

Vyond The Mold: A New Approach to Professional Development

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Declaration

I hereby declare that my research report entitled:

**Vyond The Mold: A New Approach to Professional Development**

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

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Signature: 

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**Abstract**

The use of Technology in education has become a national goal in Colombia. School administrators often organize technology-centered professional training programs to meet national education goals. However, many professional development programs charged with preparing teachers to integrate these new tools rarely consider the contexts in which teachers teach. This paper presents a case study that addresses the ways in which contextualized professional development training empowers teachers' use of technology in Content and Language Integrated Learning environments via communities of practice. This Collaborative Action Research project was carried out on a private institution in Northern Bogota, Colombia and involved nine preschool and elementary educators and two administrators. This case study was conducted in order to train teachers to use animated video creation software known as Vyond, so they could generate their own context-specific learning tools i.e., learning tools tailored to their young Colombian English Language Learners.

Over a period of a year, data was collected through teacher surveys, participant reflections, the researcher's field notes, the artifacts produced by the participants, and the assessment of those artifacts via the International Society for Technology in Education. The findings revealed that the two-week training session provided the participants with the skills and understanding they needed to develop their own teaching videos. Since the nine teachers who participated taught in diverse CLIL settings within the institution, the Vyond Software proved to be a versatile tool. In addition, the teachers felt that the communities of practice provided a more suitable training environment than the traditional 4- hour training sessions they usually have.

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*Keywords:* Professional development, English Language Learning, Communities of practice, ITC in language learning

### **Resumen**

La tecnología ha aumentado la cantidad de herramientas de aprendizaje de idiomas que los profesores pueden usar en sus aulas. Sin embargo, muchos programas de desarrollo profesional encargados de preparar a los maestros para integrar estas nuevas herramientas raras veces tienen en cuenta los contextos en los que los maestros enseñan. Este estudio monográfico aborda las formas en que el desarrollo profesional contextualiza el uso de la tecnología por parte de los docentes en entornos de aprendizaje Integrado de Contenido y Lenguaje a través de comunidades de práctica (CLIL). Este proyecto de Investigación de Acción Colaborativa se llevó a cabo en una Institución privada al norte de Bogotá, Colombia y contó con la participación de 11 educadores de primaria y preescolar. El objetivo de este estudio monográfico era capacitar a los profesores para utilizar el software de creación de vídeo animado conocido como Vyond, para que pudieran crear sus propias herramientas de aprendizaje específicas del contexto. Durante un período de un año, los datos fueron recogidos a través de encuestas de maestros, reflexiones de los participantes, notas de campo de la investigadora e artefactos producidos por los participantes. Los resultados revelaron que la capacitación que duró dos semanas ayudó a los participantes a mejorar las habilidades y la comprensión para desarrollar sus propios videos de enseñanza. Dado que los 11 profesores enseñaban en diversos entornos CLIL dentro de la Institución, el Software Vyond demostró ser una herramienta versátil. Además, los maestros consideraron que las comunidades de práctica proporcionaban un entorno de capacitación

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más adecuado que las sesiones tradicionales de capacitación de cuatro horas que suelen tener.

*Palabras clave: desarrollo Profesional, Aprendizaje del Idioma inglés, Comunidades de práctica, las TIC en el aprendizaje de idiomas*

### **Introduction**

Technology has become an integral component of our everyday lives. We use technology to wake up, commute to work, and communicate ideas. The communication of ideas through technology is such a sought-after skill, that it is being taught in various classrooms to all ages. In Colombia, technology has made its way to the language classroom providing a diverse array of language learning platforms (McDougald, 2009). However, are teachers ready to adjust their teaching styles to make room for technology in education? Are educational institutions supporting teachers' development of this new school? Are there universal answers to these questions or does one's context affect the way in which these questions are addressed? The researcher sought to explore the answers to these questions within their own teaching context, an English language immersion teacher in preschool.

This Collaborative Action Research (CAR) case study on technology integrated professional development (PD) engaged teachers in the acquisition of new skills via the socialization of communities of practice and personal reflection. This CAR study aimed at answering a research question related to the way contextualized professional development affects teachers' use of technology when designing and implementing lesson plans. In addition, it sought to answer how self-reflection affected teachers' perspectives about technology in the classroom. A group of nine educators (four preschool teachers and five

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elementary teachers) who teach in a variety of CLIL classrooms, as well as two administrators, participated in this case study.

Martin et al (2010) state that high-quality professional development (PD) is an integral component of achieving technologically inclusive classrooms. While Gonzales (2014) adds that PD should also be tailored to the teacher's current teaching context. In other words, the unique experiences of Colombian teachers of English as a foreign language (EFL) should be considered in order to have successful professional development programs. The professional development program was developed to meet the needs of the researcher's teaching context.

The researcher began with the distribution of a survey titled "The Use of Technology in Preschool" (see appendix A). This survey revealed specific beliefs that teachers had about the use of technology in the classroom as well as the teachers' abilities regarding the implementation of technology in the classroom. The researcher then used the results of the survey to design a professional development program that allowed teachers to create content for their context. However, due to some institutional changes, the training expanded to include elementary teachers as well. In the following sections, the researcher will examine the constructs that shaped this pedagogical intervention: I. Identifying the Teaching Context(s) II. Reflecting on Teachers' Beliefs and III. Context-Specific Professional Development.

### **Needs Analysis**

In January 2019, the survey titled "The Use of Information Technology (IT) in Preschool" was distributed amongst the preschool teachers at a private educational institution in Bogota. The preschool teachers were the focus group of the study because the school was planning to invest in new Information and Communication Technology (ICT) for the preschool in honor



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of the institution's commitment to innovation. The survey consisted of six questions aimed at identifying teachers' use of educational videos via YouTube, their use of IT tools to design their lesson, the use of IT to execute their lessons, and their general perspectives on technology-integrated learning. The survey questions can be found in the table below.

### Information Technology in Preschool Survey

Questions:

1. Do you use YouTube to plan any subject?
2. Do you use YouTube to execute a lesson plan in any subject?
3. How do you think students benefit from the use of technology in the classroom?

4. Select the topics you are proficient in:	5. Select the topics you would like to improve upon:
<input type="checkbox"/> Google Docs <input type="checkbox"/> Classroom Management <input type="checkbox"/> Google Docs <input type="checkbox"/> Teaching prereading and reading <input type="checkbox"/> Teaching Language Arts <input type="checkbox"/> Classroom Staging and setup <input type="checkbox"/> Tablets and Touchscreens <input type="checkbox"/> Planning with IT tools <input type="checkbox"/> Mac and/or Windows Computer Systems <input type="checkbox"/> Teaching prewriting and writing <input type="checkbox"/> Teaching Math Concepts <input type="checkbox"/> None of the above <input type="checkbox"/> Other	<input type="checkbox"/> Google Docs <input type="checkbox"/> Classroom Management <input type="checkbox"/> Google Docs <input type="checkbox"/> Teaching prereading and reading <input type="checkbox"/> Teaching Language Arts <input type="checkbox"/> Classroom Staging and setup <input type="checkbox"/> Tablets and Touchscreens <input type="checkbox"/> Planning with IT tools <input type="checkbox"/> Mac and/or Windows Computer Systems <input type="checkbox"/> Teaching prewriting and writing <input type="checkbox"/> Teaching Math Concepts <input type="checkbox"/> None of the above <input type="checkbox"/> Other

Table 1 The Use of Technology in Preschool

All of the preschool teachers whose primary mode of instruction was English for the 2018-2019 school year completed the survey. The results showed 83% of the preschool teachers use Youtube to plan and execute their lessons. In addition, the survey reveals that roughly 74% of the teachers wanted to improve in Planning with IT tools. In regard to teacher's beliefs on technology-integrated learning, 100% of the preschool teachers had positive perceptions regarding the use of technology in the immersive English classrooms. This can

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be noted in their response to the question: *How do you think students and teachers benefit from using IT tools in the classroom?* (See Appendix A). The cited benefits included technology being time-efficient, motivating for students, a bridge to global learning, as well as collaborative tools amongst peers (See Appendix A).

