

The Lived Experiences Of SEAMEO Innotech Guro21 Graduates

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Abstract

This study examines the experiences of eight teachers who have graduated from an online course—the SEAMEO INNOTECH GURO21. The primary data collection method made use of one on one interviews. The results of the Study informed that understanding the lived experiences of those who graduated from the first course of SEAMEO INNOTECH GURO21 can be categorized into two themes: (a) equipping teachers with the knowledge, skills, attitudes, and values of the 21st century; and (2) facilitating 21st-century learning. This research revealed that as teachers, one must be knowledgeable enough to carefully choose strategies and techniques tailored-fit for the kind and level of the learners. The acquisition of 21st-century skills has become an essential part of the generation. Thus, teachers must undergo seminars and workshops and even enroll in online courses to be upgraded with the latest trends of this generation. The participants, from their responses, revealed the change within themselves in line with their profession and in the development of their personality. The course had made the shift from being a traditional teacher to a techno-savvy one. This means using techniques and strategies the old way and how they smoothly transformed into technology-based teaching. Recommendations are offered for school heads and for further research. This is to further enhance this Study and to compare other findings in line with teacher development programs through online courses.

Keywords:

SEAMEO Innotech, Lived Experiences, Equipping teachers for the 21st century., Facilitating 21st Century Learners



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INTRODUCTION

The dawn of the 21st century has brought with it an un-preceded wave of constant change. This age marked the beginning of the digital-knowledge era and the network society. The youth today does not learn by books alone but instead learns with the aid of technology. Students in this generation may have found obsolete strategies in learning as dull and no longer fun and interactive.

Education nowadays is in flux, and where it ends up depends on the decision

society makes. So, this is a time of opportunity to determine the future direction to having a sustainable environment for the coming generations in ways that we have not faced in 200 years. The attention to improving the professional competencies of teachers is considered a step towards sustainable development. This goal is the very reason why the need for developing holistic teachers is a must. Thus, to be effective in this challenging environment requires that the builders of the new education system understand the imperatives

of the technologies driving the changes in Education. These changes stimulate the Department of Education to initiate programs and innovate ways to improve the system. This educational drive gives birth to the plans of the department on sending teachers and school heads to workshops, seminars, and online courses. There is the need to develop more and more and update the teachers in their craft since teachers have the most highlighted contribution in students learning, as well as the effectiveness of the education system (Gholani & Qurbanza, 2016). How a teacher copes with challenges that they encounter in the field depends on his beliefs, practices, and attitudes, and these will help them influence learner's learning environment and Motivation (Gholani, Sarkhosh & Abedi, 2016).

Teachers are living in a time of general uncertainty, where rapid changes in professional practice are commonplace. Flexible delivery modes shelters multiple ways and opportunities for further Education (Boling, Hough, Krinsky, Saleem, & Stevens, 2012; Napier, Dekhane & Smith, 2011; Schmidt, Tschida, & Hodge, 2016). In this aspect, technology could be the catalyst for transforming teacher's instructional practices in the direction of a more constructivist approach. For instance, Chen (2011) states that to become innovative as well as a constructivist teacher, one must

learn advanced computer technologies. In the light of technology, Orlando and Attard (2015) stated that "teaching in technology is not a one size fits all approach as it depends on the types of technology I use and time, and also the curriculum content being taught" (p. 119). This merely means that there are other aspects to consider in using technology in teaching. Often, it is taken for granted that the integration of technology in delivering the instruction could enhance learning (Kirkwood & Price, 2014, p. 6) with the assumption that technology integration, learning enhancement, and student engagement are closely linked to one another.

On the other hand, technology-related factors are not the sole reasons for achieving the goal of meaningful technology integration (Kimmons et al. 2015). Deng et al. (2014) claim that the teacher's way of integrating technology within their classroom depends on their personal pedagogical beliefs. Similarly, it is based on the conceptions of the nature of teaching and learning that teachers perceive the role of technology in developing 21st-century teachers. In any educational experience, thinking and learning should be shared. The teachers are also learners, and in the same manner, the learners are teachers (Garrison, 2017).

In this view, sending teachers to workshops, seminars, and online courses dramatically affects how a teacher could be developed technologically and become a 21st-century teacher himself. Thus, teachers need to be updated and upgraded because the focus of the educational system in this country is to cope up with the latest drift in technology. And with this fact, distant Education is beneficial to teachers in developing their skill with the use of technology since with this mode of learning, teachers from different areas within Southeast Asia could contribute to one another in terms of applying technology in their curriculum.

One of the ways that the Department of Education initiated is involving the teachers in this virtual learning environment called SEAMEO INNOTECH GURO21 courses. Teachers enrolled in this learning environment will eventually meet the standards of the 21st-century learners, provided that they have to keep everything that they have learned in mind and perform it by heart. They will be exposed to distance education to somehow learn new things from other teachers' perspective located in distant places.

The main goal of SEAMEO Innotech GURO21 as an online learning environment is to address the teaching-learning requirements and competencies. It is of great

assurance that teachers enrolled in the course will be upgraded with the use of technology. To meet the demands of the 21st century, the heads of the educational system need to identify the priority competencies of teachers. With this fact, enrolling the teachers in the course is beneficial and useful for the teachers, students, and the whole educational system.

Inspired by the scenarios mentioned, the researchers presented the lived experiences of the teachers who have graduated from the course. The findings would encourage teachers to grab opportunities with regards to enrolling in online courses for the advancement in their field.

THEORETICAL BACKGROUND

This study is anchored on the theory of Connectivism since this is a known theory on the "changing trends. The proponents of this Study are George Siemens and Stephen Downes. This theory was developed for the reason that well-known theories of behaviorism, cognitivism, and constructivism do not support nor aid learning that exists in groups. Siemens (2005) implies that the approach of Connectivism is the incorporation of moral law rules by chaos, network, complexity, and self-organizational methods.

