The professional developmental needs of higher education-based teacher educators: an international comparative needs analysis

InFo-TED August 2016, Dublin

Comparative professional learning needs analysis

Research questions

(1) What professional learning activities do higher education-based teacher educators value?

(2) How best can these activities be realized?

Questionnaire:
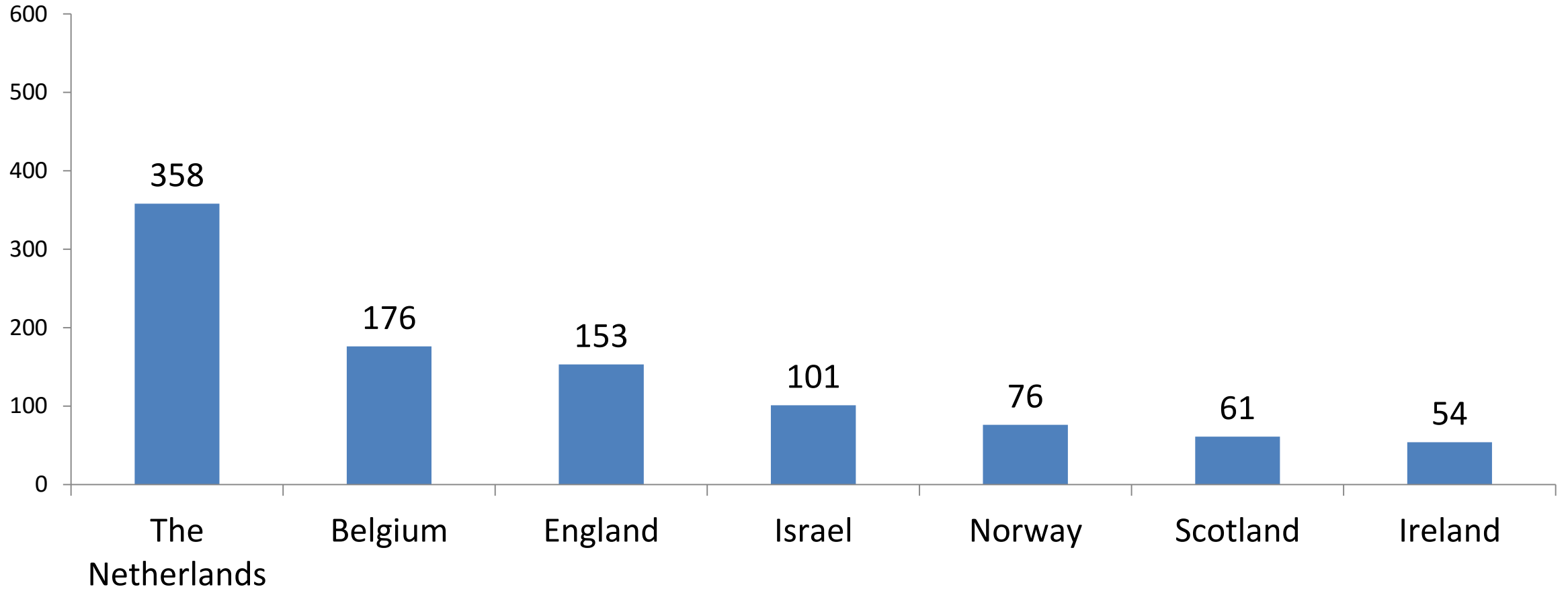
(i) Professional learning preferences

