InFoTED

InFo-TED is an international forum of teacher educators working to support the professional development of all teacher educators.

Current members are from England, Flanders/Belgium, Ireland, Israel, Netherlands, Norway Scotland, Australia and USA

The InFoTED Survey

- **Sections:**

  – (i) professional identity

  – (ii) attitudes towards and actual involvement in research

  – (iii) professional learning opportunities and needs

The InFoTED Survey
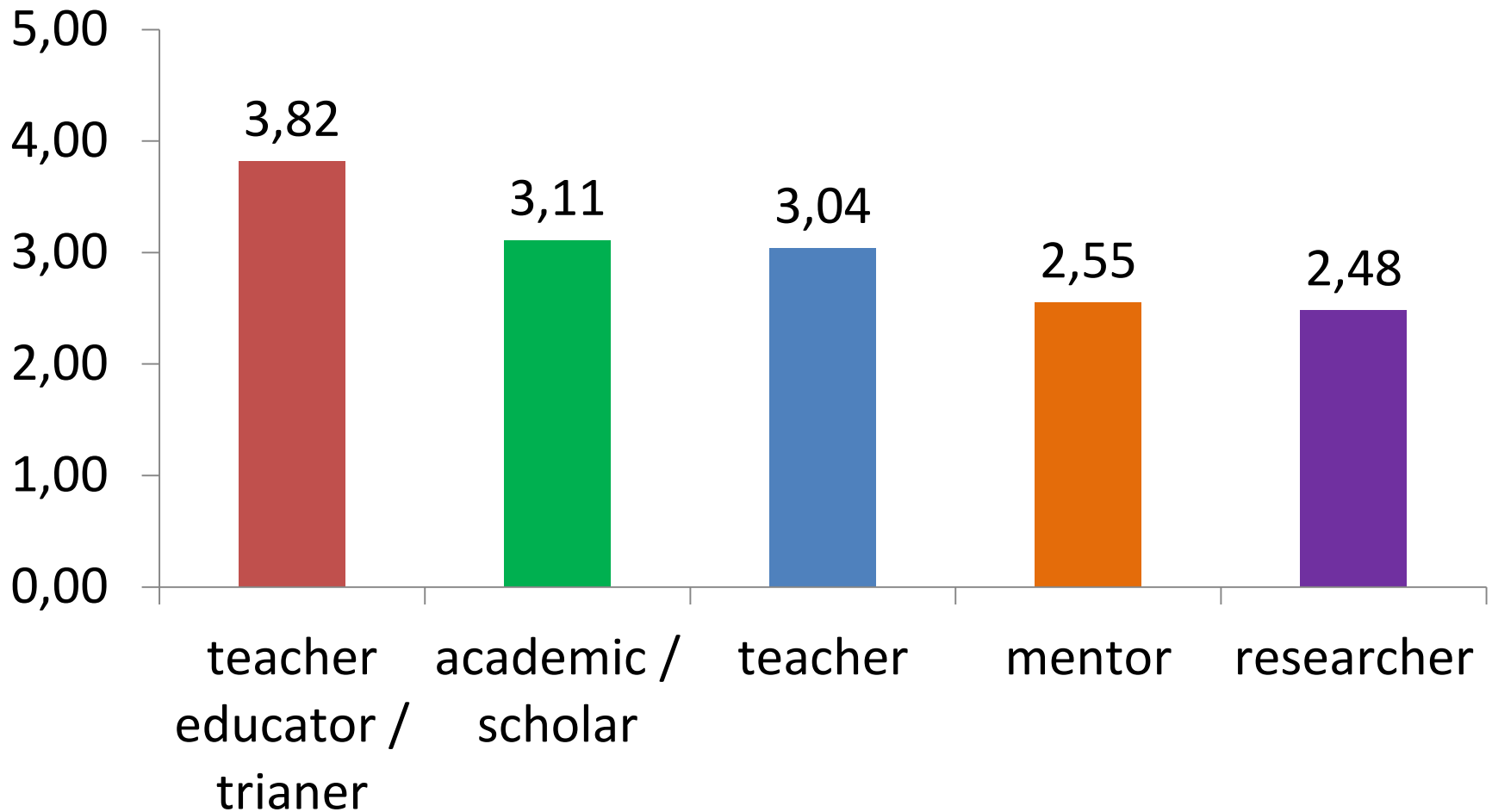
- **Respondents**

  - HE based TEs

  - 562 in SurveyMonkey
    (approximately 150 additional completed paper and
    pencil surveys from Flanders/Belgium, Israel and
    Netherlands)