Siemens (2005) states that connectivism assumes that power in learning can be

distributed between three different locations: the instructors, the learners, or the network that forms among all participants. While "connectivism focuses on where knowledge is derived from and how learners interact on networks, another theory of learning known as rhizomatic learning came into the issue. This learning focuses on how learners navigate through the system and pursue knowledge as a creative quest for learning (Bozkurt et al., 2016). Rhizomatic Education rests on the assumption that knowledge is resilient, nonlinear, and uncertain and applies these assumptions to the learning process (Cormier, 2015).

Since this study focused on teacher development through an online learning environment, the researchers found the theory of connectivism and rhizomatic learning very relevant to the Study. In the era of the digital age, being connected to the world is essential. A teacher learns from another teacher despite the distance with the activities done online, such as assignment submission, forum discussions, and chats.

Through SEAMEO INNOTECH GURO21 courses, an individual is deemed to develop digitally as a teacher basically because the session is done online and with the aid of technological equipment. Furthermore, a graduate from the course is anticipated to be technologically-inclined in their teaching profession. A graduate from

the course is also expected to have a classroom more conducive to learning and more of a 21st-century classroom since it is one of the main concerns of the course.

THE OBJECT OF THE STUDY

This study aimed to present the lived experiences of SEAMEO INNOTECH Guro21 graduates. This Study utilized eight graduates in the Divisions of Ozamiz City and Tangub City from 2017-2019. Though one on one in-depth interview, they narrated their experiences related to how they applied their knowledge of the course they finished

REVIEW OF RELATED LITERATURE

Hartono (2016) states that the term "professional development" has been defined and used in various fields with various conceptualization (Craft, 2002; DiPaola, & Wagner, 2018). It is a lifelong process with how one practices based on his perspective (Wong, 2011). Teachers form a crucial element in the learning context of the students (Krolak-Schwerdtk, Glock & Bohmer, 2014). It is an effective means of empowering teachers (Hartono, 2016). It is indeed an assurance that teachers keep abreast of the changes in the educational system, specifically the curriculum (Lawless & Pellegrino, 2007). Aside from the mentioned advantages of teacher development, TPD makes schools more

appealing and relevant for the school entities and create equal opportunities (Malik, Rohendi, & Widiaty, 2019). It also emphasizes a thoughtful duration (Consuegra & Engels, 2016), the need for professional and peer support (Desimone & Garet, 2015), active learning (Consuegra & Engels, 2016; Gregory & Salmon, 2013), the relationship between theory and practice and the experience of a TPD's relevance (Wilson, 2012). On the other hand, it is not an easy task to identify teacher's professional identities because of its complexities along with its process (Hsieh, 2015).

Learning online is defined as the "electronic means of distributing and engaging in learning" (Sutton & Basiel, 2013). Agudo-Peregrina et al. (2014) state that in-class learning becomes complex and challenging with the emergence of online learning where the learning process is decentralized and consequently emphasizing the structure of the course, its content, and interaction with the digital system. According to Asterhan & Hever (2015) and Cerezo, Paule-Ruiz & Nuñez, (2016), the various types of learning outcomes are highly correlated with engaging and participating in an online learning environment. According to Banna et al. (2015), engagement plays a significant role in stimulating online learning today if content played a central focus during the past

years. The utilization of social media in online courses provides an opportunity to enhance engagement through social interaction (Everson & Miller, 2013). King (2014) agrees that there must be cooperation and collaboration between students and instructors in online courses to increase online student engagement.

Online learning is different from a personal encounter or face-to-face discussion in terms of its conceptual and operational frameworks (DeBoer, Ho, Stump & Brestow, 2014). In an environment where learning occurs online, the use of appropriate learning design plays a big part. To foster students' engagement, a learning design, chosen and executed by the instructors, represents the collection of learning activities and objects that are used for the execution of classroom activities. A student learns through collaboration and experience as well as through assessment, learning, instructional design, and technical guidance in online teaching, according to Badia, Garcia, & Meneses (2017).

Distance education continues to progress as the educational system embraces advancement in pedagogy and flexible learning demands options (Alter, 2014). Transactional distance or space between the teacher and student and the structure, learner characteristics can be overcome (Huss et al., 2015). How to enable such socio-cultural

engagement in the online contexts is the challenge of educators, which is at first blush, insurmountable (Huss et al., 2015). The teacher's presence and persona in distance education is the primary concern for educators, specifically those with a long relationship with the face-to-face encounter (Alter, 2014). In addition to this, essential aspects of learning, such as Motivation, engagement, and satisfaction, play a crucial part in the success of online courses (Johnson-Lutz et al., 2015).

Learning Management Systems (LMS) are web-based platforms designed to help support the management of student progress by providing learners with interactive tools, complete tasks, and submit learning tasks and online collaboration with peers. (Alario-Hoyos et al., 2015).

There have been several studies that dealt with the experiences of teachers during and after online learning. Garrison (2011) states that there are specific benefits of online Education, such as cost-effectiveness, improved access, flexibility, and opportunities for personalized and collaborative learning. But there could be threats to gaining knowledge; it can be due to the distance or a lack of connection between the instructor and participants, leading to disengagement and low retention rates (Gedera, Williams & Wright, 2015). There could be times when online

participants and instructors misunderstand each other's stance and form a false impression of the other's intent and viewpoint (Forbes, 2013; Gedera, 2015). Furthermore, the experience of facilitation in the synchronous environment was also made challenging by the reduction in non-verbal cues (Evans et al. 2014; Hanna et al. 2013) and the slower development of group processes (Hanna et al. 2013).