The aforementioned survey results inspired the researcher to analyze how Professional Development in Content and Integrated Language Learning settings could help teachers diversify the ways in which technology was integrated into the design and implementation of their lessons. The researcher focused on developing a training program in which teachers could have provided digital content tailored to their students learning goals being that 83% of the preschool teachers were relying on YouTube as their primary source of technology in the classroom (See Appendix A).

Initially, this project was intended for preschool teachers. However, two major changes occurred in the 2019-2020 school year. 1. The school purchased projectors for elementary and high school in addition to the interactive projectors purchased in preschool. 2. The researcher was reassigned to Elementary. Thus, the project was opened to all teachers within the institution in order to promote the use of the new ICT tools that the institution acquired. Opening up the training program to elementary also provided further evidence of the versatility of the Vyond software in that more teaching contexts were considered when designing content.

### **Literature Review**

This literature review explores three main constructs that fueled this pedagogical intervention: I. Identifying the Teaching Context(s) II. Reflecting on Teachers' Beliefs and III. Context-Specific Professional Development. This pedagogical intervention was informed

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by studies on Colombian EFL teachers' teaching context (González, 2007; McDougald, 2009; McDougald, 2013) due to the unique environments and influences that affect educators when teaching English in Colombia. The researcher focused on contextualizing research regarding professional development, technology-integrated professional development (Giraldo, 2014; González Moncada, 2007; Martin et al., 2010; Osorio, 2012; The International Society for Technology in Education, n.d.), teachers' beliefs (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012; Hew & Brush, 2007; Jung, 2005; Pegrum, 2014; Son, 2018) and lastly, the applications of collaborative action research (Banegas, Pavese, Velazquez, & Velez, 2013; Isabel Cristina, Diana Isabel, & Claudia Patricia, 1989; Mills, 2010) in Colombian settings to meet the needs of the teachers as expressed in their survey responses.

### **I. Identifying the Teaching Context(s)**

#### *1.1 Contextualized Language Teaching and Learning*

The use and knowledge of Information and Communication Technology (ICT) in education became a national goal in Colombia in 2010 (Osorio, 2012). Since then Reacher's school has had to restructure our professional development to account for this shift. This restructuring began by equipping teachers with the skills needed to teach with technology via 4-hour-long training sessions that many teachers felt were necessary but overwhelming.

In addition to its vision for a technology-integrated educational system, the Colombian Ministry of education also seeks to create a Bilingual Colombia via their *Colombia Bilingüe* program. (Ministerio de Educacion Nacional, 2014). However, González (2007) notes that the aforementioned program has not met the teacher's current PD needs:

There is a need for new forms of teacher development programs that respond to the requirements of different teachers, teacher educators, professional development

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agendas, and methodologies because the ones proposed are not sensitive to our educational needs (p. 326).

Cadavid et al (2011) support Gonzalez's (2007) claim and note that many schools in Colombia face difficulties within their teaching contexts, including teacher support in curriculum design and execution. In this study, Cadavid et al explored the real-world application of the Colombia Bilingüe program in Itagüí, Colombia. The 14 teachers that participated in the study hailed from various schools and taught in various grade levels. The researchers note that while the teachers were free to design and implement their classes in their own way, many had little language teaching experience and thus struggled to plan their lessons in an effective manner. And although the researchers implemented a professional development program aimed at the teachers' linguistic and pedagogical growth, they concluded that more reflective action was needed to address more of the concerns identified by the teachers. In other words, training was not effective on its own. More dialog between administrators and educators was needed to address issues within their context and identify solutions. Teachers' insight and experiences should be taken into consideration when designing English curricula.

### **II. Reflecting on Teaching Beliefs Regarding EFL**

As educators, we rely on a set of principles to guide our teaching and thus, we must identify, reflect, and communicate these principles via class design, teaching strategies, and content delivery. In Colombia, Suárez Flórez & Basto Basto, 2017, define teachers' beliefs as the conscious assumptions teachers have in regards to their learners and the tools they use to

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engage them (p. 169). They also note that said assumptions were shaped by preservice field experience.

Studies regarding in-service teachers expand upon these results. Cadavid et al. (2011) identified the beliefs of several in-service teachers some of which include:

“Children are more motivated, interested and possess a positive attitude towards learning new things, especially in English. Receptive skills need to be developed first and then productive ones. Visual materials will keep students engaged and motivated to learn English. English can be used to reinforce learning in other subjects (p. 117)”.

The selected quote demonstrates a tone of confidence in Colombian teachers’ new to the field of teaching. This tone of certainty when identifying their teaching beliefs can only be gained from experience and thoughtful analysis. Thus, teachers’ beliefs are not assumptions but assertions of best practices for their learners regardless of the amount of experience they have.

Rossa's (2017) and Novozhenina's (2018) findings establish that teachers must actively investigate their context and use the gained knowledge to articulate their beliefs and contribute to the theories of learning and teaching. Although this definition of teacher’s beliefs was developed in a European context, it urges all teachers to take a reflective look at how we teach and what we believe within our pedagogical community. Thus, this pedagogical intervention was developed with Rossa’s (2017) suggestion of Teacher’s Beliefs in mind. In this intervention pedagogical intervention, the teachers reflected on their beliefs and teaching context to identify areas that can be improved with technology.

### *2.2 Contextualizing EFL Teacher’s Beliefs Regarding Technology*

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Nowadays in-service teachers are not up to date with the latest trends in ICT tools nor are they familiar with how to use them personally or even incorporate them in their classes (McDougald, 2014, p. 249). The following studies identify the correlation between teachers' views on technology and their application of ICT tools in the classroom. Hew and Brush (2007) and López-Vargas, Duarte-Suárez, and Ibáñez-Ibáñez (2017) state that there is a direct correlation between the teacher's beliefs and the use of technology in the classroom. The researchers state that when teachers have negative beliefs regarding the use of technology in the classroom, they are more likely to leave technology out of their classroom. Teachers in Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, and Sendurur (2012) identified other teachers' views on technology as the most influential barrier to technology integration. The study suggests that teachers were more likely to use technology in the classroom if they found ways to use a specific IT tool to support their teaching beliefs. "For example, teachers who believed that technology was best used for collaboration purposes, described interesting projects in which students collaborated with local and distant peers" (Ertmer et al., 2012). Lastly, Giraldo (2014) states that most teachers believe that they need to experience technology as learners before they can apply the tools to their classrooms. Thus, teaching teachers how to use specific ICT tools could change their outlook on technology-integrated learning. For this pedagogical intervention, teachers were trained to use Vyond animation software for two weeks.

### **III. Contextualized Professional Development**

While a localized context has thus been established as a key component to an effective professional development program, there are other aspects to consider. Martin et al. (2010) draw from the educational community to determine that high-quality PD contains “long duration, follow-up support, active engagement in relevant activities, access to new technologies, collaboration and community building among participants, shared understanding of student achievement” (p. 53). Lawless & Pellegrino (2007) also note that quality PD includes content-specific training such as technology-integrated teaching and learning. “Thus the field of English language teaching has come to understand professional development not as the idea of an accumulation of skills but as a highly critical process.” (Giraldo, 2014). Practicing such a high quality and community focused PD program requires an organized process. Cadavid et al (2009) case study uses action research to promote collaboration amongst participants and improve a professional community via collective knowledge building. A key component of action research is reflection. The following section identifies the way in which reflection can lead to long term professional development via Knowledge Communities.

Cadavid et al. (2009) designed a holistic professional development program for Elementary school teachers in Antioquia, Colombia. This study focused on three components: participants as language learners, participants as English language teachers in Elementary school, and participants as reflective practitioners. The results of the study show that the participants benefited from reflecting as teachers and learners. Participants also benefited

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from working with their peers to build on skills that would improve their educational community.

Cadavid Munera et al. (2011) reinforce the use of reflection in pedagogical communities by citing Woodward (1997) distinction between training and professional development. Training programs are guided by experts, have an external agenda and are mandatory. Professional development is guided by advisors who meet with a group of teachers continuously to reflect on pedagogical approaches that teachers currently use in their teaching. The table cited below notes Reflection or personal growth as a key component to PD.

