

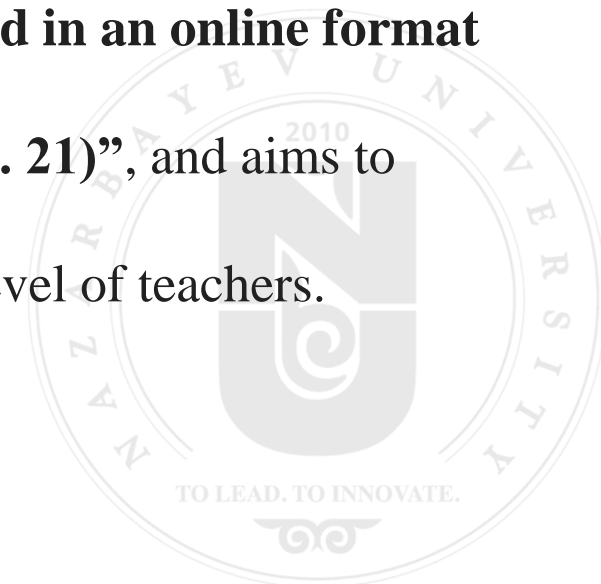


Role of online courses in the professional development of
Kazakhstani teachers
V. Rybkin, Nazarbayev University

Online teacher professional development

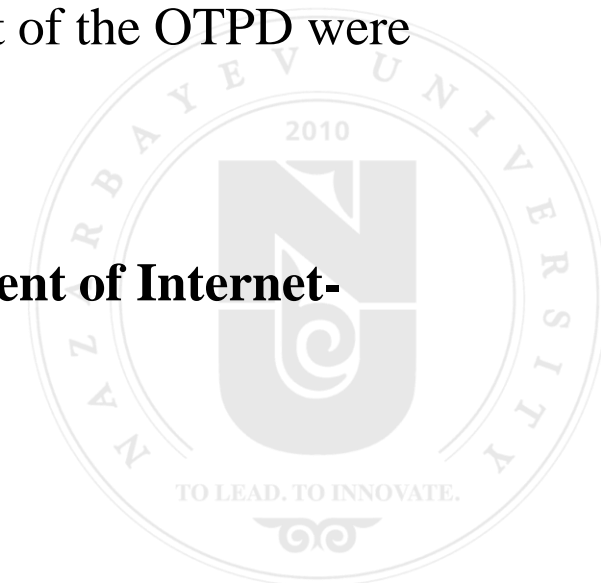
- Researchers highlight that Internet-based teacher's learning is **“becoming a popular alternative for professional development”** (Holmes, Signer & Macleod, 2010, p. 76).

- **Online teacher professional development** "refers to courses, workshops, or learning modules that are delivered in an online format (Powell & Bodur, 2018, p. 21)", and aims to increase the professional level of teachers.



Objectives

- The study examines the **role of online courses in the professional development of Kazakhstani teachers**, the positive and negative aspects of Internet-based workshops. Additionally, the application of knowledge and skills gained in these courses, and suggestions for improvement of the OTPD were investigated.
- The **purpose** of this research is to define **the current extent of the development of Internet-based teacher workshops in Kazakhstan.**



Significance of this study

- This study is important since there is a lack of Kazakhstani Internet-based courses for teachers.

Moreover, in order to develop online learning the Kazakhstani policymakers, school administrators, and teachers have to know the advantages and disadvantages of this form of teacher professional development.



Research Design

- The **qualitative methods** were chosen for this research. This study consists of 6 **semi-structured interviews**. Semi-structured interviews allow to look at the **central phenomenon** in-depth and identify the key aspects of the issue. **Purposeful sampling** was used to determine 6 teachers who have experienced the OTPD at least once.