Technology is, in essence, a manifestation of human creativity (Lewis, 1999). It is an important and essential way in which students can come to digest and comprehend that it would be engaging in acts of technological creation. Thus, ending up with an original product or output. Furthermore, technology, as described by the writer mentioned earlier, states that it is a process. Still, it is most commonly known for its products and the effects they have on the community. Despite its several advantages, the preferences may be different for those with a limited choice of delivery modes. It may be restricted by some issues such as family commitments that would make them prefer face-to-face or blended modes of instruction (Stoessel, Ihme, Barbarino, Fisseler, & Sturmer, 2015).

Technology education has a significant role in stimulating the creativity of the students, and allowing the students to make mistakes and learn from them is

recommended (Peterson, 2002). This line is supported by Amabile (1998), who said that challenge and freedom are factors that support the development of intrinsic Motivation needed by somebody to foster creativity. Technology allows students to create what does not yet exist, and with this, it helps them improve their higher-order thinking skills (Wilson and Harris, 2004). However, this idea has another side. The steps in the curriculum in the U.K. prescribed linear problem-solving approach became units of assessment to which students were held accountable.

Southeast Asian Ministries of Education Organization (SEAMEO) Innotech Guro21 Course is principally dedicated to identifying common and unique education problems and needs of Southeast Asian countries and developing innovative and technology-based solutions to address these problems. The Center aids in educational development within and outside the region through training and human resource development, research and evaluation, information and communications technology, and other special programs, addressing specific areas of concern in the Southeast Asian educational scenario. Over the past forty years, SEAMEO has developed 21 Regional Centres throughout Southeast Asia, which provide human resource development and

diverse areas of expertise in Education, health, culture and tradition, information and communication technology, poverty alleviation, environment, and agriculture and natural resources.

The course aims to integrate higher thinking skills into your life in order to adequately meet the challenges of the 21st century in a more systematic manner and develop higher-order thinking skills in the students. It is primarily delivered online. It has been designed to be interactive and self-instructional. It also incorporates the Four A's (Activity, Analysis, Abstraction, and Application) of the adult learning process. The participants of the course are divided into different classes. A class is composed of approximately 15 learners and will meet online once every week, for a total of four weeks, for live/synchronous (real-time) three-hour chat sessions using SEAMEO INNOTECH's Flexible Learning Management System known as iFlex.

SEAMEO INNOTECH GURO21 Course 1- Facilitating the Development of 21st Century Skills for Southeast Asian Teachers is composed of two self-learning modules in print, CD, and Web formats. Module 1 prepares teachers to meet the challenges of 21st-century classrooms. It presents an overview of core subjects and 21st-century themes, as well as discusses the

knowledge, attitudes, skills, and values needed by teachers to help their students thrive well in 21st-century school, work, and life. Module 2 aims to equip teachers with knowledge and skills in facilitating 21st-century learning. The module also guides teachers in developing a personal program for lifelong learning and in creating a classroom management plan to promote a conducive learning environment.

Based on the review of related literature, quite a several types of research have been conducted to find out the effectivity of the virtual learning environment as TPD.

The review of the literature reveals evidence of a rise in the use of technology to develop teachers globally. There are researches regarding the use of online courses, but no research has been published to study the lived experiences of the teachers who graduated from SEAMEO Innotech GURO21 in the Divisions of Ozamiz City and Tangub City and how they have affected the lives of their students. Hence, this Study is proposed to study the lived experiences of teachers who underwent the SEAMEO INNOTECH GURO21 course.

RESEARCH DESIGN

The Study aimed to determine the lived experiences of SEAMEO Innotech GURO21 graduates. Thus, the researchers used phenomenology within the qualitative

research paradigm because the goal of the researcher is to describe the phenomenon, and in this Study, the lived experiences of the graduates of SEAMEO INNOTECH GURO21. The researchers specifically made use of Moustakas' transcendental phenomenology.

Moustakas (1994) deals mainly with experiences. It sets focus on the whole experience while searching for its essence and, from there, views the experience and behavior as one unified subject. This transcendental way includes features but "launches" a phenomenological work wherein the researcher sets aside a procedure named "epoche." Setting aside prejudgments is called "Epoche," a Greek word meaning to refrain from judgment. Thus, the process is called transcendental because the researchers see the phenomenon "freshly, as for the first time" and is open to its totality (p. 34). According to Moustakas, systematically analyzing the data is rigorous yet accessible.

The process started with having the researchers describing their own experiences with the phenomenon (Epoche), identified significant statements in the database from participants, clustered these statements into meaning units and themes. After these steps, they then proceeded to synthesize the issues through describing the experiences of the individuals (textual and structural

descriptions) and then constructed a composite description of the meanings and the essences of the experience.

RESEARCH ENVIRONMENT

This Study was conducted in the 10th District of Ozamiz City Division and within the Central District of Tangub City Division in the school year 2019-2020. The 10th District of Ozamiz City is composed of four secondary schools with nonetheless 50 teachers. This district is under the supervision of Dr. Menerva Dominguez Barola. The Central District of Tangub City Division is composed of two secondary schools and five elementary schools

RESEARCH PARTICIPANTS

The participants of the Study were the eight teachers from selected schools in the 10th District of Ozamiz City Division and Central District Tangub City Division. They answered the research questions as they have complied with the requirements of the course. The selection of the participants in this Study was inclined with certain criteria, as passing the course and graduating from the course on time. This purposive sampling seeks to identify and select individuals or groups of individuals that experience a particular situation or phenomenon (Cresswell & Plano Clark, 2011). Table 1

shows the target research participants of this Study.