Table 2. Training vs Professional Development (Cadavid Múnera et al., 2011)

Training	Professional Development
Mandatory	Voluntary
Competencies	Holistic
Short-term	Long-term
Temporary	Continuous
Product Oriented, certificate, final work	Process-oriented
Skills, techniques	Reflection, personal growth
External Agenda	Internal agenda
Guided by experts	Guided by advisors

Table 2 Training vs Professional Development (Cadavid et al 201 p 179 )

Cadavid Munera et al. (2011) practiced a specific form of reflection via Knowledge Building Communities (KBC) also known as Communities of Practice (CPs). Knowledge Building Communities promote active participation. In fact, each PD program evolved with the active contribution of each participant creating a context-specific learning community. The researcher established a general framework to organize content, it was modified as the course developed. The teachers' reflections on their teachers' contexts served as a starting



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point that allowed us the researcher to identify some of their needs in order to plan actions (Cadavid Munera et al., 2011).

Drawing from Cadavid Munera et al. (2011), this pedagogical intervention has combined the concepts of training and professional development and thus will refer to it as a Professional Development Training Program (PDTP). Table 3 below identifies key components of PDTP.

Table 3 Professional Development Training Program

Professional Development Training Program
Voluntary
Holistic
Continuous
Short-term
Process- Oriented
Reflection, Personal growth
Internal Agenda
Product Oriented
Guided by advisor

Table 3 Contextualized Technology Integrated Professional Development

The Colombian government considers ICT training as professional development (PD) component for educators. In 2012, the Colombian Minister of education pledged to innovate education via ICT tools training and by incorporating ICT in curriculum design (Osorio, 2012). There exists a variety of ICT tools that can be used to teach ICT, learn with ICT, to train teachers to teach with an emphasis in ICT and to use ICT to support teacher training (Jung, 2005). Son (2018) suggests the use of the tool-based approach in English language learning in which specific tools are used for specific features of the target language. For example, Son suggests the use of presentation tools like Animoto to draw the learner's

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attention and facilitate comprehension. Animoto recently changed its name to Vyond and is the technological tool that was chosen for this pedagogical intervention.

The use of technology in classrooms is determined by many factors: the school's budget, the access educators have to technology, and the educator's ability to use technology (Hew and Brush, 2007). Pegrum (2014) cites the English in Action (EIA) teacher training program in Bangladesh and notes that "EIA does not privilege a single digital tool and shows that specific technologies matter less than the chosen content and pedagogies" (p. 196). The EIA program used resources from the *Media and Adult Learning Initiative* to improve the English and pedagogical skills of the teachers. The teachers were given SD cards with said resources that were used in their Nokia phones. These materials were deemed a "trainer in the pocket" and were always accessible by the teachers whenever they needed. As a result, most teachers improved their English and shifted their teaching style to include more ICT strategies. The study also notes that some more established secondary teachers were reluctant to use new technology or pedagogy. Lastly, the study suggests that the exam oriented educational system could have influenced these teachers.

Due to the many ways in which teachers can learn and teach with ICT, clear goals must be justified so that technology can be integrated in a focused manner. Pegrum's (2014) notes that there is a need for a digitally trained teacher who can teach national standards and curricula with ICT tools. Pegrum (2014) cites Punya Mishra and Matthew Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework which integrates technology into content knowledge (CK) and pedagogical knowledge (PK) to develop technological content knowledge (TCK) as well as technological pedagogical knowledge

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(TPK) ). Pegrum (2014) notes that any form of technology integration should be gradual and tailored to one's teaching context.

López-Vargas et al. (2017) applied the TPACK model in Colombia to assess teachers' pedagogical, technological and content knowledge. The study revealed that while teachers had a great level of Content Knowledge, they lacked Pedagogical content Knowledge in Context. Thus, while the TPACK model assesses the knowledge that teachers currently have in technology-integrated learning, it does not provide a concrete manner in which they can learn new ICT skills.

Martin et al., (2010) cite the use of International Standards for Technology in Education (ISTE) to evaluate their technology integrated PD program. The ISTE has seven standards for teachers using technology: Learner, Leader, Citizen, Collaborator, Designer, Facilitator, and Analyst (The International Society for Technology in, n.d.). The first standard is *Learner*, and it encourages teachers to learn from others and explore technology tools. The second standard is *Leader* and encourages teachers to lead students to improvement with the use of learning tools. The third standard is *Citizen*, urges teachers to teach their students proper netiquette. The fourth standard is *Collaborator*, which challenges teachers to work with others to solve problems and share resources. The fifth standard is *Designer*, this standard empowers teachers to create context-specific tools. The sixth standard, *Facilitator*, inspires teachers to support their student's use of technology within the classroom. The seventh and final standard, *Analyst*, encourages the use of data to determine the further application of technology in their classrooms. In addition to its detailed standards for teachers, the ISTE suggests goals throughout the year to ensure the active application of their standards.

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The ISTE standards align with the proposed definition of PD while incorporating IT goals. These goals are broad and were adapted to the researcher's teaching context. Thus, this action research will refer to ISTE's international standards to evaluate the proposed technology integrated PD program. The participation and final product of each participant will be assessed via the ISTE standards for educators.

The ISTE standards were used to assess the participants' knowledge and application of a specific ICT tool, Vyond Software. In the "The Use of Information Technology (IT) in Preschool" survey, teachers cited YouTube as their primary technology tool. "While educational online videos are an essential resource for students, common metrics for measuring the quality of such videos are missing" (Shoufan, 2019, p. 458). Thus, this pedagogical intervention focused on training teachers to create their own videos with an online animation software called Vyond.

The teachers received recorded videos the Researcher made to teach them how to use the software. These tutorials were used so that the teachers could have unlimited access to the detailed explanations and real-time modeling. The teachers received a total of 6 videos:

1. How to log into Vyond
2. How to use Vyond: A tour
3. How to make a Vyond Character
4. How to make a Vyond Character Move!
5. How to add props.
6. How to share A Vyond video

### **Methodology**

This pedagogical intervention was guided by the fundamentals of Collaborative Action Research as defined by Mills (2010). The researcher designed a Professional Development Training Program based on the areas of focus and research questions that emerged in the Needs Analysis stage of this intervention. Data was collected via "The Use of Technology

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in Preschool” survey, participant reflections, and the researcher’s journal. ISTE standards for education and the Knowledge-Based Community approach were used to assess the results from the participants’ Vyond videos and self-reflection.

### Participants

The school is equipped with projectors in every classroom, computer labs, iPads, and Wi-Fi. Three of the participants were elementary teachers who teach Math in English. Additionally, there were four preschool teachers who work in an immersive English environment. As well as two elementary English / Language Arts teachers. And lastly and two administrators: one of which participated in English but developed her videos in Spanish. Most of the participants volunteered their time to learn new ICT skills to meet institutional and national goals. Table 3 provides a profile of each participant. Each participant’s name has been replaced with a pseudonym.

Participant List		
Pseudonyms	Subject	Level
Marta	Preschool English Immersion	Pre-K
Kathy	Preschool English Immersion	Kinder and Transition
Laura	Coach	N/A
Connie	Coordinator	Elementary
Juan	Math	Elementary
Andres	Math	Elementary
Lupita	Preschool English Immersion	Pre-K
Socorro	English	Elementary
Norma	English	Elementary
Nelly	Math	Elementary
Antonia	Preschool English Immersion	Kindergarten
Total Participants: 11	Preschool teachers: 4 Elementary: 5 Administrators: 2	

Table 3 Participants List

### **Collaborative Action Research**

Action research as defined by Cadavid Munera et al. (2011) is a systemic process of investigating a holistic approach to professional development courses for Elementary EFL teachers. Collaboration Action Research as defined by Anegas, Pavese, Velázquez, and María Vélez (2013) is an extension of Burn's (2010) action research method and focuses on the use of teacher collaboration to reflect and assess their educational communities.

Mills (2010) defines Collaborative Action Research as inquiries conducted by teacher researchers who collaborate with teachers and administrators to actively improve their classrooms and institutions with their findings (p.20). Mills (2010) also notes that action research has four main processes "Identifying an area of focus, collecting data, analyzing and interpreting data and developing an action plan" (P. 19) otherwise known as the Dialectic Action Research Spiral. This project uses the CAR method as defined by Mills. The following sections detail the implementation of the Dialectic Research Spiral and its key components I. Identifying an Area of Focus, II. Collecting Data, II. Analyzing and Interpreting Data and IV. Developing an Action Plan.