(ii) Factors considered before a professional learning activity is engaged in

(iii) Research dispositions and experience

(iv) Role description and background information

Qualitative responses: (a) What are your most important professional learning needs? (b) What professional learning would best meet these needs?
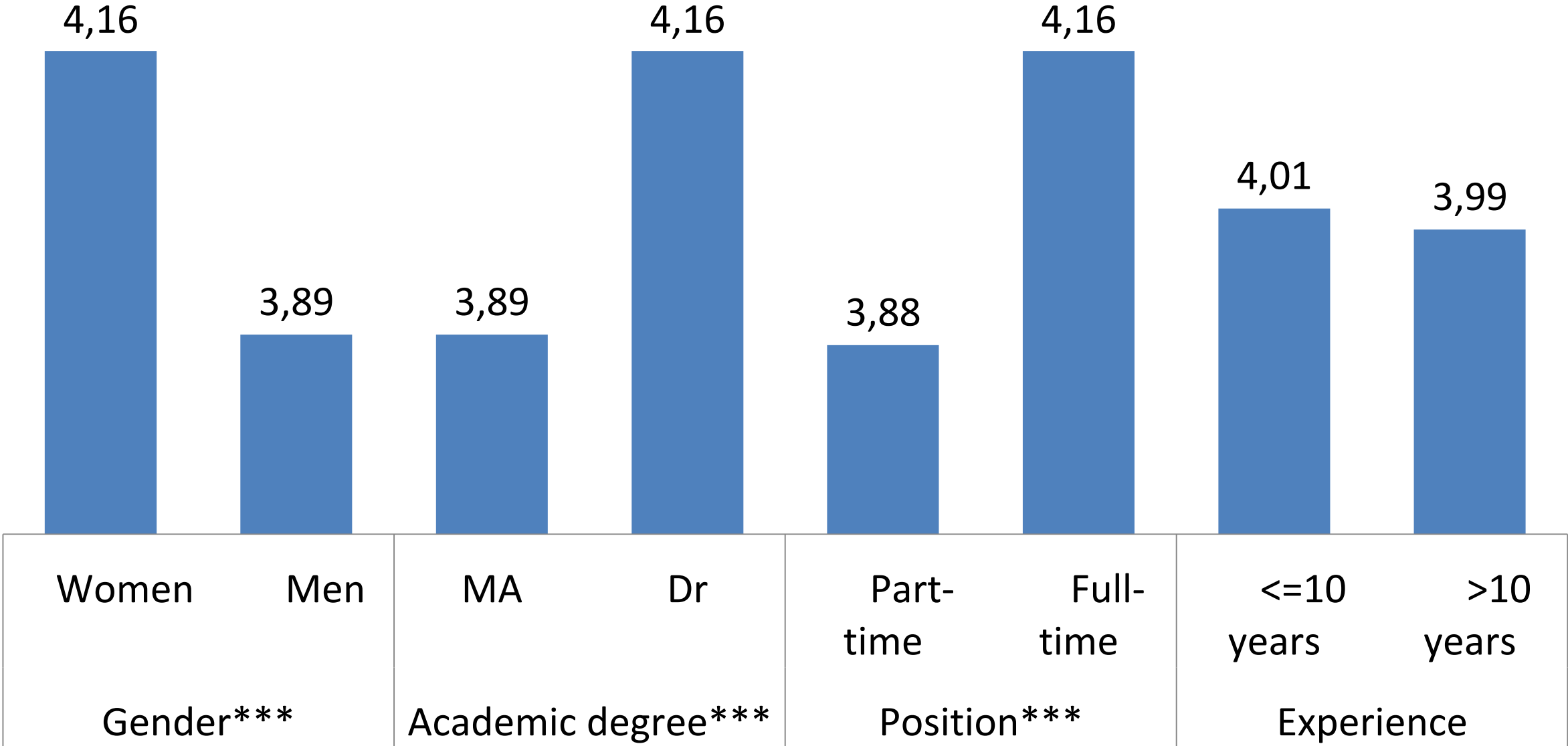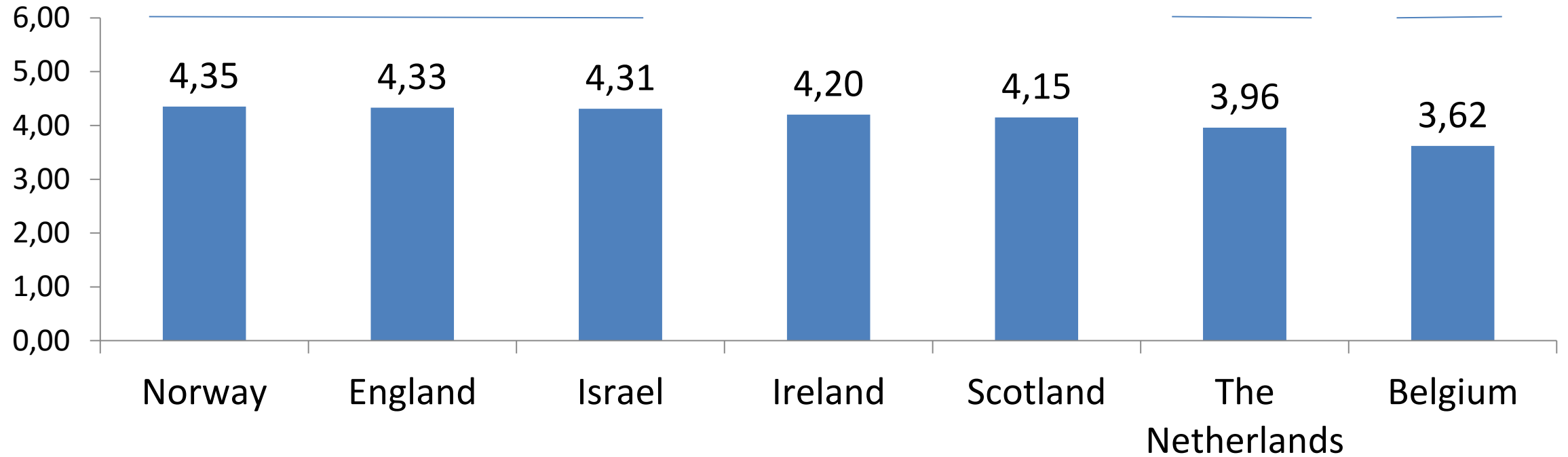
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The Sample