Table 1. The Research Participants of the Study

Partici pants	Bache lor’s Degree	A ge	Posi tion	Rat ing	Bat ch
Particip ant 1	BSED - MAP EH	26	T-I	A+	4
Particip ant 2	BSED -Math	51	MT-I	A+	3
Particip ant 3	BS ComE ng	29	T-I	A+	5
Particip ant 4	BSIT Food Tech	34	T-I	A+	5
Particip ant 5	BSED Englis h	32	T-III	A+	3
Particip ant 6	BEED	31	T-III	A+	4
Particip ant 7	BSED Englis h	30	T-I	A+	2
Particip ant 8	BEED	31	T-I	A+	3

RESEARCH INSTRUMENT

The researchers, aided by an interview guide, were the main instruments in the Study. The researchers conducted an in-depth interview with the study participants. It was anchored in a grand-tour question but still catered to personal thoughts, ideas, feelings, and emotions towards the subject. The researchers developed the grand-tour

question. The questions focused on the lived experiences of the SEAMEO INNOTECH Guro21 graduates.

DATA ANALYSIS

The researchers made use of Moustakas' (1994) modification of the Stevick-Colaizzi-Keen method of analysis to analyze the philosophical phenomenological data. The philosophical phenomenological method is comprised of four intertwining steps: 1) the epoche, 2) phenomenological reduction, 3) imaginative variation, and 4) synthesis (Moustakas, 1994). It started with the researcher listing down all statements relevant to the participant's experience.

After this, they listed all non-overlapping, non-repetitive statements. These are the invariant horizons of the experience. Then, they grouped the comments into themes. To process, they made use of the issues to construct an individual textural description of the experiences of each participant.

To proceed, they constructed an individual structural description of each participant's experience. A particular structural description of each event will follow the textural description.

To end, the researchers revisited the raw data transcription to justify interpretation

ETHICAL CONSIDERATIONS IN RESEARCH

The researchers carefully observed the ethical principles in doing this research. The following principles are necessary for the conduct of this Study.

Beneficence. This is one of the values that the researchers upheld in the Study. As much as the researchers really wanted to strive to maximize the good outcomes for science and humanity. They also had to minimize any harm to the individuals involved in the research. Going through this Study, the researchers really had to see to it that the research participants were interviewed during their vacant times. This way, they are safe from issues such as time-wasting and doing things aside from the school works in which the government is paying them.

Respect, Justice, and Fairness. Giving high regard to the participants in this Study was one of the ethical values in this Study. The researchers always greeted the participants and being courteous to them the whole time of the interview process. The researchers had been sensitive enough with the tone of the voice to the participants so as to the length of their responses. If, in a way, the participant refused to answer some follow-up questions, then the researchers had nothing to do with it but to accept the quality and the quantity of the responses.

The procedure done in this Study is administered reasonably and fairly. The process just went fair that the participants were given the free will to share an idea or experience which they are comfortable with sharing. The questions were asked in a just and fair manner, as well.

Informed Consent. Having this kind of Study at this time of the school year is not as easy as one thinks. This is the time of the year when teachers went cramming over paper works and workloads. With this, the researchers had to have the right timing when and where to approach the participant. The participants were adequately informed about the Study, and being colleagues in the department, they were appropriately approached by the researcher and asked a favor to be part of the research in a courteous and friendly manner. As evidence, an informed consent form was provided for each participant.

Credibility, Dependability, and Confirmability. Credibility refers to the degree to which a researcher's analyses find participant agreement. On the other hand, dependability is the degree to which results are consistent with data and emphasizes the importance of the researcher to account for the ever-evolving context within which the research takes place. In this Study, the researchers provided the participants a copy of the questions that they are to answer, but

that excludes the pop-up items that the researchers might find useful along with the interview and focus group discussions. However, to assure the credibility and dependability of the responses as well as the participants, both parties listened to the audio after the interview process.

Authenticity and Confidentiality. This is one crucial value every researcher should never neglect. The role of the researchers was to describe the lived experiences of the graduates of the course and not to generate replicability of the experiences done on some other researches or studies in the past. The participants in this Study were rested assured that their personal information, experiences, and thoughts were made confidential as no one in this Study knew about them except the researcher.

Transferability. In the context of modern technology, one can find this Study to have applied the characteristic of transferability. In this era, where knowledge acquisition is not dependent on books and the mere teaching styles alone, the readers could generalize the results of this Study and utilize it in other samples related to the Study.

RESULTS AND DISCUSSION

This phenomenological Study presents the lived experiences of SEAMEO INNOTECH GURO21 graduates.

Phenomenology provides an opportunity for individuals to share their life experiences to illuminate the previously misunderstood, unknown, or discounted (Bogdan & Biklen, 1993, as cited by Zeek, 2012). A variety of experiences are provided to help the reader understand the research participants.

Lived Experiences of SEAMEO INNOTECH GURO21 Graduates

The results of the Study informed that understanding the lived experiences of those who graduated from the first course of SEAMEO INNOTECH GURO21 can be categorized into two themes: (a) Equipping teachers with the knowledge, skills, attitudes, and values for the 21st century and (2) Facilitating 21st-century learning which is characterized by the four pillars of Education, positive attitude towards work and working environment and opportunity rather than accountability.

They were equipping teachers with the knowledge, skills, attitudes, and values for the 21st century. This summarized one of the themes which repeatedly came out from the statements of the participants. 21st-century skills were uttered as the acquisition of the skills needed to allow the students as well as the teachers to be ready in the real world. The majority of the participants came up with the term.

Participant 1 said:

“SEAMEO INNOTECH GURO21 course 1 is all about facilitating learners in the 21st century. It simply made me more effective in terms of facilitating the 21st-century learners and in terms of the teaching-learning process. It also

equipped me with the necessary skills, which are very significant in the 21st century. Skills like facilitating the learners and in terms of the strategies in the teaching-learning process.”

