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)

- Teacher educator / trianer: 3.82
- Academic / scholar: 3.11
- Teacher: 3.04
- Mentor: 2.55
- Researcher: 2.48
## Preferred Identity

<table>
<thead>
<tr>
<th>Role</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Educator</td>
<td>291</td>
<td>48.5</td>
</tr>
<tr>
<td>Teacher</td>
<td>129</td>
<td>21.5</td>
</tr>
<tr>
<td>Academic</td>
<td>121</td>
<td>20.2</td>
</tr>
<tr>
<td>Researcher</td>
<td>30</td>
<td>5.0</td>
</tr>
<tr>
<td>Mentor</td>
<td>29</td>
<td>4.8</td>
</tr>
</tbody>
</table>
## Attitudes toward Research

<table>
<thead>
<tr>
<th>opinion</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research is <strong>essential</strong> for TE</td>
<td>5.29</td>
<td>.98</td>
</tr>
<tr>
<td>TEs have a <strong>responsibility</strong> towards their <strong>students</strong> to study their own practice</td>
<td>5.27</td>
<td>.99</td>
</tr>
<tr>
<td>TEs should conduct research to contribute to the <strong>wider knowledge base</strong> on TE</td>
<td>5.20</td>
<td>.98</td>
</tr>
<tr>
<td>TEs should regularly conduct research to <strong>improve their practice</strong></td>
<td>5.11</td>
<td>1.03</td>
</tr>
<tr>
<td>TEs should investigate their own <strong>beliefs</strong> and <strong>practices</strong></td>
<td>5.10</td>
<td>1.04</td>
</tr>
</tbody>
</table>
Research Involvement

1. I am capable of conducting research
2. I conduct research that is relevant to TEs
3. I conduct research to improve my practice
4. I present at conferences

- Strongly agree
- Agree
- Slightly agree
- Disagree
- Strongly disagree
Types of Research / Scholarly Activities

- I am reading scholarly research: 83%
- I have written about my findings: 83%
- I have written book reviews: 43%
- I have edited journals / books: 29%
- I have written textbooks / chapters: 54%
- I have written materials for colleagues: 59%
Satisfaction with professional learning opportunities to date

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 (extremely satisfied)</td>
<td>33</td>
<td>6.42%</td>
</tr>
<tr>
<td>5</td>
<td>55</td>
<td>10.70%</td>
</tr>
<tr>
<td>4</td>
<td>113</td>
<td>21.98%</td>
</tr>
<tr>
<td>3</td>
<td>169</td>
<td>32.88%</td>
</tr>
<tr>
<td>2</td>
<td>117</td>
<td>22.76%</td>
</tr>
<tr>
<td>1 (extremely dissatisfied)</td>
<td>27</td>
<td>5.25%</td>
</tr>
</tbody>
</table>
## Interest in further professional learning

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 (very much)</td>
<td>44.16%</td>
</tr>
<tr>
<td>5</td>
<td>27.82%</td>
</tr>
<tr>
<td>4</td>
<td>18.87%</td>
</tr>
<tr>
<td>3</td>
<td>6.81%</td>
</tr>
<tr>
<td>2</td>
<td>1.56%</td>
</tr>
<tr>
<td>1 (not at all)</td>
<td>0.78%</td>
</tr>
</tbody>
</table>
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