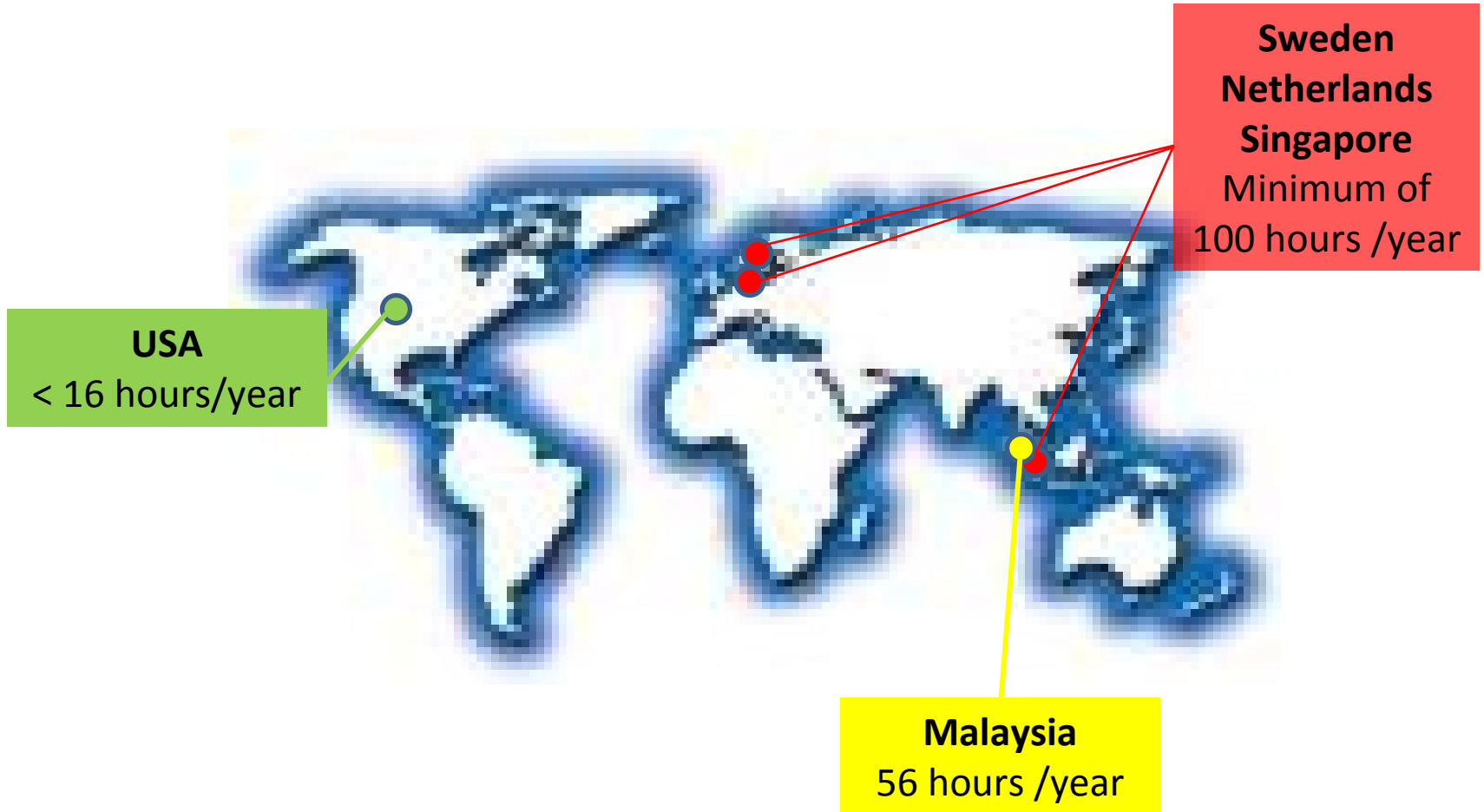
Norziati Mansor

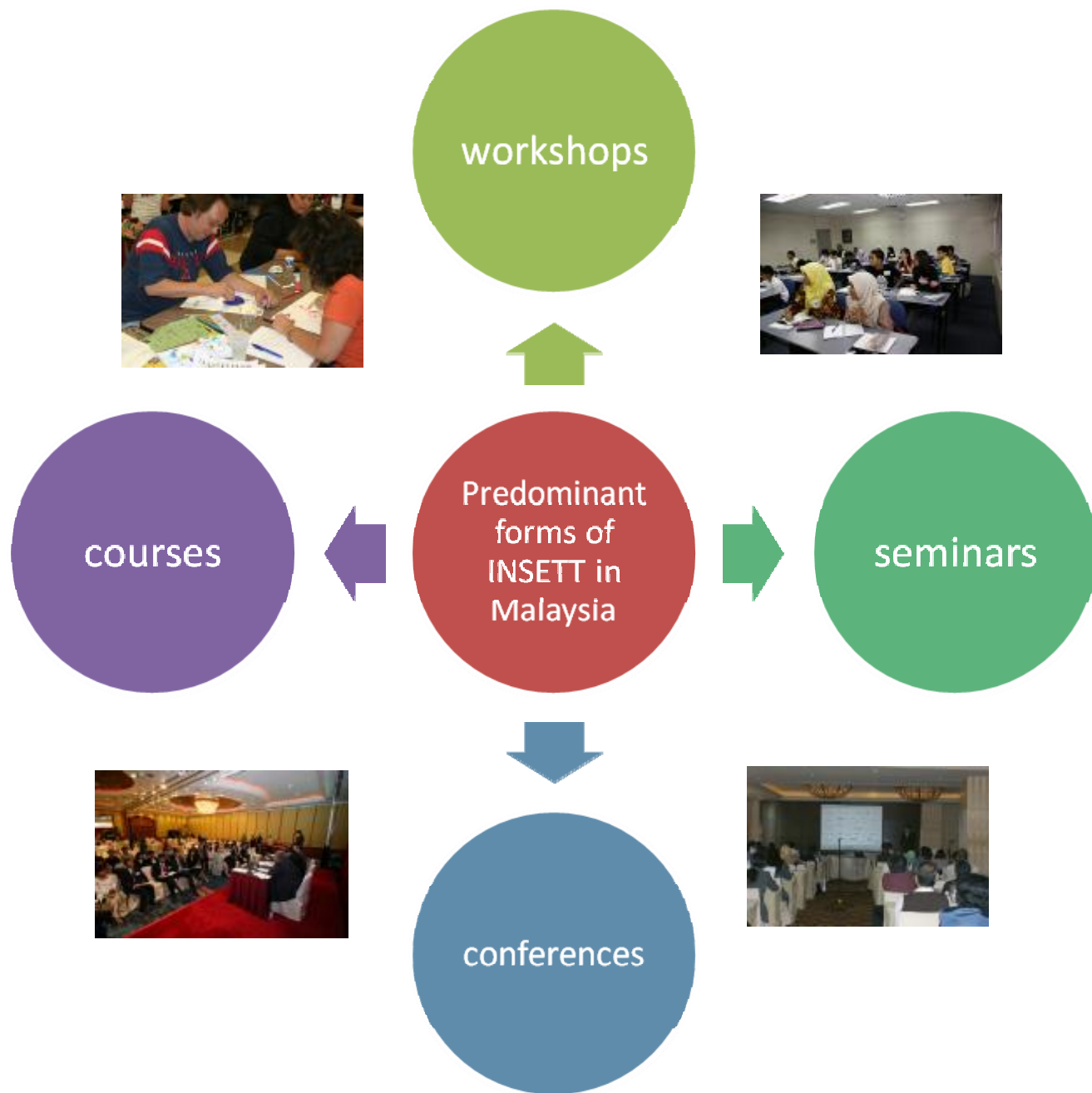


Objective: Updating in-service teachers' knowledge and skills & inculcating positive attitudes

Improvement in teaching & learning

Amount of time allocated for TPD per year





workshops



courses

Predominant forms of INSETT in Malaysia

seminars



conferences



Some reasons why
some TPD activities
do not meet the