Adhering to the studies presented above, this study seeks to answer the following research questions:

1. How does contextualized professional development affect teachers' use of technology in the design and implementation of lesson plans?
2. How does self-reflection affect teachers' perspectives on technology in the classroom?

The project implemented the Collaborative Action Research Method to answer these research questions via the Dialectic Action Research Spiral.

### **III. Identifying an Area of Focus**

The researcher worked at a private institution in northern Bogota. This institution educates learners from the age of four to the age of eighteen. The school prides itself on shaping global citizens via a trilingual curriculum, diverse fine arts program, mixed gendered perspective, and the spirit of innovation. The institutional leaders challenge their teachers and students to seek knowledge and understanding. Teachers and administrators have developed several collaborative investigative research programs tasked with the goal of growing our community's potential to make an impact in the world.

One of the research programs that the school implemented was "The Use of Information Technology (IT) in Preschool" survey. As discussed in the Needs Analysis section of this paper, three key areas of focus were identified from the reoccurring themes in the diagnostic stage as well as follow up research: I. Identifying the Teaching Context(s) II. Reflecting on Teachers' Beliefs and III. Context-Specific Professional Development (see table 4). These areas of focus generated two research questions which in turn influenced the research, data collection tools, and the design of the researcher's professional development training program.

The data collection tools consisted of the researcher's personal journal in which brainstorming, planning, and observations were recorded by the researcher. The researcher began the journal during the investigative stage of the pedagogical intervention which occurred before "The Use of Information Technology (IT) in Preschool" survey was administered. The researcher reflected in the journal until each participant shared their last reflection and video. The Professional Development Training Program design was also recorded in the journal.

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In addition, the researcher assessed each reflection (a total of three per participant) and participant video with the ISTE standards for educators. The ISTE standards were chosen because they are adaptable to diverse teaching environments and complimented the areas of focus for this pedagogical intervention. As previously stated, the first focus: Identifying the teaching context(s) was further defined as the teachers' desire to integrate more technology in their CLIL classrooms. This context was supported by the second area of focus or the teachers' belief that technology has a place in education. Lastly, while reflecting on their beliefs, the teachers identified the need to expand on their use of technology in the classroom. ISTE standards provide achievable goals for technology-integrated learning. These goals were used in a CLIL setting to determine if they could help teachers develop new technology integrated language learning skills or as the first research question posits "How does contextualized professional development affect teachers' use of technology in the design and implementation of lesson plans?"

In the aforementioned survey responses, teachers shared consistent perspectives on teaching within their context. They identified the need for a professional development program to reinforce preexisting skills as well as develop new ones. Thus, the second research question "How does self-reflection affect teachers' perspective on technology in the classroom?" sought to maintain the teachers' voice as the assessment tool for the Professional Development Training program in order to determine whether or not the teachers' needs were being met.



Table 4

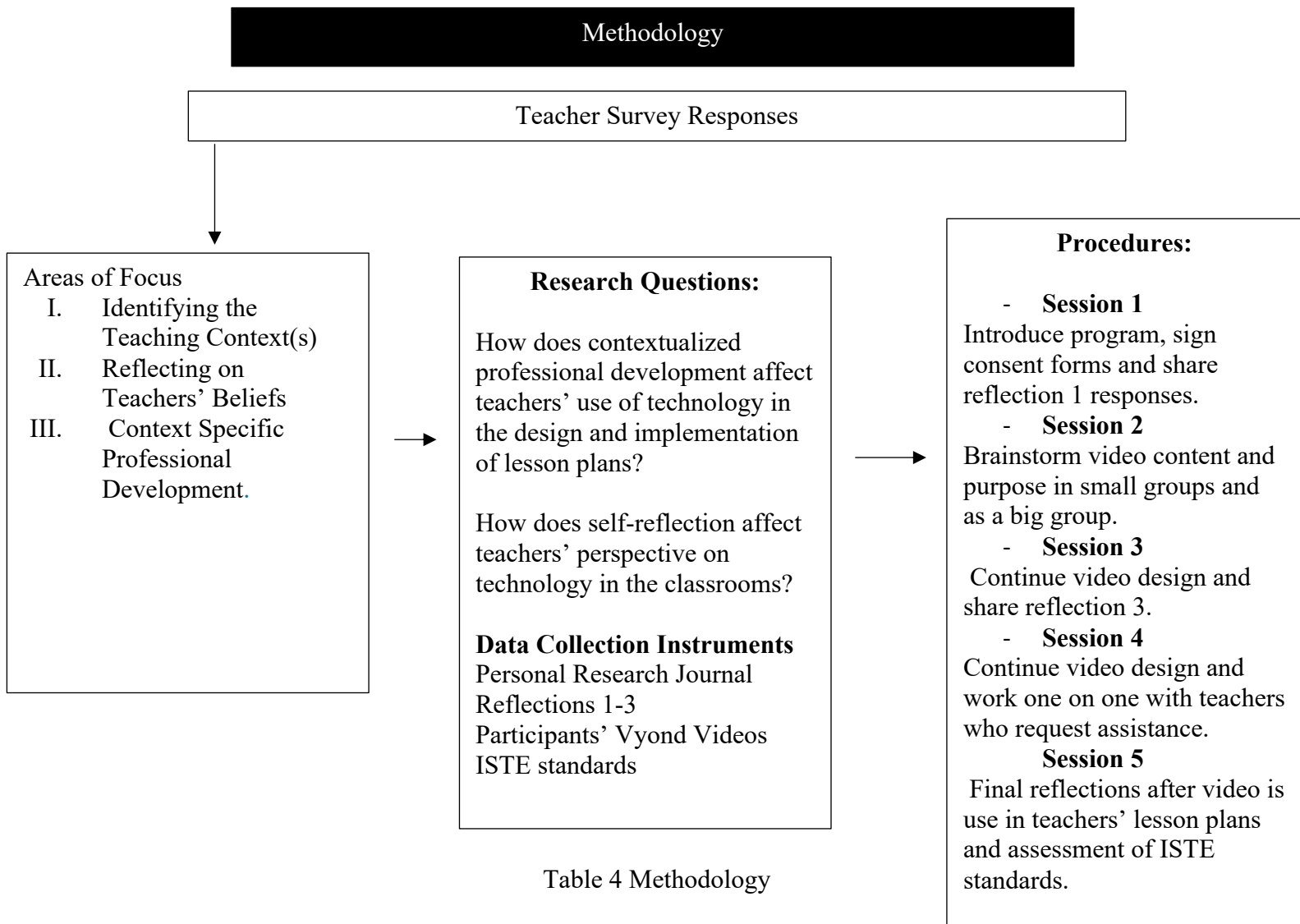


Table 4 Methodology

**Organization of the Pedagogical Intervention**

As depicted in table 3, the PDTP was a two-week training program in which 11 participants met with the researcher for two hours after school from 4:00 to 6:00 pm to learn how to use the Vyond animation software and engage in a knowledge-based learning community. For Sessions 1-3 we met in the school library. Session 4 was held in a computer lab at school. And Session 5 was a series of one on one sessions with each participant. The initial lesson plans can be found in appendix B.

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Initially, each session was designed to include an icebreaker, group discussion, and design time. A sample of the initial lesson plans can be found in the aforementioned Appendix B. However, these lesson plans were adapted to meet the needs and requests of the participants. In doing so, we successfully adhered to the definition of a Professional Development Training Program that was established for this pedagogical intervention. The following section provides a detailed account of the data collection instruments that were used during this pedagogical intervention. In addition, the data analysis section provides summaries of each session and an assessment of each teacher's participation.

### II. Data Collection Instruments

The QUAN-QUAL method approach as defined by Mills (2010) was used to collect data. The quantitative data collected consists of participants' reflections, a teacher survey's responses, and the Vyond videos that each participant produced during the study which was assessed via the aforementioned ISTE standards for educators. In addition, the researcher kept a journal to record the development, design, and implementation of the pedagogical intervention. Both quantitative and qualitative data were weighted equally. Table 5 provides a full description of each instrument as well as the stage in which each instrument was implemented.

