Case Study #5

Professional Development for K-6 Teachers in Remote Areas

I approached Case Study #5 by looking mostly at how Don Garthon and Susan Harper were going to get the necessary professional development information to teachers in remote areas. I used the ADDIE model to address this case study (Demsey & Reiser, 2012, pp. 9-10). I began analyzing the case study by looking at the goals, issues, and constraints of this project. Some of the bigger constraints and issues that I addressed was the lack of internet in some areas along with the lack of bandwidth and technology experience in schools. Don and Susan had to find ways to solve these issues or work around them to create professional development activities that encompassed everything they needed the teachers to know. Next I looked at the design of the study. The main activities that Don and Susan wanted to address included ideas about teaching math using *321 Countdown*, classroom activities and management strategies to support teacher use, and learning activities for each of the small student groups. The overall goal is to get a professional development plan in place that can be used in other subjects across the state.

After looking at the design of the case study, I wanted to focus on the development and the important question: how was information going to be transferred between the development group and the practicing teachers? I first looked at how these teachers were going to get trained by the development group. The training would not only include the use of *321 Countdown*, but it would also include how to prepare activities for whole-class and groups, how to execute and manage these lessons, and ultimately how to assess students’ skills. Another important aspect of teacher training is the understanding of how information will be transferred between themselves and the development group. I then thought about ways this teacher training could occur. The most logical solution to me was that the teachers met in local groups and would be involved in a short workshop given by the development team. However, a major point in this case study was that these teachers were in remote areas of Australia. For some people, this face-to-face meeting would not be possible. Next, I thought the use of Skype or other similar platforms would be effective for those who had internet access or could travel somewhere close by to access it. I think this is the next best solution for those who could not meet face-to-face. My last and final solution is a great option because it does not require a physical meeting nor does it require internet access. I thought the development team could create videos demonstrating how to use *321 Countdown* as well as demonstrating the lessons and activities included. The team could provide videos modeling how these activities and programs are used in a live classroom. I think videos are a powerful alternative because of the visual information that they can provide.

Another way to transfer the professional development information and have it implemented in the classroom is to provide an online community and website for teachers that have internet access. I think this would be a great way for the development team to update information and also for the teachers to share ideas and provide each other with help. I think the development team should dedicate time to seeing how they can provide teachers in remote areas with internet because of it’s value in society and its necessity for communication. If internet is not a possibility, I thought that the development team could load videos and tutorials onto iPads and use iTunes U as the main place for this information. iTunes U does not require internet access unless new videos are added or available to be updated. This would solve the internet and bandwidth problem that some teachers face. Lastly, I wanted to address the issue of how the development team will be able to evaluate the use of 321 Countdown along with the professional development information that they designed. I looked at the overall picture that eventually this development would be state-wide and practiced in many subjects so I thought that the teachers could video tape themselves in a class or small group session and send the video to the team. This way a teacher could receive feedback and the development team could evaluate how the materials are being used and make any revisions or changes necessary. I think this case study requires a lot of revisions and iterations because of the different situations and materials that each teacher is facing. Each teacher must be flexible and willing to make a change in the way they teach and the way that they learn.

Apple iTunes U: <http://www.apple.com/education/itunes-u/>

Dempsey, J.V. & Reiser, R.A. (2012). *Trends and issues in instructional design and*

*technology* (3rd ed., pp. 9-10). Boston, MA: Pearson Education, Inc.

Etoys: <http://www.youtube.com/watch?v=ltOz2HoNeTY>

Powerful Teaching and Learning: Elementary School Math: <http://www.youtube.com/watch?v=e4W8WnexcMk>