Demographics

- University (74%)   College   (28%)

- PhD   (53%)   Masters   (40%)

- Female   (70%)   Male   (30%)

- Full-time   (78%)   Part-time   (6%)

- Permanent (83%)   Fixed term   (10%)

- Primary   (33%)   Secondary   (50%)
  Post 16   (21%)   University   (23%)

- 35-44 (24%)   45-54 (36%)   55-64   (28%)
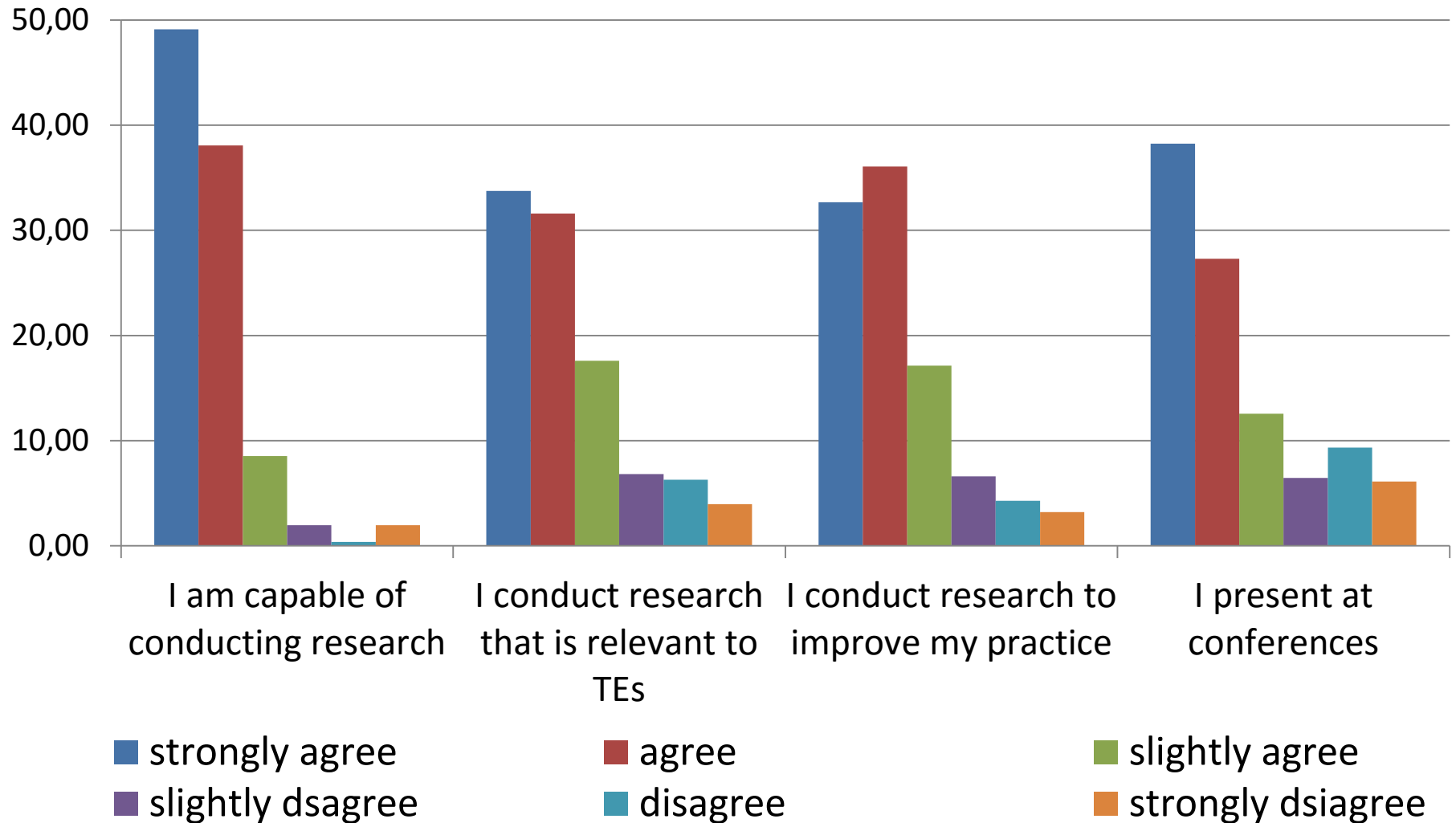
Teacher Educators' Identities (average rank)