<b>Data Collection Instruments</b>		
Type of data	Description	Stage of Implementation
Participants' Reflections <b>(Qualitative)</b>	Participants wrote responses to three reflections that sought to understand their teaching beliefs	This instrument was used during the professional development training program in sessions 1, 3, and 5.

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	regarding teaching English, technology-integrated learning, and the use of the Vyond software in their lesson plans.	
Teachers' Survey Response <b>(Qualitative)</b>	The responses from the teacher survey titled "The Use of Technology in Preschool" was used to design the professional training development program.	This instrument was used in the initial stage of the pedagogical intervention.
ISTE Standards <b>(Qualitative)</b>	The ISTE standards: Leader, Learner, Citizen, Collaborator, Facilitator, Analyst, and Designer were used to assess each video the participants produced.	This instrument was used after session 5 when teachers shared a sample of their work.
Research Journal <b>(Qualitative)</b>	The researcher recorded their experience in a personal journal. These notes were used to	The researcher began recording in their journal in December 2018.

	support findings.	
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Table 6 Data Collection Instruments

### 1. Teacher Survey Responses

As stated in the introduction, every teacher who taught English in 2018-2019 participated in the Preschool survey that sought to identify how teachers were currently using technology in their classrooms. The survey results that were shared in the needs analysis were then used to investigate several aspects of technology integrated language learning within the researcher's teaching context. The survey results also determined the technological tool used in the pedagogical intervention: Vyond animation software.

### 2. Reflections

Each participant wrote three reflections. The reflections were distributed in sessions I, II, and III. Each reflection had guiding questions for the teacher to consider when writing their responses. In the first reflection, teachers identified their current teaching beliefs. A sample of the first reflection can be found in appendix C. The second reflection asked the teachers to critique the Vyond training videos that were given to guide the teachers as they developed their videos. A sample of this reflection is also available in appendix D. The last reflection asked the teachers to consider if and how the Vyond software could be used to complement each teachers' individual teaching context. These reflections were integral to establishing a knowledge-building community. Please see Appendix E for further information.

Cambourne, Ferri & Kiggins' (2003) KBC reflective approach was adapted to a Colombian setting via Cadavid Munera et al. (2011) in which they centered on three

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modes of learning: Community learning, School-based learning, and Problem-based learning. These KBCs align with the key components of this study. Thus, the PDTP was designed, implemented and analyzed to determine whether the modes of learning can be identified within the study.

### **3. Vyond Videos**

The Vyond videos that were produced by each teacher were assessed via the ISTE standards defined in the literature review. The ISTE standards were used to determine whether the participants could develop enough ITC skills to execute accurate technology integrated language learning in their classrooms. An analysis of each video in the results section of this paper.

### **4. Field Notes**

As presented in the literature review, the researcher identified reflective learning and teaching as a key component of an educator's professional development. Modeling a new skill was also identified as a key component of professional development. Thus, when the researcher began the investigative process, they recorded their thoughts and observations in a journal. The researcher later shared some field notes with her participants to model the skill and establish the Knowledge Building Community mentioned above.

## **III. Results (Analyze and Interpretation of Data)**

The data that was collected during the pedagogical intervention has been organized into four sections. The first section is a detailed description of the participants and their teaching context. The next section presents an analysis of each session. The fourth section assesses whether the participants met the ISTE standards for educators. The final section uses the

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KBC approach to assess whether this PDTP used reflection in an effective manner. This data analysis section is followed by the action plan developed to improve further professional development training at my educational institution.

### **Session Summaries**

#### **Session 1: Sharing the Beliefs That Guide Our Instruction**

Participants met for the first time and received information regarding the purpose of the training as well as learning objectives. Participants then discussed and signed consent forms and shared their first reflection. Reflection one asks “What beliefs guide your teaching? What tools and resources are essential to effective teaching?”. Below are some responses to the first reflection. These excerpts indicate that teachers 90% of the participants believe that there are many types of learners and thus teachers should use a variety of strategies to impart wisdom.

“I used strategies to address not only to the concepts but also to the abilities, involving activities that promote [maturity] (brain gym, TPR, etc.). I use videos and games from YouTube and now I am going to incorporate the use of interactive projector (Socorro).”

- “1. Motivation is essential for students to feel desire to learn.
2. Kids have different learning styles and learn at a different pace.
3. I+1 = Learning something new at the right level. Multiple sources such as videos, books, visual aids, web among others (Norma).” (See Appendix B)

The field notes indicate several patterns in the participants’ teaching practices regarding the use of technology in the classroom. 100% of the participants used technology to document their lesson plans, stream educational aids via YouTube, to project PPT presentations related to the learning benchmarks as well as to expand their knowledge in

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fields of their own personal interests. These findings coincide with the results from the Use of Technology in Preschool survey cited in the introduction of this case study. Lastly, all of the participants have classrooms that are equipped with Wi-Fi modems and interactive projectors.

The teachers' presence in the training program and the reflections recorded above reveal that the participants are already learners and collaborators by ISTE standards. There was a strong desire amongst the participants to revisit their use of technology in an educational capacity while meeting the needs of their teaching context. There was also a strong willingness to learn a new skill which was more pronounced in the sessions to come.

### **Session 2: Comparing Individual Contexts Within Our Community**

In the second session, the participants shared their experience with the Vyond training videos and were eager to get started. The group brainstormed ideas for their videos, while an initial brainstorm was done in self-organized groups, we reconvened after 15 minutes to share our ideas with everyone. The participants' brainstorm of their videos contained teaching goals and audiovisuals tailored to students of a specific age and subject within our teaching context as noted in *Figure 3* which is a photo of the brainstorming activity from session two. In this photo, six idea droplets were identified by the participants. Each idea droplet represented a topic or theme that each participant wanted to use to drive the design of their Vyond videos.

The researcher's field notes indicate that each topic or theme was derived from the participants' curriculum. The field notes also indicate that these themes were a priority for the participants because they could not find YouTube videos that addressed these topics or because the ones that were available used English vocabulary that their students were not

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used to. The Preschool teachers thought having morning and afternoon routines videos with a familiar voice and vocabulary would ease the adaptation process for pre-kinder students in their first year at the institution.

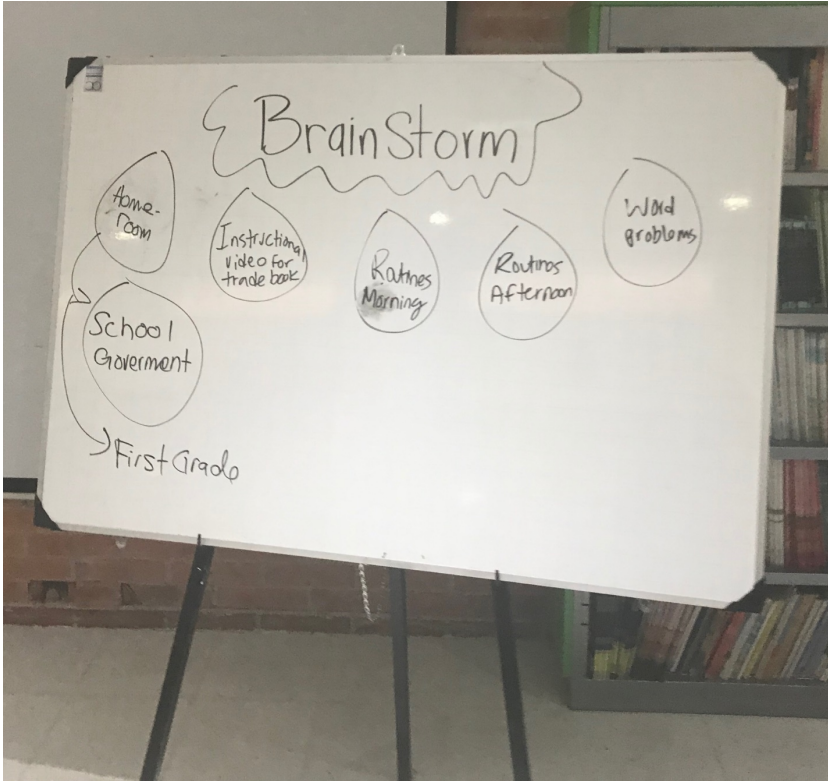


Figure 3 Session 1 Brainstorm This is a photo of the Session 2 brainstorm.