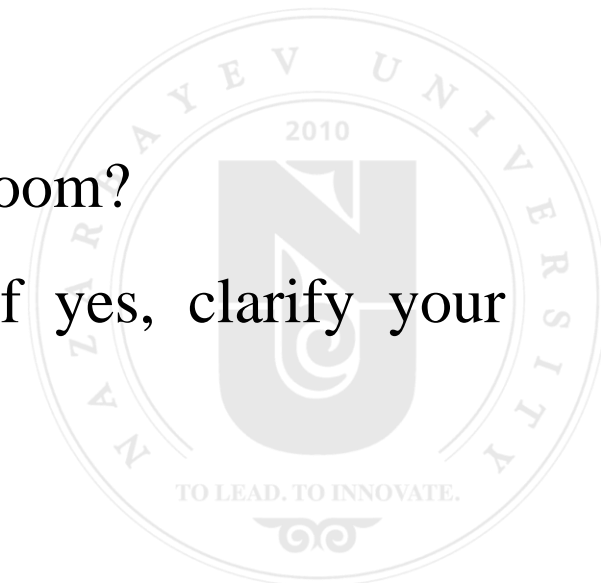
Research Design

Research question:

What is the role of online courses in the professional development of Kazakhstani teachers?

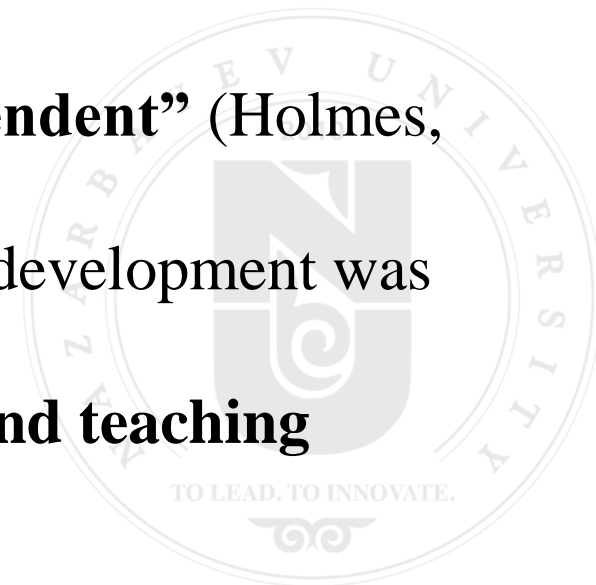
Interview questions:

1. How often do you participate in the online teacher's professional development (OTPD)?
2. How effective such courses are in TPD?
3. How do you apply the knowledge acquired in the OTPD in the classroom?
4. Do you have any suggestions for improvement of the OTPD? If yes, clarify your suggestions.



Literature Review

- Researchers in analyzing of data have used the **computer-mediated communication for educational purposes** (Holmes, MacLeod & Signer, 2010; Holmes, 2013) . This complex method allows considering “**elements of learning, social interaction, tutoring and facilitation as being interrelated and mutually dependent**” (Holmes, 2010, p. 98-99). All forms of experience of teachers in professional development was divided into three categories: **cognitive presence, social presence and teaching presence** (Holmes, 2010).

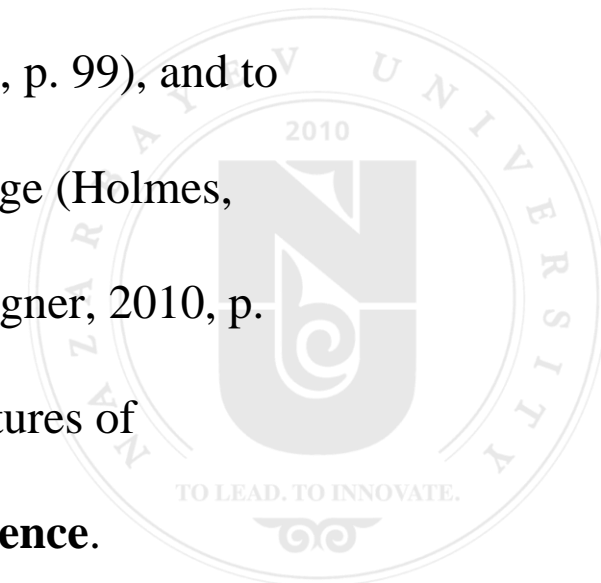


Categories of teacher experience in professional development

- The base of **the teaching presence** is the instructor-student, and student-student relations (Holmes, 2010). The example of teacher presence is a private instructor's feedback can be considered (Holmes, MacLeod & Signer, 2010).