intended objectives

Lack of coherence

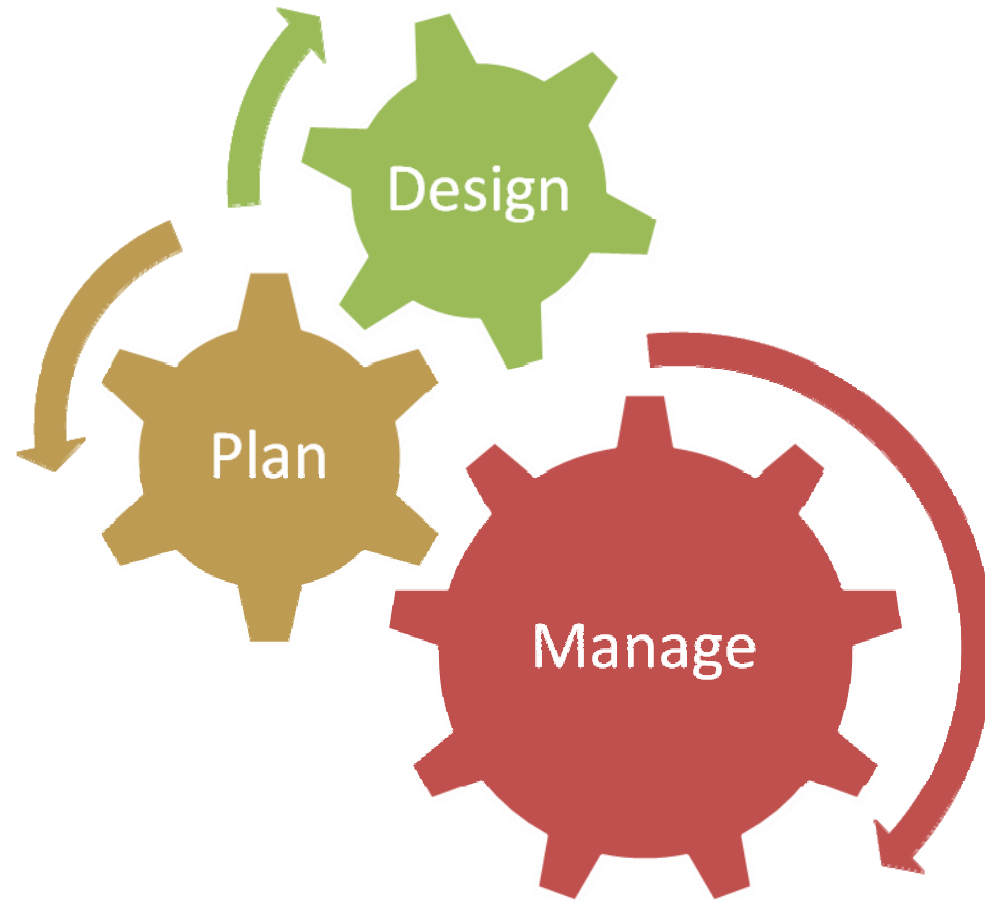


Lack of flexibility





Possibly the reason is that based on traditional modes of TPD, intensive and sustained TPD is difficult to



Role of technology in professional development

- Providing clusters of supports for teachers to help them continue to grow in their professional knowledge, skills, understanding and interests (Grant, n.d.)