He added:

“Actually, SEAMEO Innotech also provides some strategies on how to maximize learning through facilitating skills, so as what I have learned teaching should not only be done through feeding information towards the students instead of letting them learn through collaboration, which is the best and effective way towards meaningful learning.”

“SEAMEO Innotech is a great avenue to share experiences from the different teachers that I met because this serves or helps to develop myself in terms of being effective and be able to prepare them for the 21st-century world challenges.”

Teachers are sources of information, and they are supposed to be the first-hand information absorbers. If the teachers are left behind by the current news and if the students are more updated and technology inclined than the teachers, transfer of learning may have turned upside-down.

Participant 2 and Participant 5 added:

“21st skills must be known to improve the teaching

strategies and avoid chalk talk in the classroom and be more techno-savvy. The use of technology is a more interactive way of learning."

Participant 1 even said:

"This is actually very important to us teachers, and this is a must for us teachers to be enrolled in this online course because there will be so many learnings that you will get in this course most especially, specifically, in terms of facilitating the learners for you to become a more effective teacher.

Participant 3 mentioned:

"I really considered it as an opportunity to be chosen to enroll in the SEAMEO Innotech GURO21 Course 1. I learned a lot from this course; I was equipped with the knowledge, skills, attitudes, and values for 21st-century learners. I also learned to be flexible, and I developed my social skills because I was able to interact with different people when the sessions had started. All the learnings, all the knowledge that I have learned from this course, are helpful to me for my 21st-century students."

She continued:

"Teachers play a special role in teaching learners. There

are vast changes happening today, especially in the teaching and learning process. Teachers must cope up with these changes so that they could apply it for challenges to be effective in teaching their students, especially on technology. So teachers must take the lead because remember, teachers must be knowledgeable, more knowledgeable than the students. There is a saying that you could not give what you do not have. So you must learn an ample amount of knowledge so that you could also impart a bulk amount of knowledge."

As the main instrument in the transfer of learning and information, teachers must adapt to the new trends in the teaching and learning process. Being a developed teacher is indeed an assurance that teachers keep abreast of the changes in the educational system, specifically the curriculum (Lawless & Pellegrino, 2017).

Participant 5 said:

"Acquiring 21st-century skills are keeping abreast of the latest trends in teaching and nurturing the 21st-century skills because they are now called the so-called millennials, not anymore the students who belong in the generation X or generation XYZ and not anymore the students who are contented with chalk-talk and other tradition and obsolete ways of teaching."

Students before are different from the students of this generation because students nowadays are more interested in technology-based instruction.

Participant 6 said:

"Students find it boring to listen to the teacher without the use of laptops, PowerPoint presentations, and other digital equipment."

Participant 2 said:

"Actually, it's a good experience; those experiences challenge me a lot. I need to become techno-savvy, and I did. Before undergoing the course, I usually used a chalk-talk way of imparting the lesson to the learners, but after SEAMEO, I impart the lesson through audio-visual. So as to communicate at my students' level. "

I shift my teaching style from being a traditional teacher to become a techno-savvy so as to meet the needs of the 21st-century learners.

Participant 3 mentioned:

"Yes maayo jud siya nga ipadayon because the common trend today, sa atong trend jud karon nag deal jud ta sa technology. Ahhmm, wala na man ta nag gamit atong traditional teaching, mas mayo jud nga naa nay technology sa part sa

atong klase because number 1, i stimulate niya ang interest sa atong students and mas daghan pa sia advantages mas dali napod ang process sa learning sa bata through technology".

(It is actually good to continue the program because it is the trend today- to deal with technology. We are not doing the traditional way of teaching anymore. It is better if the technology is injected in the parts of the lesson because it stimulates the mind of the students, and there are also a lot of advantages in using it. It could hasten the learning process of the students through technology.)

In the same light, Participant 4 said:

"SEAMEO motivates me to work harder, encourages me to perform well. I am now a techno-savvy. I make use of videos. Educators must be able to adapt software and hardware design for business. The tools must be used by a variety of age groups and abilities. I use videos on how to, example, in baking cake, I show videos on the process of baking."

Indeed, because of the fast-paced world, the students these times don't find interest in just plain chalk-talk and even find it annoying to take a pencil-paper test. Some of the students may want to skip or cut classes when a teacher teaches the old way. This statement is true with this statement that in-class learning becomes complicated and challenging with the emergence of online learning where knowledge is decentralized and consequently emphasizing the structure of the course, content, and interaction with the digital system (Agudo-Peregrina et al., 2014).

It becomes difficult for the students as well as for the teachers to sustain the interest of each one in the classroom. The discussion may become dull and lifeless, and maintaining and feeding their interest may be stressful for the teachers as well. This is true with the statement of Wilson and Harris (2004) that design and technology allow students opportunities to create what does not yet exist, and by so doing, it helps them improve their higher-order thinking skills. Participant 4 said:

“Applying the 21st-century skills, the students are the ones to do the research, such activities include surfing the net and grabbing videos that are useful to them and submit projects online or through messenger”.

To support, Participant 5 uttered:

“One of the changes in my teaching practice or style is establishing a learner-centered classroom where the learners are the ones to explore or to discover new learning and I would, as a teacher, would be the

facilitator. Who will simply guide them in the whole learning process. before SEAMEO Innotech, I was into the traditional way of teaching wherein the chalk-talk. But because of the teaching practices or styles that I have learned from SEAMEO Innotech, I've learned to be a facilitator, teacher facilitator. So I'm not at the center stage anymore during the teaching process.”