### Session 3 Transmitting Our Beliefs Through Technology

In session 3 participants worked to implement the designs they developed for their videos. The participants also wrote the second reflection. Reflection Two asks: "Please write a brief reflection regarding your experience with the Vyond tutorials. Here are some guiding questions you may consider when writing your response: "Was the Vyond tool accessible? Were you able to use the tools after watching the tutorials? Could you use the Vyond tool in your classroom?" The Researcher's field notes observe that 100% of the participants shared positive views of the Vyond software.



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Continuous reflection thought out the training program allowed the participants to identify their own strengths regarding the use of new ICT tools. The reflection responses and field notes show that some participants even thought that the Vyond training videos were not needed due to Vyond's user-friendly platform.

For example, in his second reflection Andres noted: "All tutorials were accessible, but I also think that the tool is really intuitive and easy to use without the need of tutorials. The amount of presentations in the library amazed me a lot since there is almost anything that you may [need]. [I'm] going to use it in my classroom to explain problem solving in fifth grade" (See Appendix B).

Additionally, the reflection quoted above makes references to the "presentations in the library" which were the ice breaker activities and discussions that occurred throughout the PDTP. Here Andres is identifying the importance of the Knowledge Building Community this PDTP established.

Lastly, Andres identifies exactly how he is going to use Vyond to meet his learner's needs: "I am going to use it in my classroom to explain problem solving in fifth grade".

### **Session 4: Expanding the Teaching Toolbelt**

By session 4 the participants completed several ISTE standards, specifically the *Designer* and *Analyst*. The participants would re-watch a tutorial to review a skill they were struggling with or would help one another with the editing tools after they were confident in its use. For example, Lupita taught Marta how to upload images of her classroom into her video. While Nelly taught several participants how to make a character move across a scene. The Designer and Analyst ISTE standards are key tools for

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technology integration because they allow teachers to identify a need in their classroom and identify how technology can help them meet that need.

### **Session 5: Final Reflections**

Due to time constraints, the Researcher met with teachers individually to discuss their experience with the Vyond software and to determine if they were able to apply their new skills to a lesson plan. While some teachers liked learning a new skill, they have yet to use the videos in a lesson plan. This could be due to the peers they plan with or the topic their videos address. The following is a summary of each participant's final reflection.

#### **Marta**

Martha, a preschool teacher in the English immersion program, designed a video to teach parents how to read the trade books that are sent home. These trade books are books that are to be read with the parents to encourage reading and proper book handling. Many of the parents were unsure of how to carry out this activity because the books were English, and they did not know English.

The goal of Martha's video was to model a picture walk (allow the child to tell the story by interpreting the pictures) which is the best way to complete the trade book tasks for her grade. However, due to the limited access to the free trial subscription, Martha was unable to finish editing her video for the parents.

“Instead, I showed the video to my students and they thought the video was awesome, they were impressed with the movements of the video. If I can use it again I definitely will.”

(Martha)

While the Vyond video became tailored to her students' parents and not her students themselves, the video did open another connection for the Knowledge Building Community

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that was established, one between school and home life. Parents used the Vyond video Martha designed to reinforce reading skills at home in a manner that was consistent with the way it is being modeled at school. Thus proving, that teachers can use technology to provide support for parents when reviewing key skills at home.



Figure 4 Martha's Video This video teaches the correct way to read a trade book in preschool.

### Laura

Laura was selected as a teacher coach for the 2019-2020 school year but was interested in the project because she was researching learning through play.

Laura states that “The goal of the video is a revision of Halloween vocabulary for preschool students. Kids have to say out loud what they see on the screen in order to escape the attack of a zombie who appears to be just a dressed-up friend of the main character at the end of the video.”

Laura considered the Vyond tool to be useful in transferring information in an innovative way. Below is a video of Laura's Halloween Rush Video.



Figure 5 Laura's Halloween Rush Video This video reviews Halloween vocabulary through play.

### **Kathy**

Kathy is a preschool teacher in the English immersion program and designed two videos. In the first video, Kathy attempted to make an animated version of a video she recorded to teach preschools how to interview a friend. However, Kathy found it overwhelming to sync the audio with the animation and discarded the video. Instead, she designed a video to amplify the “Occupations” lesson plan that she teaches every year. For the “Occupations” video, Kathy created an astronaut of the same pseudonym that taught the students about what an astronaut does. She was excited to meet her goal of amplifying the vocabulary her students used in the “Occupations” lesson plan and would like to more videos in the future. Below is a screenshot of Kathy's video. Kathy's ability to develop two videos within the two- week period demonstrates a great level of proficiency by the ISTE standards. Since Kathy was able to complete her Astronaut video within the free trial

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period, the video was added to the institution's virtual room where it is accessible to all students of her grade level for the rest of the year.



Figure 6 Kathy's Occupations Video This video teaches preschool students about life as an astronaut.

### Connie

Connie was eager to apply new technology skills to her role as a coordinator. She created a Public Service Announcement (PSA) for the class president elections which explained proper voting protocols for all Elementary and Highschool Students. While her final product was in Spanish, she did participate in the training in English. Connie noted that all of the elementary and high school students watched and enjoyed her video. Connie's participation in the training solidified key components of a Knowledge Building Community; as stated in the literature review, all members of the KBC are viewed as equal no matter their job title or amount of experience in the field. Additionally, an administrator participating in the PDTP proves that there is much knowledge is to be gained from within the institution without the need of outside experts.

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### Antonia

Antonia wanted to create a video that helped her young preschool teachers remember the morning routines. The researcher's notes on the PTDP sessions state that Antonia talked about that the current YouTube videos regarding routines did not model the ones established in preschool. In her video, she used pictures from her actual classroom as well as pictures of the school supplies that are unique to the Institution's preschool settings. Antonia thought that her students were more receptive to the "Morning Routines" video than they were to the morning routine posters she had displayed in her classroom. She also thought this video was helpful in orienting substitute teachers. Antonia successfully created a video that used contextualized vocabulary and images to teach morning routines to her students. The video also had unprecedented results in that he helped substitute teachers maintain the routine in her absence. Below is a photo of Antonia's video.

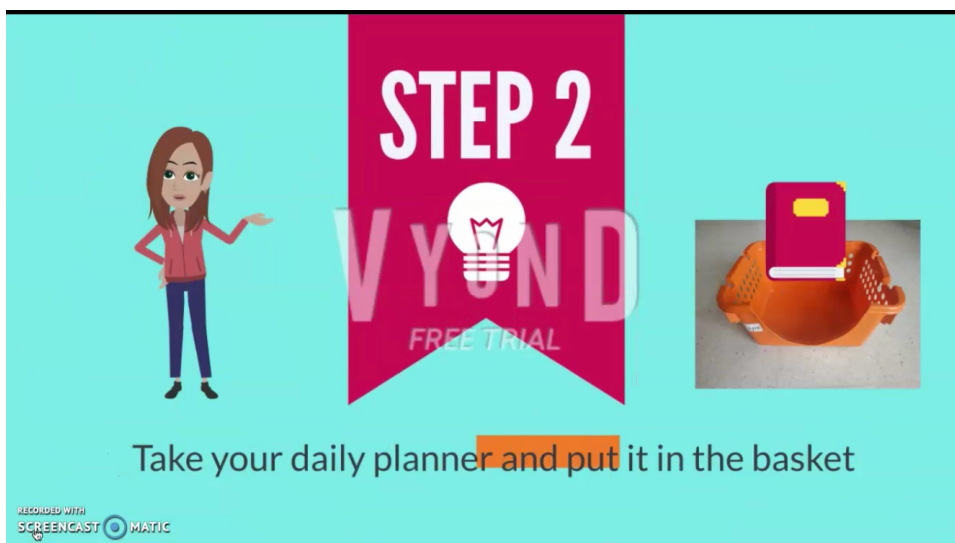


Figure 7 Antonia's Morning Routine Video This video teaches preschool students how to start their day.

### Juan

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Juan used the Vyond tool to teach problem-solving in elementary.