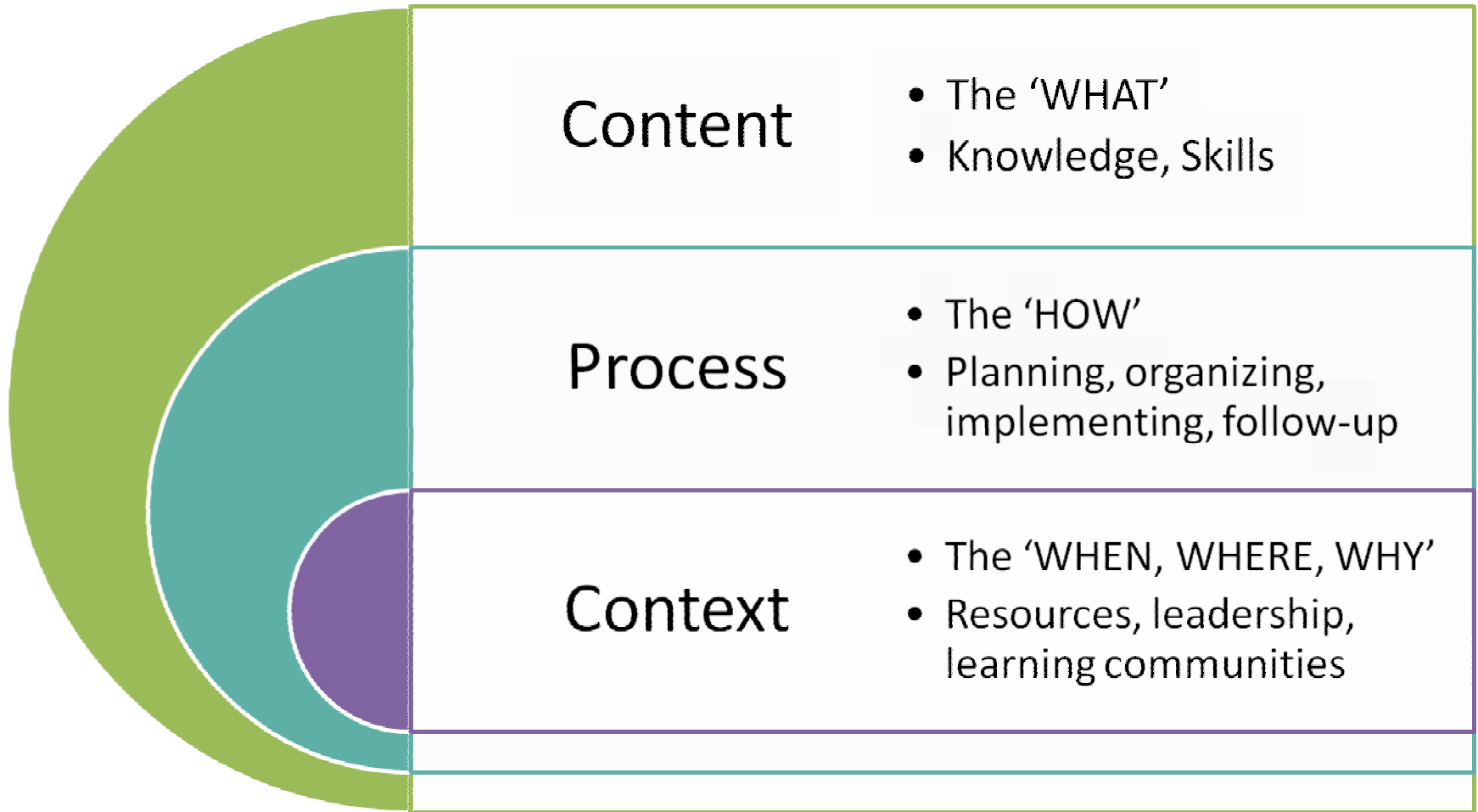


Impact of online TPD activities maximised when ..