According to Asterhan & Hever (2015); Cerezo, Paule-Ruiz Nunez (2016), doing research online and letting the students submit projects and output online could trigger a high correlation with engagement and participation in an online environment. This statement strongly supported what the fourth participant mentioned. Letting the students do the research and letting them decide if the videos are useful to them or not is letting the students develop their skills in decision-making and being responsible for what they do.

With the submission of projects online, it makes the students interested and find it satisfying to submit their projects in a way that they are fond of. Because students spend most of their vacation time using their gadgets, so they find submitting their output a part of their interest. This is in congruence with Peterson (2002) when he wrote that technology education has the potential for stimulating creativity and that students must be allowed to make mistakes and let students learn from them.

Participant 8 presented a new aspect of acquiring 21st-century skills as he said:

“To be a 21st-century teacher means to develop

global classrooms in our school setting. It is the responsibility of the teachers to create a classroom that caters students belonging to different families with different beliefs. The classroom mustn't be a place where bullying takes place."

With this, teachers must see to it that discrimination has no place in the classroom. Teachers must be keen enough to sense if bullying and shaming exist in the vicinity.

In the educational system, the department caters to everybody from different walks of life. The students are not the same. Students differ in so many ways. Their behavior and character are unique. In the same manner, teachers must be creative enough to get into the individual lives of the students.

Teachers form a crucial element in the learning context of the students (Krolak-Schwerdtk, Glock & Bohmer, 2014). Another aspect of being a 21st-century teacher is in the field of developing a learner-centered classroom.

Participant 5 even said:

"Establishing learner-centered classrooms wherein learners are the ones who explore, discover new learning is very important."

She added:

"Teachers are the facilitators. They are only guides. Facilitators are not the only source of

information. Activities are given to the students from which they explore and discover on their own, this means, less stress on the side of the teachers".

Participant 6 said:

"Students find it boring to listen to the teacher without the use of laptops, PowerPoint presentations and other digital equipment. Since I am in the field of administration already, being the teacher in-charge of the school, I make sure that my learnings regarding the course will not be forgotten. I provide technical assistance to the new teachers, especially with facilitating the behavior of the pupils."

Participant 7 added:

"Being the school head, I make sure that the learnings that I acquired from SEAMEO Innotech will not just be forgotten. During LAC sessions with my teachers, I orient them with the learnings especially with the use of ICT. Since I am now a teacher in-charge of the school, I usually do observations in the

classroom. If I find that my teacher needs assistance especially with facilitating the pupils, I do assistance during post-conference. The teachers before are not the same with the teachers today because teachers today need to manipulate computers and digital gadgets well to perform better in the classroom.”

It is not only the students who find the old ways obsolete but also the teachers. It is one of the means of improving teaching strategies. Teachers become interested even with the learnings that the students acquired beforehand and experience they had regarding a particular topic.

Participant 1 said, which other participants also agreed with:

“Facilitating learning is letting the activities to be done by the learners.”
“Maximize the learners, not feeding them all the information but help them collaborate.”

Participant 4 agreed by stating:

“Before, ang mga bata gi spoonfeed nato dayon sa pag kakaron, ang mga estudyante na mao nay magresearch pa sa videos, himo sila’g videos and I pass na dayon through messenger. Sauna kay wala lang tan aw lang ug libro.”

(Before, students are being spoon-fed, but now, students

are the ones to do the research, make videos, and pass them through messenger. Before, they will just simply rely on the book.)

This is not leaving the students to do all the work, but this is letting them discover new things on their own where they can find themselves responsible for every action that they make. This is the new generation.

This is also a way of engaging the students with the plans of the teachers. Banna et al. (2015) state that engagement plays a significant role in stimulating online learning today if content played a central focus during the past years. The utilization of social media provides an opportunity to enhance engagement through social interaction (Everson & Miller, 2013).

Participant 5 said:

“A few years ago, the teachers are the main actors and actresses in the classroom, but these times, students are the main characters.”

Participant 3 states:

“ Mao pod na akong na learn bahin sa SEAMEO about being the facilitator. Sauna teachers are the only source of information, but then Karon, lahi na. lahi napod atong way sa pag guide nato sa atong students. We serve as only the guides for the whole learning process. In different activities, they do them on their own learning. Dira rapod mosulod tong stress tolerance. Unlike

before nga atoa tanan teachers, tanan source of information, tanang activities, ang mga bata modawat lang sila ug information but this time, less na ang stress because we guide our students to learn na dayon with different activities.

(That is also what I have learned from SEAMEO, about being a facilitator. Before, teachers are the only source of information, but now, it's different. The way that we guide our students is also different. We serve as only the guides for the whole learning process. in different activities, they do them on their own for them to discover it their own way. There, stress tolerance comes in. unlike before that teachers do all the work, all activities and the students only receive everything, but this time, there is less stress because we guide our students to learn from the activities.)

This is the new path for knowledge acquisition; teachers let the students realize how and why they have come up with output and let the students understand their mistakes and how to deal with it by making them experience and letting them learn from it. But allowing them to learn through experience is not an easy job to do. To foster student engagement, a learning design, chosen and executed by the instructors, represents the collection of learning activities and objects that are utilized for the execution of classroom activities. A student learns through collaboration and experience

through assessment, learning design, and technical guidance (Badia, Garcia, & Meneses, 2017).

Participant 6 said:

“Since I am in the field of administration already, being the teacher-in-charge of the school, I make sure that my learnings regarding the course will not be forgotten. I provide technical assistance to the new teachers, especially with facilitating the behavior of the pupils”.

When asked about how he provided technical assistance to the teachers in his school regarding facilitating learning, he answered:

“I am obliged to observe their classes. After the observation, I would ask them how they facilitated learning. It is also like letting them be aware of their actions and letting them also realize some of the things that they must be corrected upon.”