While Juan did not wish to share images of his video, he did write the following reflection: “I was not able to use [the video I made] in the classroom because [I] couldn’t finish the video on time. However, I have worked with the tool before to teach about problem solving. Students find the videos interesting basically because mouth match voices and they feel that the way that the info is presented is varied. They also expressed that some of them know how to use the tool. I would like to continue working with this tool with a little bit more time in order to prepare topics for the next term” (Juan).

As Juan stated, the free trial does not provide sufficient time for some participants to complete their videos. However, Juan did note that he learned a new skill and has a desire to let his students use it to make their own content. This desire meets a crucial ISTE standard, that of the Facilitator; a teacher who encourages their students to study a subject via technology.

**Andres**

Andres also declined to share a screenshot of his video but did state that he found the tool to be versatile.

He also offered the following critique: “While I am happy to have gained this new skill the free trial of two weeks is too short, and the real subscription is too expensive. I don’t think the school will invest in it.”

Andres has identified a key concern in this case study, the cost of new this technology. However, Andres was unaware that the school actually invested in a yearlong subscription to Vyond during the 2018-2019 school year and did not review the subscription because

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teachers were not using it. The researcher will present this case study to the Administrators and will recommend the renewal of the subscription.

### Lupita

Lupita works closely with Antonia and developed an “Afternoon Routines” video to compliment Antonia’s video. Both teachers believed that students struggle to conform to classroom routines at the beginning of the year. Lupita also noted that the free trial was too short and that she was overwhelmed by the time limit the free trial caused.

“For you, young people, this is easy, but I am older and I need more time. I feel that I can use this tool in my class, but I need more time!”

### Socorro

Socorro wasn’t impressed with the audio in the final version of her video.

“I used a Vyond video to model the students how to fill in a story map. It was useful but the sound fidelity was not good so the students lost track of it. I will definitely use this tool, but I feel afraid about the quality of the sound. Thanks!” Below is an image of her final product.

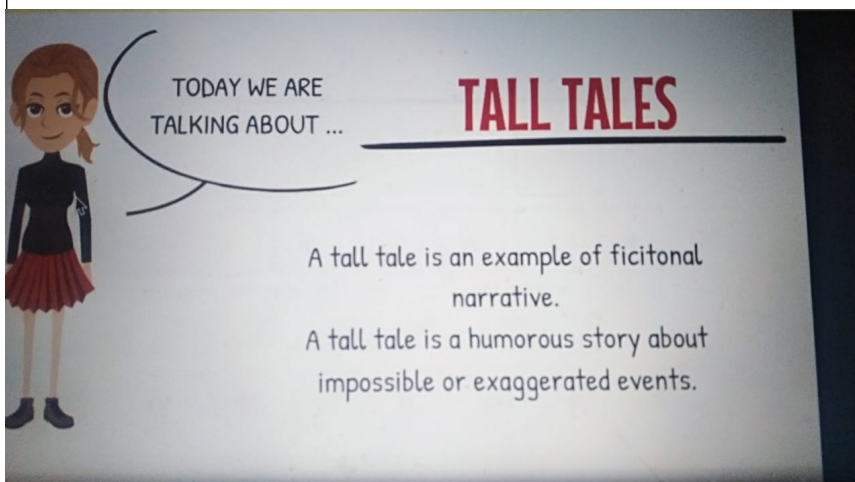


Figure 9 Socorro’s Story Map Video This video teaches elementary students how to write a tall tale.



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### **Norma**

Norma while an active participant in the first two sessions, declined to continue the training.

### **Nelly**

Like many of her peers Nelly declined to share images of her final product but shared the following reflection:

“I used Vyond to do a video about rounding, I use it to introduce the topic, as well as a resource to work with those students who were absent when I explained the topic. I used more time to create the video than the one that the free trial gave. So, at the end the video turned to be incomplete and I had to start a new one from zero and it was time consuming. I found the Vyond is a useful tool and students really like to see the teachers been acted as a cartoon.”

### **ISTE Assessment of Participants**

The International Standards for Technology in Education have identified seven key attributes a teacher must have to successfully incorporate ITC in their classrooms. These standards are not defined by a particular country, age group, or subject. The final design and of the Vyond video each teacher produced was assessed via the seven ISTE standards. The table below indicates that 63% of the participants met all of the ISTE standards after the two-week training period. 90% of the participants met the standards of leader, analyst, and designer. 100% of the participants met the standards of learner and collaborator by participating in the PDTP.

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Assessment of ISTE Standards							
Participant	Learner	Leader	Citizen	Collaborator	Facilitator	Analyst	Designer
Marta	X	X	X	X		X	X
Kathy	X	X		X	X	X	X
Laura	X	X		X		X	X
Connie	X	X	X	X		X	X
Juan	X	X	X	X		X	X
Andres	X	X	X	X	X	X	X
Lupita	X	X	X	X	X	X	X
Socorro	X	X	X	X	X	X	X
Norma	X			X			X
Nelly	X	X	X	X	X	X	
Antonia	X	X	X	X	X	X	X

Table 6 Assessment of ISTE standards

While this is not the perfect outcome, it should be noted that much was accomplished in a short time. It is also unrealistic to assume that every teacher within an institution can and should meet all seven standards in two weeks. These findings indicate that PDTP design can lead to the acquisition of new skills. This case study will now serve as a catalyst for an institutional action plan that seeks to help more teachers meet these standards.

### Assessment of the KBC Approach

The design and implementation of this PDTP were assessed via the Knowledge-Based Community model rooted in holistic professional development via reflection and communities of practice. This model was taken from Cadavid Munera et al. (2011) and focuses on three modes of learning: Community-based learning, School-based learning, and Problem-based learning. The following is an assessment of the KBC in regards to the Vyond professional development training program.

### Community

Our community was made up of a diverse array of in-service teachers who taught in CLIL contexts. For the first time, the teachers of various disciplines gathered to share the beliefs that guide their teaching. Their reflections demonstrate many common beliefs despite

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the different years of experience and different the content they teach. We were all united by the desire to meet national and institutional goals regarding technology integrated language teaching. While some participants did not meet all of the ISTE standards, they progressed in the development of new ITC skills. The participants also found a way to express their individual teaching beliefs via a new ITC tool.

### **School-based Learning**

When the group brainstormed ideas for the videos each teacher would create, the participants were able to identify an area in their curriculum that could be improved with the use of the Vyond software. Thus, the design of each video was tailored to each of the participant's needs. As previously stated, the framework for the PDTP was flexible and adapted to teacher feedback in real-time. The sessions were adjusted by eliminating the session icebreakers as the teachers felt that they took time away from using the Vyond software. The location of session 4 was also changed because teachers preferred to work on institutional computers than to carry their own devices around. These changes ensured that teachers' needs and expectations were being met at all times.

### **Problem-based Learning**

The professional development training program sought to address the way in which technology integrated learning fits into the classrooms of Colombian language teachers in a specific teaching and learning context. The Vyond software was chosen for its incredible versatility and sought to meet needs identified in the preschool survey and the reflection responses from session 1. Most teachers believed that Vyond empowered them with new skills and a new perspective on integrating technology into the classroom. Other teachers

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realized that animation software was not a tool they would like to use in their classroom due to sound issues or the amount of time that went into designing and editing the videos.

Despite the mixed reviews in regard to the tool that was chosen to integrate into the classroom, most teachers were excited to have the opportunity to sit with a new ICT tool in a continuous manner. Overall, it can be said that this PDTP did incorporate the targeted modes of learning: community-based learning, school-based learning, and problem-based learning and thus a KBC experience was achieved on a small scale. It also asserts that effective long-term professional development can be achieved via teacher reflection.

### **Action Plan**

This pedagogical intervention proposed two research questions: How does contextualized professional development affect teachers' use of technology in the design and implementation of lesson plans? How does self-reflection affect teachers' perspectives on technology in the classroom? The evidence presented above states that professional development training programs can have a positive effect on teachers' perspectives of their ability to integrate more technology into their CLIL classrooms. So much so that some participants implemented this new technology in their classroom shortly after completing their training. The results of this pedagogical intervention have shown that PDTPs should focus on specific technological tools, provide teachers will ample time to interact with the tool, and support a teachers' learning process with a community of peers. In addition, it is recommended that there should be a budget to provide full access to new tools that require subscriptions.