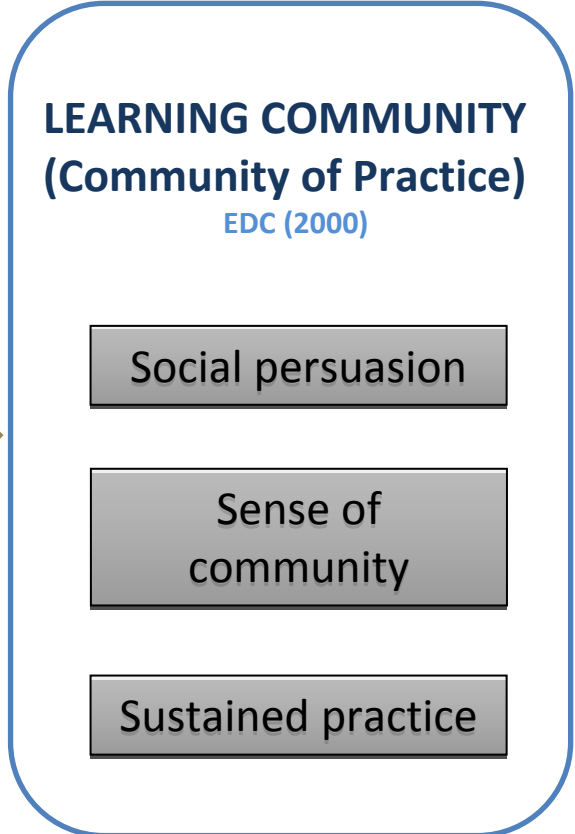
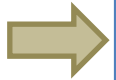
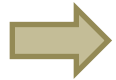
- They are thoughtfully integrated into an overall program of PD to complement and enhance other forms of PD (EDC, 2000)

Components of TPD

Cooper (2008), Harwell (2003), CONNECT (1997)



**EFFECTIVE
TPD**



Reported Benefits of Online TPD

Varied Modes

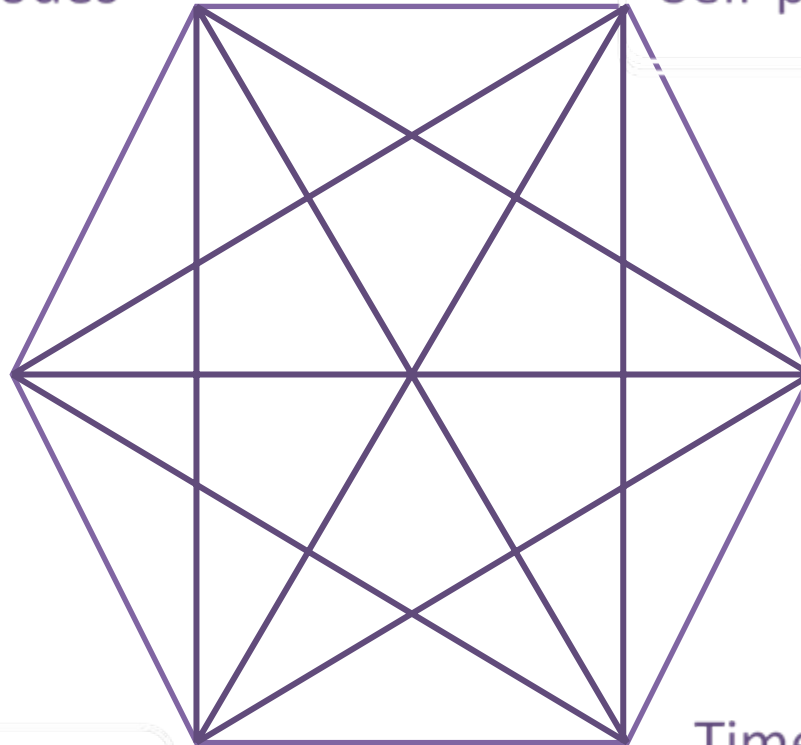
Self-paced

Collaborative

Setting independent

Non-threatening environment

Time independent



Points to note when considering Online TPD ...

Self-efficacy is a major predictor of adoption of innovation

(Olivier & Shapiro, 1993; Kortz, 2001 as cited in Kortz & Nath, 2001)

People with high levels of self-efficacy in using technology “are most inclined to accept change”

(Moersch, 1995, p. 41)

Teachers’ personal beliefs about the consequences of adopting technology affects their attitudes which in turn influence technology adoption decisions

(Sugar, Crawley & Fine, 2004)

Research Questions

1. Do in-service teachers think that online INSETT activities could enhance their professional development?
2. What factors would cause in-service teachers to consider participating in online teacher professional development activities?
3. To what extent do in-service teachers believe they are able to participate in online professional development activities successfully?
4. To what extent do in-service teachers perceive various ICT tools as valuable for future professional development?