Participant 7 added:

“Being the school head, I make sure that the learnings that I acquired from SEAMEO Innotech will not just be forgotten. During LAC sessions with my

teachers, I orient them with the learnings especially with the use of ICT. Since I am now a teacher in-charge of the school, I usually do observations in the classroom. If I find that my teacher needs assistance especially with facilitating the pupils, I do assistance during post-conference. The teachers before are not the same with the teachers today because teachers today need to manipulate computers and digital gadgets well to perform better in the classroom.”

Participant 8 said:

“The four pillars of Education helped in developing 21st-century teachers like us. It helped us foster not just in our field of expertise but also prompt us to become a better person. It is a reminder for the teachers that students now are very different from the past generations.”

Participant 5 said:

“For teachers who have not yet enrolled SEAMEO Innotech, it is the right time for us to undergo the course well at least course 1 because our learners are tagged as the millennials man gud. They are not just like the generations X unsa pa tong uban nga generations. They are the millennials and they are more online. They are more techno-savvy than us. And it would be a slap on our faces if ubos pa ta nila when it comes to technology and dili pod na sila kayo maminaw sa ato if we will do the traditional teaching. For those teachers, it is highly recommended that

Teachers are also similar to students in this manner, as the school head, Participant 6, also made it a point to apply still the learnings gained from the course. Even he doesn't teach the pupils directly, but providing technical assistance to the teachers who are the front liners in the classroom is one of the ideal ways to cater facilitation of the 21st-century skills and passing it down to the students who are the clients of Education.

Participant 1 said:

“I would like to share how to create a classroom management plan (CMP) towards a conducive learning environment).”

Providing such a plan would foster a manageable classroom as also to support the statement of Participant 8 of creating a bully-free environment in learning.

They are facilitating 21st-century learning. The four pillars of Education, as enumerated by Participant 4, are the pillars of Learning to Be, Learning to Know, Learning to Live Together, and Learning to Do.

they undergo the program or course.”

(For teachers who have not yet enrolled in SEAMEO Innotech, it is the right time for us to undergo the course well, at least course 1, because our learners are tagged as the millennials. They are not like the generations X and other generations. They are the millennials, and they are more online. They are more techno-savvy than us. And it would be a slap on our faces if they are ahead of us when it comes to the use of technology, and they will not listen to us if we do the traditional way of teaching. For those teachers, it is highly recommended that they undergo the program or course.)

Today's generation yields not just a better student but a better teacher as well. Teachers are the key role players in the classroom; thus, before they can impart knowledge to the students, they must be full of the content themselves first. They must learn the techniques first before their students.

Participant 4 said:

“Being a participant of SEAMEO INNOTECH is an opportunity because it equipped me with knowledge, attitude, and

skills. Teachers must also cope with the changes and challenges in this generation so with this, teachers must be ahead of their students.”

This idea is supported by Participant 4 as she uttered:

“The pillars develop individuals in their fullest holistically. It provides analytical thinking, social skills, and develop individuals with a variety of activities. In this manner, the activities given to the students must be appropriate in their level.”

Participant 8 added:

“The four pillars of Education helped in developing 21st century teachers like us. It helped us foster not just in our field of expertise but also prompt us to be a better person. It is really a help for the teachers because it is a reminder that our students now are very different from the past generations.”

Participant 1 added:

“I shift my teaching style from being a traditional

teacher to being a techno-savvy to meet the need of the 21st-century learners. Before undergoing the course, I usually used the “chalk-talk” way of imparting the lesson to the learners. But after SEAMEO, I deliver the lesson through audio-visual to communicate at my students’ level”.

Students are hard to concentrate these days. They are disturbed by so many things, especially with the emergence of technology. Agudo-Peregrina et al. (2014) pointed out that in-class learning becomes complicated and challenging with the rise of online learning where the learning process is decentralized, consequently emphasizing the structure of the course, its content, and interaction with the digital system. Hence, shifting from the traditional way of teaching to technology-based teaching could be a lot better than just sticking to the old ways.

Participant 4, however, said:

"The tool must be used within age groups."

Using videos and other sources of information using technology enhances and facilitates learning, but it must be chosen carefully to fit the kind of students and level of the students in a way that they can relate and they find themselves suited for the tool. A learning design must be tailored fit to the level of the students’ learning to foster a more active and engaging learning acquisition, according to Badia, Garcia, and Meneses (2017).

Participant 5, in her answer, stated:

“SEAMEO INNOTECH opened new doors of opportunities, change for the better, keep abreast with the latest trends in teaching the 21st-century learners. It allows me to become a flexible teacher and a media or ICT-literate one to get information from different sources, fit for the types of learners”.

Participant 3 mentioned:

“Because of our technology nowadays, information is taken from the internet so as teachers, we must be media/ICT literate. We are able to get information, right information from different sources from technology but if we do not know how to look for what is fitted to the students, then it could be that it wouldn’t be effective from the raw resources that we have.”

This is how the participant can teach a subject apart from her major. According to the participant, being able to share something about a topic that is different from her field of expertise is a good sign that she has become flexible in her personal growth.

It also allowed her to have a positive attitude towards her work.

“I learn to acquire a positive attitude towards my work and learn to work in a team.” SEAMEO INNOTECH. This program taught me one of the 21st-century skills, which is flexibility. Teaching ESP, one of the major problems that I have, is the medium of instruction, very different from teaching English because I will be talking in Filipino. But then, the program had taught me to flexible enough and to accept challenges and welcome teaching other subjects other than my major as a challenge because of the program.”

The same participant mentioned:

“I learn to interact with different people in different situations. You will know how to interact, you can easily pass this attitude to the students and teach them to live with different people and interact with them.”

Working in a group may sometimes be difficult for some of the teachers because of different interests and different attitudes, but with the case of Participant 5, it has brought her a good and positive effect in line with her view.