The Netherlands	358
Belgium	176
England	153
Israel	101
Norway	76
Scotland	61
Ireland	54

Academic Interest (α =.86)

Academic writing	**.80**
Conference presentations	**.79**
Empirical research (non-practitioner based)	**.70**
Scholarly writing	**.69**
Reviewing journal articles, conference abstracts etc.	**.62**
Research Skills	**.58**
Action research/practitioner-based research	**.57**
Participation in professional organizations	**.55**
Presentation and participation at conferences	**.54**
International exchanges/visits	**.51**
Personal reading (e.g. books, journals etc)	**.49**
Secondment/Sabbatical	**.47**
Award bearing courses	**.42**

Academic Interest

4,16	3,89	3,89	4,16	3,88	4,16	4,01	3,99
Women	Men	MA	Dr	Part-time	Full-time	<=10 years	>10 years
Gender***		Academic degree***		Position***		Experience	

Academic Interest*

Norway 4,35 · England 4,33 · Israel 4,31 · Ireland 4,20 · Scotland 4,15 · The Netherlands 3,96 · Belgium 3,62

* Lines represent significantly different groups (Tukey HSD<.05)

Educational Interest (α =.84)

Current developments in teacher education	**.72**
Curriculum development	**.71**
Assessment	**.70**
Coaching and mentoring student teachers	**.67**
Subject knowledge enhancement	**.64**
Integrating technology into teaching and learning strategies	**.58**
Researching my own practice	**.58**
Training activities within the institution	**.56**
Peer coaching	**.51**
Visits to other schools/teacher education institutions	**.46**
Observation by/of colleagues	**.44**
Informal learning conversations with other colleagues	**.41**