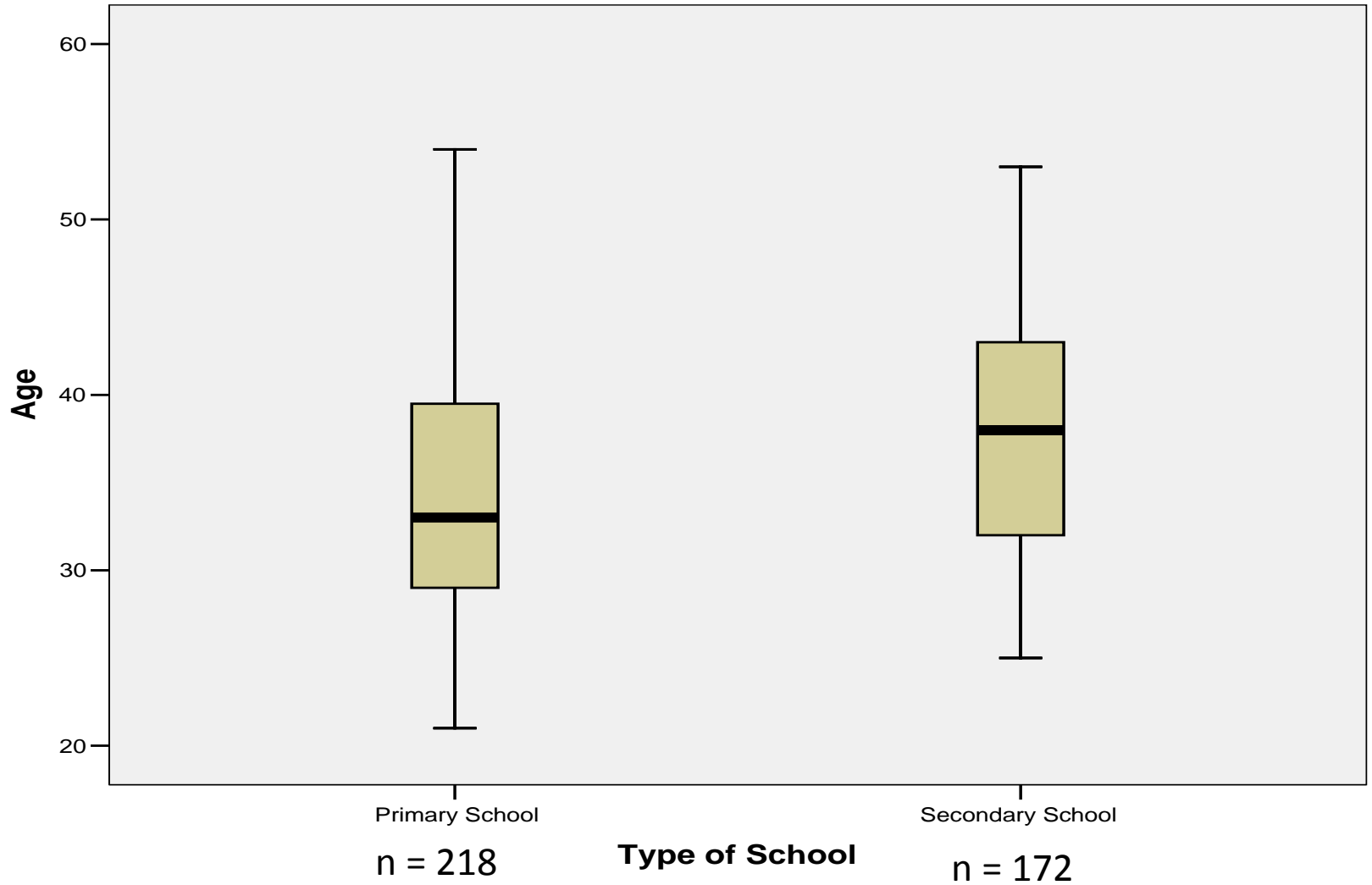
Limitation & Recommendation

- Study is based on sample drawn from only one urban educational district.
- As such, the findings may not be generalized to the entire in-service teacher population in Malaysia
- Similar studies ought to be conducted in rural school districts and other urban school districts to examine if a similar trend exists in such schools
- Pilot programs ought to be conducted and exploratory research carried out on the viability and effectiveness of online INSETT programs as well as the level of satisfaction among the teachers

Qualification of respondents

Level of qualification	Primary School		Secondary School	
	Frequency	Valid percent	Frequency	Valid percent
Certificate	20	9	0	
Diploma	73	34	19	11
Bachelor	118	55	137	80
Master	3	2	16	9
Missing	4		0	
Total	214	100	172	100

Age of Respondents



Can online INSETT activities enhance in-service teachers' professional development?

Response	Primary School		Secondary School	
	Frequency	Valid Percent	Frequency	Valid Percent
Yes	116	55.0	75	43.9
Maybe	76	36.0	72	42.1
No	19	9.0	24	14.0
Total	212	100	171	100

Factors that would cause in-service teachers
to consider participating in OTPD
Scale: 1 = SD, 2 = D, 3 = Neutral, 4 = A, 5 = SA

