MIRRORING LEARNING ECOLOGIES OF OUTSTANDING TEACHERS TO INTEGRATE ICTS IN THE CLASSROOM

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INTRODUCTION



Learning ecologies



Teachers' professional development



Primary school education

Integration: ICT

innovations into teaching

Outstanding teachers

who pedagogically innovate and who are influential in the community, having developed their learning ecology

METHODOLOGY

1.What components shape the professional LE of outstanding primary school teachers? 2. What other factors influence the development and the maintenance of these teachers' LE?



1 candidate

identified

RESULTS

6 candidates

identified

CHARACTERIZING THE LE OF OUTSTANDING TEACHERS

Activities/Interactions/Resources Combining social network interactions with access to specific Figure 3. Professional LE of primary teachers aimed at achieving techno-pedagogical skills expanded

5 candidates

identified

Digital → Institutional websites, Educational portals and repositories, Educational blogs, Open Educational Resources

Analogical → Books, journals

Activities (What) Formal → Self Directed (MOOC, Other online courses) Externally Directed (Self-selected or Compulsory, guided by the institution) Informal → Online Professional Communities & Resources Non Formal → Self-directed (conferences, workshops, labs); Externally directed (I&D projects at institution EU Project at institution)

champions

selected

resources

FACTORS INFLUENCING OUTSTANDING TEACHERS' DEVELOPMENT OF LE personal positioning / historical

individual development / institutional context



CONCLUSIONS





Outstanding profiles

 Seek training opportunities
Expand their opportunities to learn in professional communities
importance of personal positioning

Implications for both innovations in professional development and applied research

The need to identify other potential outstanding teachers in order to explore their creativity as an expression of their personal positioning towards institutional development

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