CHANGING THE LANDSCAPE OF PROFESSIONAL LEARNING:

A PRACTITIONER INQUIRY STUDY OF TECHNOLOGY INTEGRATION

WITHIN LITERACY

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ABSTRACT

Practitioner Inquiry provided the framework for teachers (participants) and the teacher as researcher to work collaboratively engaging in a continuous process of planning lessons, reflecting on practice, systematically collecting data, and problem solving as they integrated technology within literacy curriculum. Three teachers (Trio Group) met weekly to discover how teachers learn about literacy technology integration, how they apply this in their classroom instruction, and how they share their ideas about literacy/technology integration with other teachers. These teachers shared their learning with a larger group of teachers (Technology Team) who then hosted a professional development session for the entire faculty to teach them how to integrate technology within instructional practice. Data was gathered from faculty surveys, lesson plans, the Trio Group's blog posts, videotaped collaboration, audio recordings of all meetings, researcher's field journal, and the final reflections of faculty. Data was analyzed using "in vivo coding" (Saldana, 2009), looking at each data source independently, and then creating larger categories that led to a descriptive view of the data in themes. Key findings that positively impacted teachers' ability to learn how to integrate technology were: acknowledging teachers' perceptions, providing time for collaboration with colleagues, application of practice, scaffolding the learning, and job embedded reflection. Implications include considering a broader view of literacy, technology, and instructional knowledge to include digital literacy and the TPACK framework (Kohler & Mishra, 2009). Implications also include re-envisioning the roles of educators as well as traditional professional development. Collaborative Inquiry Circles were suggested as an alternative to the traditional methods of professional development that could lead to meaningful and sustainable learning opportunities for teachers.