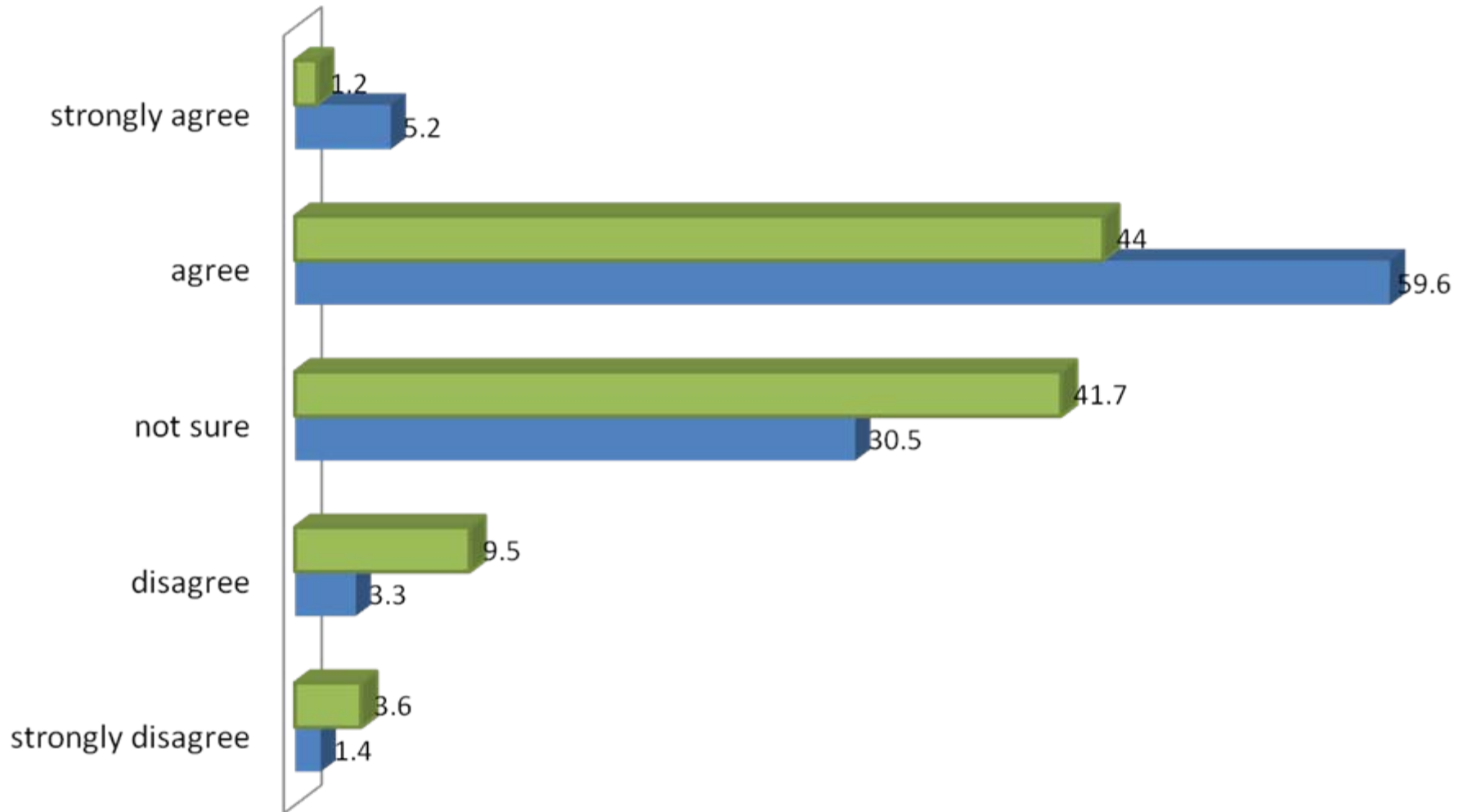
Item	Primary School			Secondary School		
	Mean	S.D.		Mean	S.D.	
Obtain peer support	3.99	3	.63	4.11	4	.61
Elicit expert feedback/advice	3.99	3	.62	4.07	5	.61
Share ideas/experience	4.12	1	.65	4.22	1	.60
Able to collaborate with other teachers	4.06	2	.67	4.16	2	.57
Maintain instructional time	3.97	4	.73	4.13	3	.68
Can participate anytime	3.79	6	.70	3.74	7	.73
Can participate anywhere	3.85	5	.68	3.88	6	.67
Can participate over an extended period of time	3.55	7	.75	3.48	8	.80

In-service Teachers' ICT Self-efficacy

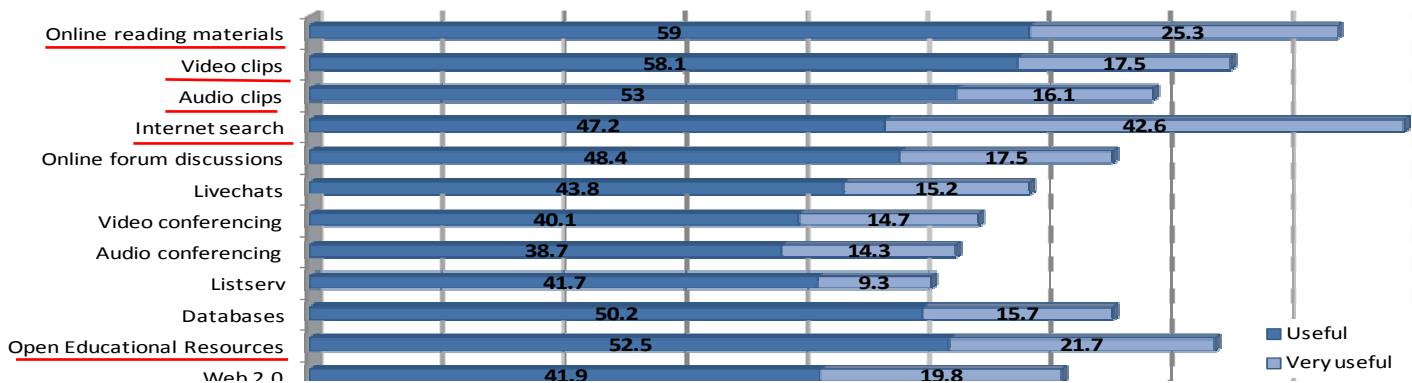
ICT skill	Primary school (%)					Secondary School (%)				
	Very high	High	Average	Low	Very low	Very high	High	Average	Low	Very low
Send e-mail to a person	21.4	38.6	34.0	4.2	1.9	21.5	34.3	33.7	6.4	4.1
Send e-mail to several people at the same time	20.0	37.7	34.9	5.6	1.9	20.3	29.1	33.7	9.9	7.0
Attach a document to an e-mail	18.2	38.3	31.8	9.3	2.3	21.2	30.0	27.6	11.2	10.0
Use Internet search engines	27.3	48.6	20.8	2.8	0.5	27.3	35.5	27.9	5.2	4.1
Save information from websites visited	20.0	42.3	32.6	4.7	0.5	18.6	36.6	31.4	8.7	4.7
Save documents in different formats	13.4	39.4	36.6	7.4	3.2	16.9	24.4	35.5	12.2	11.0
Participate in online forums	14.9	27.0	40.0	13.0	5.1	13.4	15.1	35.5	24.4	11.6

