UNESCO
Research and Evaluation Possibilities Stories from Australia
Exploring ideas from the teaching teachers for the future project

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What is TTF

- The Teaching Teachers for the Future (TTF) Project was funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) through the ICT Innovation Fund.
- All higher education institutions across the country participated in this project that included the development of a network and support materials in the form of illustrations of practice.
Approaches to research and evaluation

- Two different approaches were adopted:
  - A) large scale survey that explored preservice teacher knowledge and confidence.
  - B) Most Significant Change Stories
- It is the latter of these two approaches that I will explain in detail today.
Most Significant Change (MSC)

The most significant change is a research approach that charts the learning as it relates to an intervention. In this case the intervention was the Teaching Teachers for the Future (TTF) project. This approach provided a mechanism for those involved in the project to analyse the impact of the work, chart the learning and identify plans for the future.
MSC is useful when the project is:

- complex and is envisaged to have different outcomes in different contexts
- focussed on charting change, in this case change in pre-service teacher and teacher educator ICT capacity and teacher educator curriculum
- makes use of participatory/collaborative approaches e.g. TFF NSN
- participants are located within the field (ICTPO, TFF coordinator and preservice students)
Steps in the process

- The initial 10 step MSC approach developed by Dart & Davies (2005) was adapted for this project to include the following four steps:
  - Identify ‘domains of change’
  - Story collection and development
  - Story sharing and identifying MSC
  - Secondary analysis of the stories and comments
Step 1 MSC Domains of Change

- Three domains of change were explored in this research project:
- Teacher educator use of ICT curriculum, pedagogy, assessment and resources in specific curriculum areas;
- ICT capacity of teacher educators; and
- ICT capacity of pre-service teachers.
**Step 2 and 3: Story Collection and Sharing**

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<th><strong>Story Development</strong></th>
<th>• One story for each curriculum area exploring MSC according to domains of change in institutions.</th>
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| **Share and Comment on stories** | • Stories shared between ICTPO and TFF coordinators  
• Identify MSC by TFF coordinators and ICTPO’s |
| **Public stories of significant change** | • Development from stories of categories for each domain of change.  
• Identification of significant stories then de-identified for publication. |
Step 4: Secondary Story Analysis

- Some examples:
- Content analysis of the data coded into the three domains of change. On the basis of the reading and coding of this analysis the researcher then identified relevant subdomains and a statement of Most Significant Change for each story.
- Leximancer 4 analysis of the Most Significant Change statements identified for each story. The Leximancer analysis provided an understanding of the relationship between the domains and subdomains of change that emerged from analysing the Most Significant Change statements.
Examples of outcomes from this research: Content analysis

- Percentage of stories that address the three domains of change: course development, ICT capacity of teacher educators (TEd) and ICT capacity of pre-service teachers (PST)
Examples of outcomes from this research: Content analysis

- Percentage of stories addressing the three subdomains of change within pre-service teacher educator ICT capacity.
Examples of outcomes from this research

- Leximancer Concept Map: Teaching Teachers for the Future Most Significant Change Statement
Examples of outcomes from this research

- Leximancer Theme Map: Teaching Teachers for the Future Most Significant Change Statements