

2017 Series 4 (Number 17)

Beliefs about Pedagogy Influencing Educational Technology Practices of English Language Teachers”

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Exploring Chinese Preschool Teachers’ Classroom Instructional Support Quality and Beliefs about Children: A Mixed-Method Approach

Date & Time: Wednesday 17 May 2017, 13:00 — 14:00 (Light lunch begins at 12:30)

Venue: E33-G021, Tin Ka Ping Lecture Hall, Faculty of Education

Language: English

Audience: UM Staff / Postgraduate Students

Registration: Online Registration (<https://goo.gl/97x9Em> or )

Enquiries: Mr Harvey LO (Email: FED_Event@umac.mo / Tel: 8822-4593)

* A Complementary light lunch will be provided.

Abstracts

1) The widespread availability of handheld computers has the potential to both benefit and hinder educators in schools, and a revised notion of a digital divide suggests that young people can learn to use mobile devices in ways that lead to academic success while others may become less successful or distracted because of the influence of such technologies. School teachers play an important role in developing young learners’ capability to use handheld computers for educational purposes, and this qualitative study aims to reveal how English teachers’ pedagogical beliefs about effective teaching relate to actual applications of educational technology in classrooms, if at all.

2) This study is designed to increase the limited understanding of the potential associations between Chinese preschool teachers’ instructional support quality and their beliefs about children, and the factors that may influence the associations between them through a mixed-method approach. Specifically, the quantitative phase aimed to identify the potential patterns of associations between 164 teachers’ instructional support quality and beliefs about children by using the person-centered latent profile analysis. Three distinct profiles of varying instructional support quality but similar child-centered beliefs have been revealed. Based on the quantitative results, the follow-up qualitative phase selected a total of 24 teachers from the three profiles to collect data.

Speakers

1) Mr. Christopher Allen FULTON, a Ph.D student in the Faculty of Education at the University of Macau, works as an E-Learning Technology Officer at the University’s Centre for Teaching and Learning Enhancement. His teaching and research interests focus on the place of digital technologies in classrooms, designing instructional activities for educators, and practical applications of learning analytics in secondary and higher education. He has significant experience in training teachers on the use of information communication technologies in and for education, and has been working with university instructors and colleagues to provide teacher professional development workshops on a range of topics for more than fifteen years.

2) Ms. Yi YANG is a Ph.D student in the Faculty of Education at the University of Macau. Her research interests are in the field of early childhood education, especially preschool teachers’ professional development and the quality evaluation of classroom teaching. She has collaborated with other educational scholars, published 3 articles in SSCI journals, and participated in several international and national conferences related to early childhood education.