In-service teachers' belief of their ability to successfully participate in OTPD

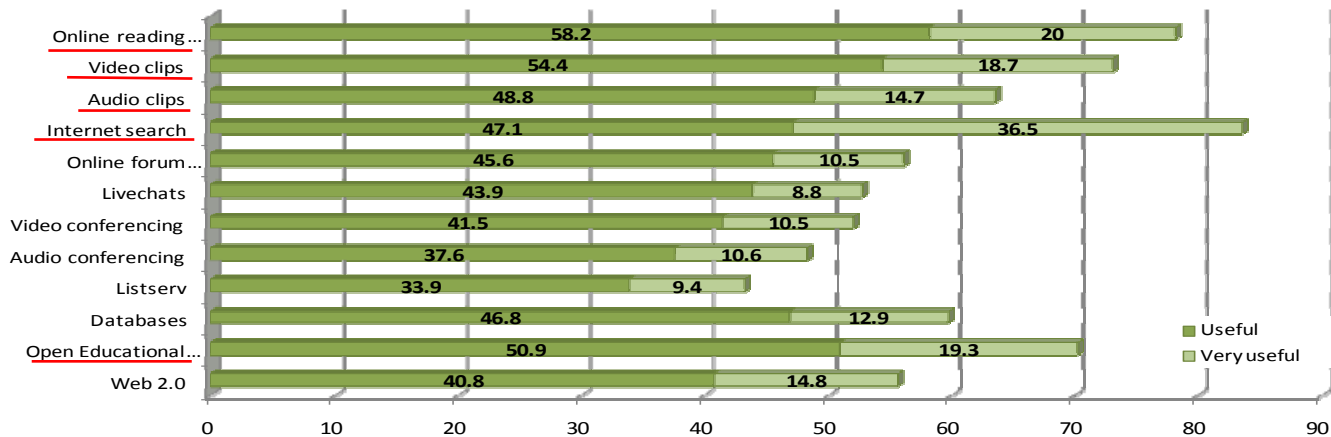
secondary primary



Perceived value of various ICT tools for future professional development

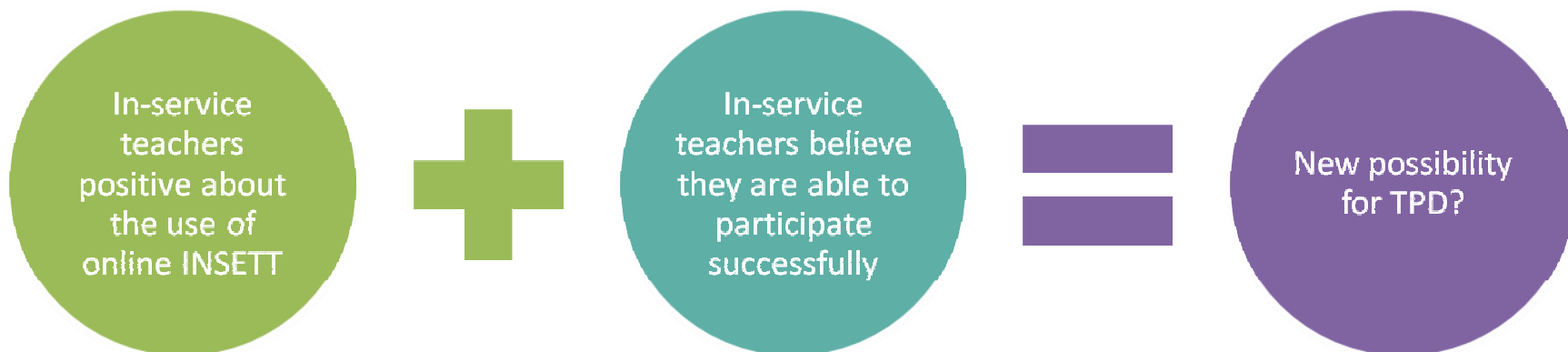


Primary school teachers



Secondary school teachers

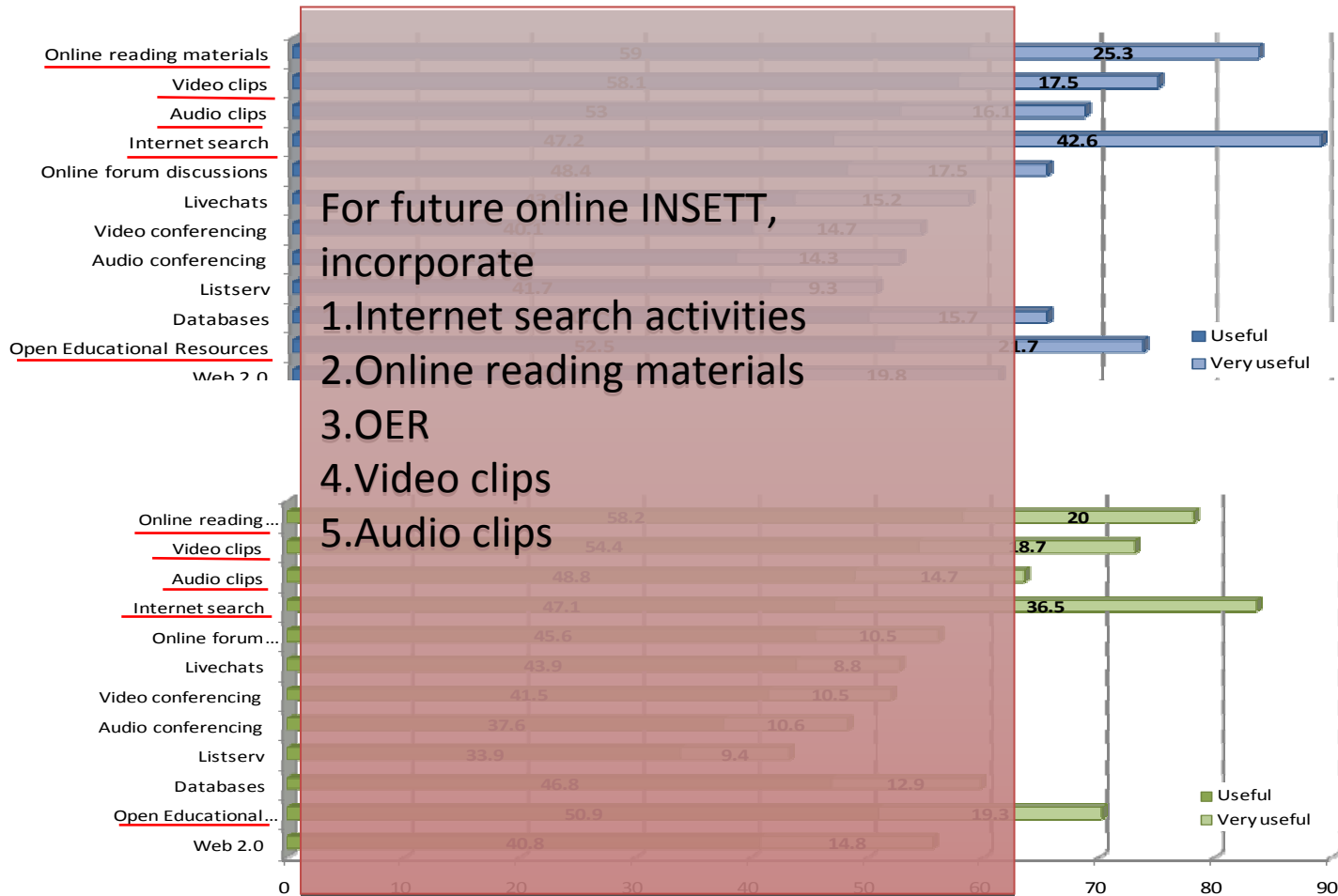
Conclusions



Factors that would cause in-service teachers
to consider participating in OTPD
Scale: 1 = SD, 2 = D, 3 = Neutral, 4 = A, 5 = SA

Item	Primary School			Secondary School		
	Mean	S.D.		Mean	S.D.	
Obtain peer support	3.99	3	.63	4.11	4	.61
Elicit expert feedback/advice	3.99	3	.62	4.07	5	.61
Share ideas/experience	4.12	1	.65	4.22	1	.60
Able to collaborate with other teachers	4.06	2	.67	4.16	2	.57
Maintain instructional time	3.97	4	.73	4.13	3	.68
Tailor online INSETT such that there is ample venue for	3.79	6	.70	3.74	7	.73
1.Sharing of ideas & experiences						
2.Collaboration with teachers from other schools	3.85	5	.68	3.88	6	.67
Can participate over an extended period of time	3.55	7	.75	3.48	8	.80

Perceived value of various ICT tools for future professional development