In the field of Education, it is hard for a teacher, or even as a person, to be alone in the quest of living. For this participant, interacting with newly found colleagues on her journey towards the course is something that is better than just limiting her space.

Participant 4 has another way of developing her social skills.

She said:

“Social activities like dancing and singing are my ways of developing myself.”

Developing her social skills is best catered when she gets the chance to sing along and dance with her colleagues.

Participant 6 has a better way of developing himself socially than before. She said:

“I was not into having and engaging myself in social media before. I was like it’s alright to see my Facebook timeline once or twice a month, but when I graduated from the course, I see the importance of being updated with the trends in technology”.

His learning did not only stop in after graduation, which coincides with Wong (2011), for which he states that knowledge is a lifelong process with how one practices based on his perspective.

Moreover, the participants in their journey from enlisting themselves to become a part of the SEAMEO INNOTECH GURO21 course up to the time that they have become consistent in applying the

knowledge gained are true to their commitment as teachers of the 21st century.

CONCLUSIONS

In summary, the lived experiences of SEAMEO INNOTECH GURO21 show the significance of acquiring the skills, specifically the 21st century, to make sure that teachers nowadays chose the curriculum, content, and most importantly, the ways, measure, and tool which is tailored-fit for the learners in this generation. Acquiring the skills and learning the skills of the 21st century includes being able to manipulate computers well, including the use of laptops and projectors, tablets, and cellular phones.

With the responses from the graduates of the course, the teachers who have undergone the whole process of SEAMEO Innotech GURO21 are, no doubt, knowledgeable enough to know and able to search and apply online educational games that would supplement the discussions in the classrooms. Examples of these are interactive websites to enhance and supplement the creativity of the students' minds. In this way, students could find learning as active and fun, not as boring and dull. Teachers, after graduating from the course also, are well-informed on the use of websites and could find it easy to navigate from one site to another. This is essential as

teachers of today so as not to be left behind by the learners, the so-called millennial.

The skills in facilitating learning are essential to foster good learning and interactive to better the process of transferring knowledge to the students. Even if the teachers who graduated with their bachelor's degree are well-informed about the trends of technology, it is still very useful if the teachers are consistently followed up with teacher development programs such as SEAMEO Innotech GURO21. Before, the teachers do all the talking in the classroom. The teachers were the most important and most essential part of the teaching process. Eventually, the idea seemed to have changed.

The educational system has evolved throughout the years. Teachers should not be placed at the pedestal in the classroom setting; they are not the ones to be placed at the center part of the classroom and be the only source of information. Teachers act not as "sages on the stage" but "guides on the side." Teachers, nowadays, are not the fountain where knowledge could pour from, but instead, they are the channel that allows knowledge to flow smoothly towards the students' minds. This means letting go of the old ways when the teacher does all the talking in the classroom and letting the students copy the information and jot it down in their notebooks. This era, with the

emergence of technology, yields a better way of acquiring and understanding. This is why programs and online courses such as SEAMEO INNOTECH GURO21 comes into existence. The course has two major strategic objectives. These are the integration of higher thinking skills into your life in order to adequately meet the challenges of the 21st century in a more systematic manner and the development of higher-order thinking skills in your students. Based on the responses of the participants, the course has been successful in integrating higher-order thinking skills in the life of the teachers since, from the course modality alone, teachers are taught how to navigate from one site to another. Navigating from one site to another is one essential part of learning 21st-century skills in order to meet the standards and qualifications of this century. So far, the course has passed the development of higher-order thinking skills to the students because the students are given the responsibility to think, act, and respond to life changes. Students are the ones to do the task, commit mistakes in the process, and eventually find ways to solve their problems their own way. Teachers serve as guides for them to keep track and go on with the tasks assigned to them.

Courses like this are crafted not to give more pressure and stress to the teachers, but it works the other way around. It is

developed to enhance the teachers in terms of their facilitating skills and 21st-century skills as technology manipulation. It is letting the teachers handle stressful situations lightly. For the computation of grades and scoring performance tasks, teachers are now given options, whether to do it the old ways or shift to using technology for a better, convenient and faster computation.

Learnings are not only done in the classroom. It is not just written down in the notebooks of the students, but it goes beyond imagination. It is acquired in a way it is most remembered, most valued- it is through their experience that they learn more. This is a new way, the new trend of delivering the learnings. This is through letting them an experience which is far better than spoon-feeding the students of the facts and information which they may find irrelevant to them.

RECOMMENDATIONS

The following recommendations have been developed from the data collected as part of this research. Recommendations are being made in two categories: School heads and Further research. School heads should consider the following:

1. Continuing to strive for quality education is one of the main goals of the

whole Education Department. Thus, school heads must continue recommending teachers to enroll in this online teacher development program to help teachers become updated and become flexible with the changes in this generation.

2. Allowing the teachers to become efficient in their fields requires trust and confidence. To do this, teachers must be the priority in crafting matrix for in-service training. It is highly recommended that teachers will be given the chance and time to share his/her expertise during school-based or district-based in-service training for teachers.

3. Letting the teachers have the freedom to teach the young minds using their own acquired strategies and techniques that might make the curriculum better and fitted to the kind of students they are teaching as long as the content and the learning competencies are not sacrificed.

Additional research is recommended to expand the scope of the Study. Thus, it is highly recommended that the following research topics be developed for the verification of this Study:

1. The Study sought the experiences of online course graduates. Experiences of students having taught by the participants are unknown. The inclusion of the students' views about their own experiences could enhance the Study and provide a point.

2. The research participants of this Study vary in the subjects that they are teaching as well as the grade levels that they are teaching. Selecting participants of the same major and the same grade level taught could add another dimension to further research.

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