Educational Interest
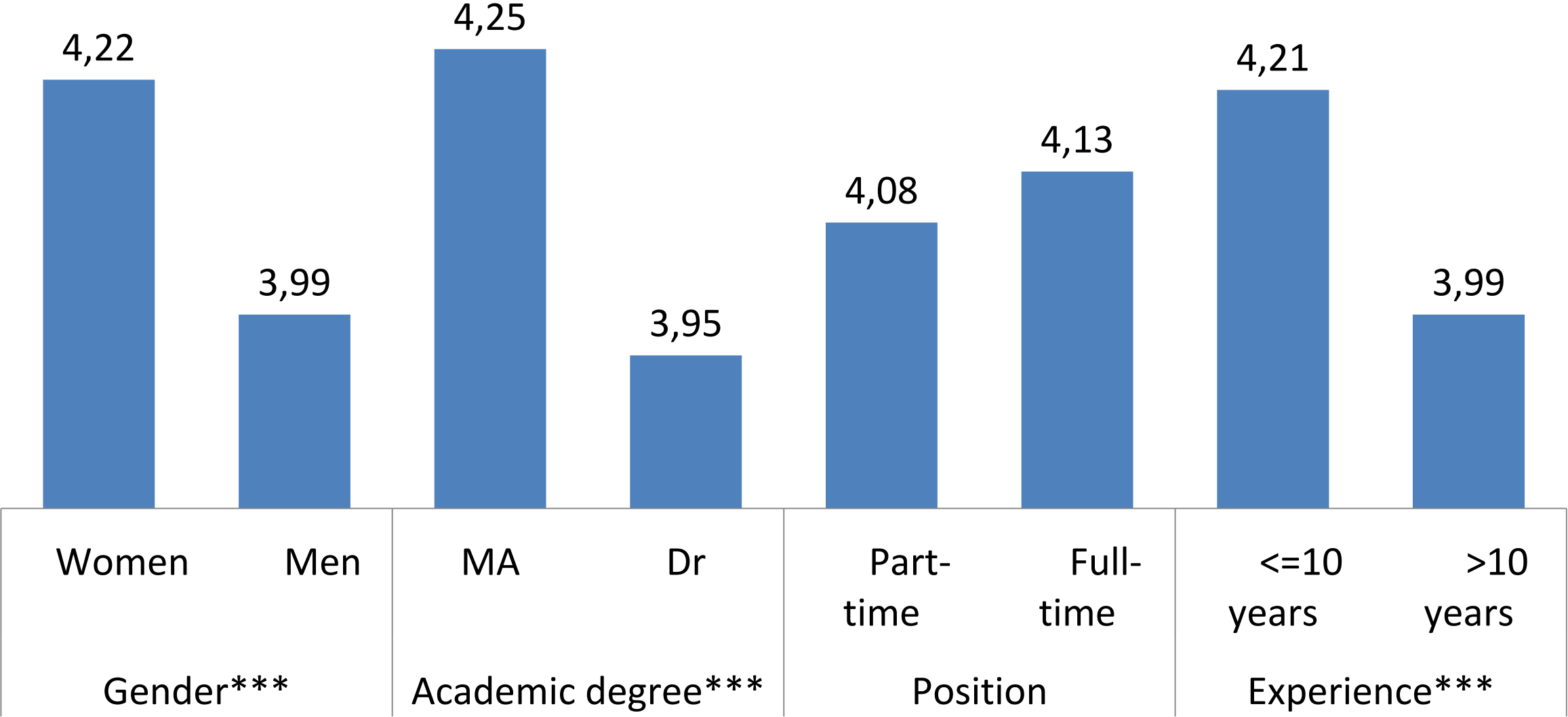
Educational Interest*
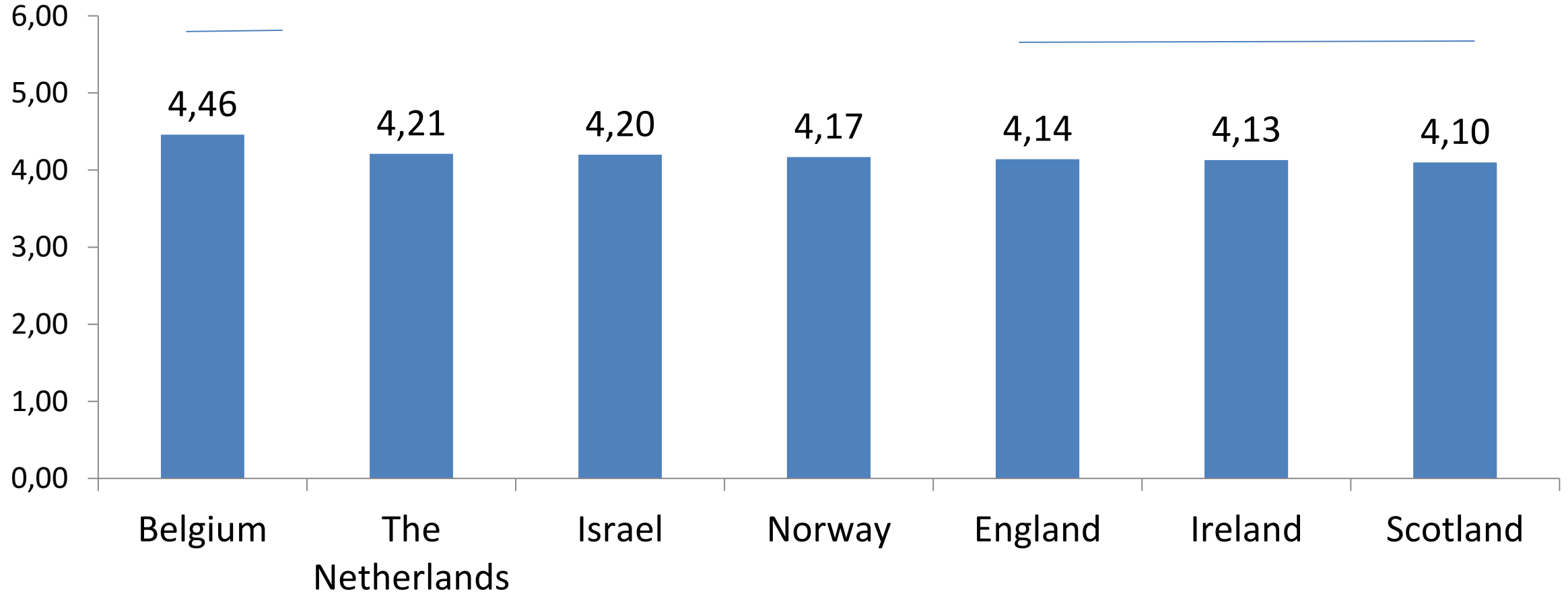
* Lines represent significantly different groups (Tukey HSD<.05)

Learning needs and learning opportunities

Codes	Learning needs	Learning opportunities
Availability (or not) of time	Research reading/conducting research/academic writing and thinking; discussion with colleagues; new programmes	Reduced workload; sabbatical/study leave; managing workload
Research skills	Two levels – (i) how to conduct research and (ii) how to extend research profile	Research seminars, workshops, courses; collaborating with colleagues; work in and with groups
Publish research/academic writing	Two levels – (i) begin writing and (ii) increase publication rate/quality	Coaching and mentoring; collaborating with colleagues
Consideration of pedagogical principles/delivery	Up-skilling in new pedagogies; generic teaching and learning strategies; class management; new procedures and systems	University courses, workshops, seminars, conferences, ITE colleagues
Use of ICT/online learning/social media	Online learning; social networking and social media	Courses and training workshops; personal coaching and mentoring