6th International Conference on Research in TEACHING and EDUCATION

RTECONF

16 - 18 December, 2022
Oxford, The United Kingdom

Information-Technology, E-Learning and Schoolteachers: Perceptions And Effectiveness of Innovative Programme Initiatives

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Abstract

The purpose of this study was to assess schoolteachers' level and extent of professional development specifically designed for information technology and to examine the perceptions of schoolteachers regarding the effectiveness of professional development initiatives in their school district. Participants in the study were schoolteachers employed in 10 schools in Hong Kong. The survey provided information from 300 teachers. Although teachers surveyed reported that technology was very important for their students, for their own professional development, and that it was important to integrate technology into the curriculum, there were significant issues identified associated with the ongoing professional development of teachers. Teachers identified barriers to using technology in the classroom, reported low levels of confidence about their ability to keep themselves informed of information technology developments, and low levels of support for information technology professional development. The majority of teachers indicated that they required more and higher quality information technology professional development. While some of these barriers, such as access to computers and the Internet, poor levels of technical support, and availability of multimedia software might have been predicted, teacher comments on the inadequacy of the professional development provision of computer education courses were not raised serious issues which need addressing. By reviewing and interpreting the findings of the survey, suggestions are made for future directions for professional development in information technology for teachers.

Keywords: Information Technology, Effectiveness, Professional Development, Assessment, E-learning