Preferred Identity

Role	N	%
Teacher Educator	291	48.5
Teacher	129	21.5
Academic	121	20.2
Researcher	30	5.0
Mentor	29	4.8

Attitudes toward Research

	M	SD
Research is **essential** for TE	5.29	.98
TEs have a **responsibility** towards their **students** to study their own practice	5.27	.99
TEs should conduct research to contribute to the **wider knowledge base** on TE	5.20	.98
TEs should regularly conduct research to **improve their practice**	5.11	1.03
TEs should investigate their own **beliefs** and **practices**	5.10	1.04

Research Involvement

Chart legend:
- strongly agree
- agree
- slightly agree
- slightly dsagree
- disagree
- strongly dsiagree

Categories:
- I am capable of conducting research
- I conduct research that is relevant to TEs
- I conduct research to improve my practice
- I present at conferences

Types of Research / Scholarly Activities
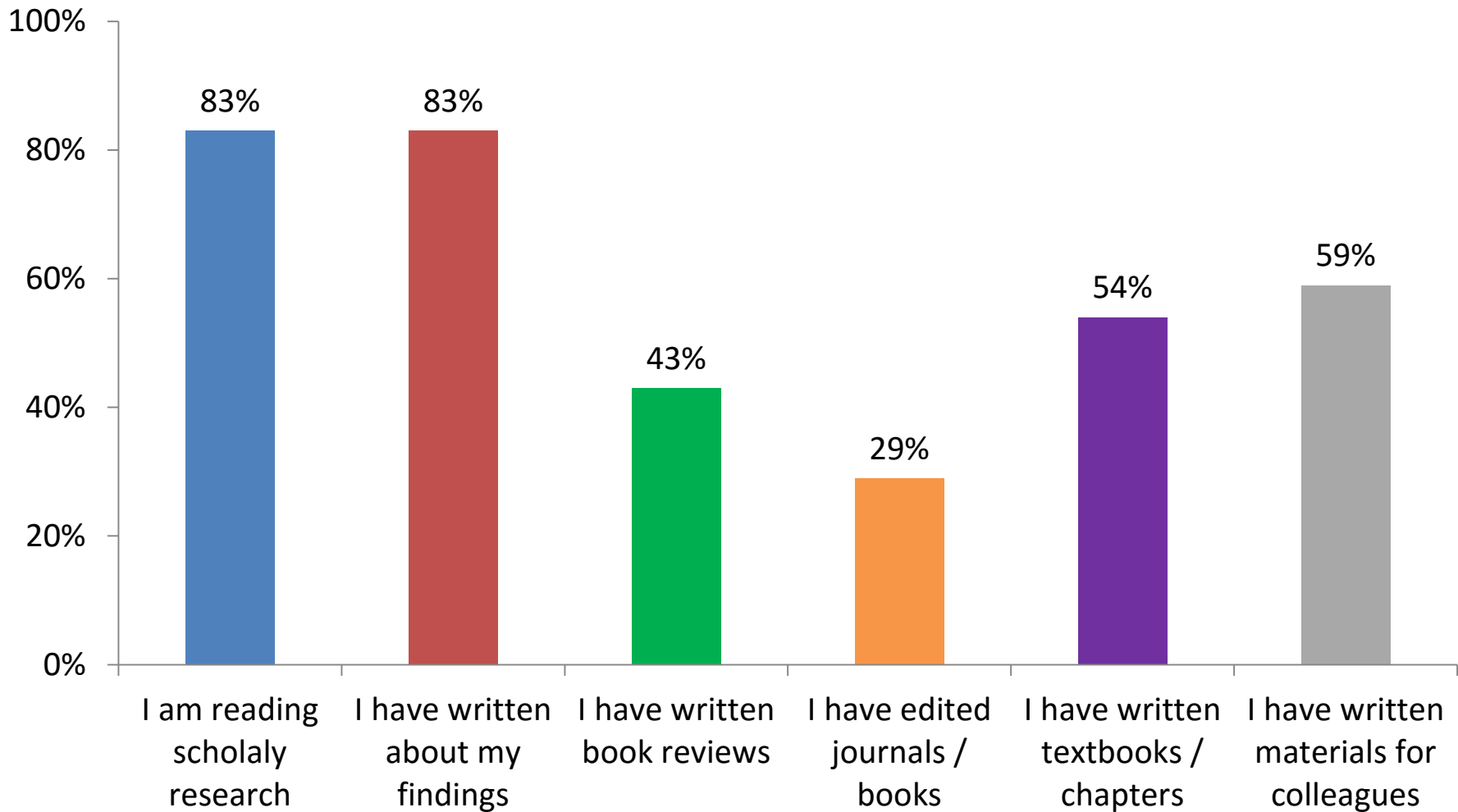
Satisfaction with professional learning opportunities to date

