

## Tablet pcs transforming relationships in teacher education to support pedagogic change

Freda Wolfenden, Fiona Henry & Patricia Murphy  
(The Open University, UK)  
Dele Yaya  
(The National Teachers' Institute, Nigeria)

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## The Project (2013-14)

Open University / NTI collaboration

Aim: Developing participatory practice with  
Teaching Practice Supervisors (local teacher educators)

Teaching Practice Supervisors support, supervise and assess  
teachers studying for NCE (distance, in-service)  
Building on earlier project to develop TPS Toolkit

30 Teaching Practice Supervisors across 3 states  
(FCT Abuja, Niger, Kaduna)

TPS using TESSA OER +TESSA TPS Toolkit (ebook)  
+ tablet pc

## The tablet pc

Intended functions:

- Access to the TESSA OER + TPS Toolkit
- Embedded data capture (video, audio, image, text) for use in dialogue with teachers and for research purposes

Selection: guided by conditions in context of use

Software: open + not platform specific



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## Project working

- Initial workshop with TPS to introduce TESSA OER, TPS toolkit and tablets
- Framework for TPS observations and prompts for interactions with the student teacher,  
Observe ( record) → analyse → feedback (record)
- Use in TPS visits during two instances of teaching practice ( each 6 weeks)
- Periodic refresher workshops through the project
- Data: questionnaires, interviews, saved files on tablet  
(planned observations cancelled due to security concerns)

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## The Teaching Practice Supervisors (TPS)

(sample nominated by NTI centre managers)

- Part-time NTI staff based in local study centres
- Current roles include school teacher, school leader, primary education officer (PEO), college lecturer, UBEC official
- 22 male, 8 female
- Responsible for supporting and assessing varying number of teachers (5-28 )
- 50% aged 41 – 50; 25% 31- 40; 25% over 50
- Highly experienced graduate school teachers:  
90 % over 10 years teaching experience; 50% over 20 years experience
- Range of subject expertise (English, maths, science, social studies, agricultural science, health education)
- IT competencies varied; almost all use phones and email, approx 50% have used facebook but few use Skype, twitter or other social media.

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## Project findings (I): Tablet use

### *TPS visits:*

Recording excerpts from the teacher's lesson (images, audio, video) and sharing with teachers  
Showing teachers TESSA OER (particularly Key Resources), playing TESSA audio to teachers  
Recording feedback to teachers

### *Beyond TPS visits:*

Recording student presentations, seminars , graduation / matriculation ceremonies, student microteaching, field visits (eg Young Farmers' Club)  
Communication with students; making files of pupils' names  
Recording family events; playing games  
Internet access for MA study; downloading reference books, dictionary, bible;  
Lent to colleagues / friends / family

### *Support with tablet use:*

Family ( particularly children), peers - both those in the project and a wider group of work colleagues

**Instances of use not constrained by TPS prior level of IT skills and confidence**

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## Project findings(2): emerging shifts in teacher educator (TPS) ....

Practices: Greater focus on practice through requiring TPS to capture specific moments of the teacher's lesson to inform the post-lesson feedback





Tablet lesson data provides evidence for discussion and negotiation of meaning - disrupting the previously dominate summative judgement on observed practice *'Not just finding fault' N026*

Increased formative feedback on how to improve practice and emphasis on 'active learning strategies' drawing on OER for exemplification of practice issues

Interaction allows 2 way learning process with both teacher and TPS developing their practice

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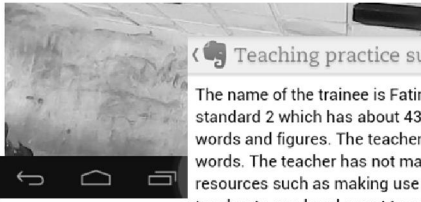




NTI Teaching Practice Supervision Day 1 ( 29/10/20...    

My name is Musa Badaru, I arrived Chaza L. E. A Primary School in Suleja to check Balkisu Adamu, a teacher trainee in Primary Four. The subject thought was Social Studies with Types of religion as sub topic.



The teacher failed to refer to the pupils' previous knowledge, She failed to organise practical activities, such as a visit to a nearby worship centers.

We have agreed to visit the worship centers and make some demonstrations in the class.

 Audio clip  
2013-10-29\_093525.amr 

  Teaching practice supervision day 4. 6/1/2013.   

The name of the trainee is Fatima Suleiman of UBE day care school. She has been assigned to teach standard 2 which has about 43 pupils. The subject was English Language, the topic was on teach words and figures. The teacher was to facilitate the recognition of figures numerically as well as in words. The teacher has not made provision for instructional materials but with the help of TESSA resources such as making use of improvised materials we arrived at a meaningful activity. I made teacher to use head count to concretize the figures while the words were written on the chalk board. The pupils participated through reading from the board individually and collectively. On a whole it was a joy ours event.

### TPS 13 NOVEMBER 2013 FEEDBACK (N006)

Let me congratulate you first and foremost on the way you handled the class and the way you provided the counters for them to do the addition..... but there are some areas where you could do better. Such areas are that you should have asked the pupils to come out and do the separation of these counters and joining of these counters themselves not you doing it in front of them. You should have called them to demonstrate these as others respond and count. You also did grouping.

The grouping you did, you didn't make use of the grouping. You did as if you were having individual pupils work because during the time they were at their various seats – groups - they should have been able to work with only a set of counters, not each and every one of them having his or her own counters. By the time they have the counters you now say group 1 separate the counters ... so they will be joining in groups not individuals. So next time ensure the



## Project findings(3): emerging shifts in teacher educator (TPS) practices

Data capture enables enhanced preparation for TPS visits; revisiting data from previous visits to the same student and exploration of relevant TESSA OER.

The tablet is acting to recognise and affirm TPS identity as a professional:

'show the tablet to let people know I am now computer literate ... and becoming a quality supervisor' (N003)

'gives us courage and is personally uplifting'

'modern way of preparing yourself for the role' (N017)

'forces us to be in the classroom, provides evidence' (N017)

## Challenges...

Hardware/ infrastructure issues

Low ICT skills

Classroom use of tablets could be distracting for pupils

Insufficient time during school visit to discuss fully with the teacher the recordings and OER

## and moving forward....

Extending tablet use in research exploring adaptation and remix of OER at four Colleges of Education in Ghana

Policy change at Institution level in NTI: All students on the Diploma programme at NTI (9,000) using tablet pcs for teaching and learning

Adaption of aspects of the TPS Toolkit to support teacher education professionals in other country contexts