IMPROVING TEACHERS' TEACHING PRACTICES WITH TECHNOLOGY FOR 21ST CENTURY LEARNING

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Abstract

Learning to teach 'digital natives' learners in the 21st century can be challenging, mainly due to the proliferation and evolution of multimedia 'e-tools', which has changed the means through which individuals learn and work in a globalized setting. Hence, it has become crucial that teachers design lessons that incorporate ICT for problem-solving, collaboration, and knowledge construction so that their students will be equipped with the requisite 21st century competencies. This project was designed to augment in-service teachers' integration of technological, content, pedagogical knowledge by incorporating the TPACK-DBL-PPPR model, a design-based learning initiative, aimed at developing digital storytelling (DST) materials for the ESL settings. Soon after its implementation, the proposed design model's efficacy in helping teachers develop their TPACK was examined. Data were qualitatively obtained utilizing reflective journals and focus groups interviews from a total of 22 respondents. The results indicate that integrative consideration of TPACK-DBL-PPPR can be a useful framework to help teachers to create the desired practices to teach 21st century learners.

Keywords: Design-based Learning (DBL); Digital Storytelling (DST), Technological Pedagogical Content Knowledge (TPACK), In-service Teacher.