Answer Choices	Responses	
6 (extremely satisfied)	6.42%	33
5	10.70%	55
4	21.98%	113
3	32.88%	169
2	22.76%	117
1 (extremely dissatisfied)	5.25%	27

Interest in further professional learning

Answer Choices	Responses	
6 (very much)	44.16%	227
5	27.82%	143
4	18.87%	97
3	6.81%	35
2	1.56%	8
1 (not at all)	0.78%	4

What sorts of professional learning activities do you most value?

- Personal Reading ✓
- Informal learning conversations with colleagues ✓
- Visits to other schools/teacher education institutions ✓
- Action Research ✓
- Training activities within your own institutions ✗
- Observation by/of colleagues ✗
- On-line learning ✗

Factors influencing engagement in professional learning

- The extent to which the activity addresses teaching and learning ✓

- Knowledge of who the providers are ✓

- The location of the activity ✓

- The availability of staff to cover teaching/learning/normal work ✓

- The extent to which a salary rise might be one outcome from the learning activity ✗

Areas for further professional learning

Current developments & best practice in teacher education ✓

Curriculum Development ✓

Research Skills ✓

Scholarly writing (support for publication and bids) ✓

Technology & Social Media ✓

Areas for further professional learning

Time (writing, reading, engaging with CPD and research) ✓

Coaching and mentoring (Norway, Netherlands and Belgium) ✓

Specialization in academic administration ✗

What professional learning opportunities would best meet these needs?

- Targeted mentoring with experienced colleagues

- Conferences attendance

- Workshops

- Informal and 'facilitated' collaboration with colleagues

- Writing retreats

Initial Observations

- Although TEs don't identify themselves as researchers their attitudes toward research are very positive

- More than 85% claim they are capable of doing research

- About 67% say they are actively involved in research

- TEs are interested in further professional development

Initial Observations

- The most valued areas are: teaching and learning (including 'Pedagogy') & developments in teacher education, research skills and academic writing

- High value placed on collaborative professional learning

- Little demand for on-line professional learning and formal courses

Where now?

- Presentation at BERA 2015

- Submission of abstract to AERA 2016

- 'Clean' data set including surveys not completed through Survey Monkey identifying inclusion and exclusion criteria

- Discussion on publishable outputs from the survey data

- 148 individuals have volunteered to participate in follow-up interviews

- Surveying school based TEs

Thank you for your kind attention