- **Social presence** lies in the collaborative environment, where instructor and student can actively discuss a variety of educational topics.

- The abilities of teachers to understand the meaning of the processes, to think critically (Holmes, 2010, p. 99), and to apply knowledge (Holmes, MacLeod & Signer, 2010, p. 77) are the features of **cognitive presence**.



Positive aspects of OTPD (Literature Review).

Cognitive, social, and teaching presences are interconnected and support each other.

Main advantages:

suitable character for teachers;

flexibility of the online learning model;

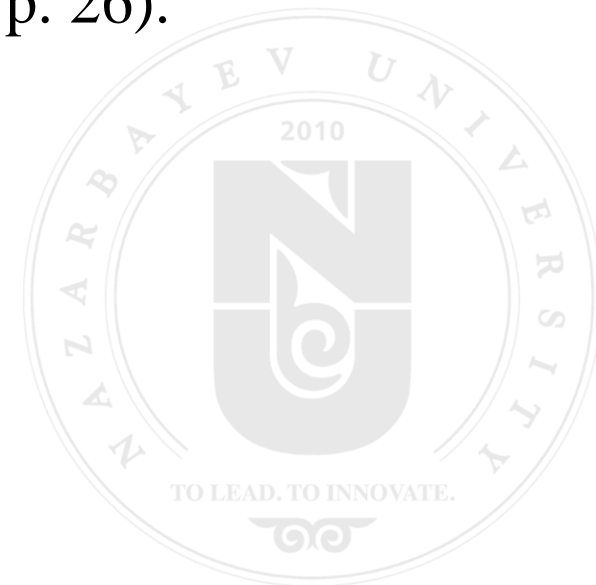
cost – acceptable price;

gender-balanced approach.



Negative aspects of OTPD (Literature Review)

1. OTPD cannot encourage the proper development of learning community.
2. The values of OTPD lie in the practical application of knowledge, rather, “than learning something new based on their needs” (Bodur & Powell, 2018, p. 26).
3. Lack or low quality of instructor’s feedback



Findings. Advantages of OTPD

1. Organizational
2. Methodological
3. Social
4. Classroom
5. Personal

students' age and level. For example, at the recent Cambridge webinar on the topic "Immersive games in the classroom" I have learnt some online software and applications that allow to make the lessons more interactive. As students of different age like fun activities and games, I plan various activities considering differentiation techniques. These in its turn, helps to increase students' engagement in the classroom and their performance. Also, I share with the knowledge with my colleagues. In our department we conduct brief CPD courses at least once a week on various educational topic.

Differentiation

User

Classroom engagement

User

Achievement

User

Findings and Discussion

3. The participants' attitude towards OTPD is positive.

“...they were well organised, communication was also very effective so we got the feedback in a short period of time, so we discussed all questions not only according to the tasks, questions which were interesting for us we would like to get clarification...” (Interviewee C).



Findings

2. The interviewees pointed out some negative aspects of OTPD.

- Lack of instructor's support and feedback
- Lack of collaboration
- Demotivation
- Lack of national OTPD



Conclusion

1. Internet-based learning can be considered as a very effective tool in the TPD.
2. Flexible and reflective nature of OTPD is suitable for the requirements of the modern education system.
3. Cognitive, social and teacher presence are important for successful online learning.
4. Instructor's support and feedback are pivotal factors of OTPD.
5. Consideration of context is important while applying knowledge.
6. Extended use of OTPD in education
7. Lack of OTPD at national level



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Thanks for your attention!