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The researcher developed the following action plan to encourage further applications of self-reflection, community building, and community-based professional development. The following areas of focus for the action plan have been identified: I. Teachers' Perspective II. Teachers with technology-integrated learning and teaching skills and, III. Teachers as reflective practitioners and IV. Institutional Assessment via TPACK.

### **Teachers' Perspective**

Teachers have on average three weeks of PD at my school. Traditionally these PD training are crammed into one day and do not allow teachers to reflect and converse about the new strategies or tools that are presented. In addition to institutional PD, teachers are selected to attend conferences and workshops related to the content they teach.

The findings presented in this pedagogical intervention suggest that administrators should reach out to teachers to identify areas they would like to improve on via PD. Teachers will be more receptive to PD sessions when they are related to their needs and interests.

### **Teachers with Technology integrated learning and teaching skills**

This pedagogical intervention suggests that teachers who attended these conferences and workshops should lead the PD sessions rather than hiring experts that are not already embedded in the educational community.

### **Teachers as reflective practitioners**

Once an institutional week a teacher from each area meets to discuss issues and goals with their department heads. The results of this pedagogical intervention indicate that teachers benefitted from sharing their experiences and beliefs with one another. Incorporating teacher reflections at least once a month during the area meetings will allow teachers to expand on their experiences and improve their curriculum design and their teaching strategies.

### **Conclusion**

This pedagogical intervention sought to answer two questions that arose from an institutional survey: How does contextualized professional development affect teachers' use of technology in the design and implementation of lesson plans? How does self-reflection affect teachers' perspectives on technology in the classroom? This study asserts that professional development in the form of Professional Development Training Programs has a mostly positive effect on the use of technology integrated lesson planning. While many teachers stated that they needed longer subscriptions to the software, most participants developed video animation design skills that can be transferred to other technology-integrated teaching tools. In addition, each teacher's commitment to stay afterschool reinforced bonds within their educational community and demonstrated that teachers prefer to learn new skills over time via faculty members who share their teaching context instead of 4-hour long sessions led by outside experts. More research is needed to identify how it affects the dynamics of the CLIL and Language classroom but it is clear that the teachers responded positively to their training experience.

This study also identified self-reflection as an essential component of professional development. Teachers were able to reflect on the foundations of their teaching styles and shared these reflections with one another. These individual reflections inspired a group of teachers to step out of their comfort zone and view themselves through a new tech-savvy lens. The results of this study prove that through gradual training via communities of practice, many kinds of teachers can make room for new technology-integrated teaching and learning. It is now clear, that teachers' perspectives on training and professional development should always be considered and can affect whether new skills are developed and or implemented

within their classrooms. Bilingual institutions in Colombia should look to their own bilingual teachers to gain true insight into what Colombian English language learners need as well as how their needs can be met while addressing national English language learning standards. I hope to use my proposed action plan to gain more insight into meaningful collaborative learning experiences within my teaching context.

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## **Appendix A**

The survey responses were archived on Google docs and can be viewed by clicking on the following link:

### **The Use of Information Technology in Preschool Survey**

[https://docs.google.com/spreadsheets/d/1Im4va\\_4BjIY\\_Q0Q5fW2kYh26RaDP5xzSyCheN](https://docs.google.com/spreadsheets/d/1Im4va_4BjIY_Q0Q5fW2kYh26RaDP5xzSyCheN)

[BCI\\_SA/edit?usp=sharing](#)

## Appendix B

### Vyond The Mold : Professional Development Training Lesson Plan

Thank you for your integral participation in this study. The purpose of this training is to familiarize its participants with the use of Vyond software so they may use it to plan and execute their learning benchmarks. The purpose of this study is to identify this method of professional development as an efficient way to empower the teachers within this learning and teaching context.

Total duration of training: **9 hours** (over the course of a month)

**Session One:** Welcome and Introduction **Duration: 2 hours**

Participants will introduce themselves with a icebreaker. (20 minutes)

Reflection: Participants write and share their teaching beliefs. (40 minutes)

*Responses:*

<https://docs.google.com/spreadsheets/d/1Boz2OLT6BIFI7XuSCf3fCSr4b42RQ-DnQm3ilvErIOE/edit?usp=sharing>

Teacher Researcher will introduce project framework, ISTE standards, and distribute consent forms (40 minutes)

Teacher Researcher will distribute Vyond Tutorials and inform participants that they will have two days to watch the tutorials before the next session. (20 minutes)

## VYOND THE MOLD

[The Vyond tutorials can be accessed via this link:

[https://drive.google.com/drive/folders/18dB35orz\\_dJgQoaKecN-yDY3TSobFstn?usp=sharing](https://drive.google.com/drive/folders/18dB35orz_dJgQoaKecN-yDY3TSobFstn?usp=sharing) ]

### **Session Two: Vyond Tutorial Feedback and Brainstorm Duration: 2 hours**

Participants will reflect on their experience with the Vyond software using reflection form

2. (15 minutes)

Participants share a past lesson that represents their teaching style in groups. (25 minutes)

Participants and Teacher Researcher will brainstorm themes and content that can be used to make presentations with the Vyond software and ISTE standards. (30 minutes)

**Brain Break Activity** – Participants and I will play the categories game. (10 minutes)

Participants begin to make their own videos. (40 minutes)

### **Session Three: Feedback and Production Duration: 2hours**

Participants will share their current ideas and videos with the group to receive feedback.

(50 minutes)

**Brain Break Activity** – Participants and I play Apple, Banana, Orange game (20 minutes)

Teachers will continue creating their individual videos with Vyond software. (50 minutes)

### **Session Four: Lesson planning Duration: 2 hours**

Participants will work on a lesson plan that incorporates their new Vyond video(s) and

ISTE standards. (50 minutes)

**Brain Break Activity** – Participants and I play Guess Who game(20 minutes)

Participants will receive feedback on their lesson plans. (50 minutes)

## VYOND THE MOLD

**Session Five: Final Thoughts Duration: 1 hour**

**Ice breaker Activity** – Participants and I will finish the Guess who game (10 minutes)

Participants will write a final reflection about their experience with the training as well as the application of their videos in real-time and share with the group. (50 minutes)

**Appendix C**

## Reflection 1: Teacher Beliefs

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Please reflect on who you are as a teacher. As you write your response please consider the following guiding questions:

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**What beliefs guide your teaching? What tools and resources are essential to effective teaching?**

Long answer text

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**Appendix D**

## Reflection 2: Vyond Tutorials

This purpose of this form is to identify how teachers perceive the Vyond software and if it aligns with their teaching beliefs.



Please write a brief reflection regarding your experience with the Vyond tutorials. Here are some guiding questions you may consider when writing your response: Was the Vyond tool accessible? Were you able to use the tools after watching the tutorials? Could you use they Vyond tool in your classroom?

☰ Paragraph ▼

Long answer text

## Appendix E

### Reflection 3: Using Vyond in the classroom

The purpose of this reflection is to identify strengths and weakness of the use of Vyond software in the classroom.

Please consider the following questions while writing your response. How did you use Vyond in the classroom? What worked? What didn't? Will you continue to use the IT tool?

Paragraph

Long answer text

## Appendix F

### Vyond Tutorials

1. How to log into Vyond  
(<https://drive.google.com/open?id=1gYcm7oPzVdBmc6pF4oO9mM3FE0gjFmzO>)
2. How to use Vyond\_ A Tour ([https://drive.google.com/open?id=1DXdwbsW2z3-WMC3Mr3u8xSyXYaFF\\_VCE](https://drive.google.com/open?id=1DXdwbsW2z3-WMC3Mr3u8xSyXYaFF_VCE))
3. How to make a Vyond Character  
(<https://drive.google.com/open?id=1jXr72CiHeelySZ9exiOVTBNZfarfJ9YO>)
4. How to make a Vyond Character Move  
(<https://drive.google.com/open?id=1jXr72CiHeelySZ9exiOVTBNZfarfJ9YO>)



## VYOND THE MOLD

5. How to add props, audio, and media to your video

(<https://drive.google.com/open?id=1yMAxzON4pipX-95-QVv4f3g-z60US0Kv>)

6. How to share your Vyond Videos (<https://drive.google.com/open?id=1tcsX7-qAfTgNmpX6udbp3MXkCOvG8LBT>)