For future online INSETT, incorporate

1. Internet search activities
2. Online reading materials
3. OER
4. Video clips
5. Audio clips

Primary school teachers

Secondary school teachers

In-service Teachers' ICT Self-efficacy

ICT skill	Primary school (%)					Secondary School (%)				
	Very high	High	Average	Low	Very low	Very high	High	Average	Low	Very low
Send e-mail to a person	21.4	38.6	34.0	4.2	1.9	21.5	34.3	33.7	6.4	4.1
Send e-mail to several people at the same time	20.0	37.7	34.9	5.6	1.9	20.3	29.1	33.7	9.9	7.0
Attach a document to an e-mail	18.2	38.3	31.8	9.3	2.3	21.2	30.0	27.6	11.2	10.0
Use Internet search engines	27.3	48.6	20.8	2.8	0.5	27.3	35.5	27.9	5.2	4.1
Save information from websites visited	20.0	42.3	32.6	4.7	0.5	18.6	36.6	31.4	8.7	4.7
Need to conduct orientation/training sessions on how to participate in online discussions										
Save documents in different formats	13.4	39.4	36.6	7.4	3.2	16.9	24.4	35.5	12.2	11.0
Participate in online forums	14.9	27.0	40.0	13.0	5.1	13.4	15.1	35.5	24.4	11.6

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THE END
&
THANK YOU