Teachers’ pedagogical reasoning and reframing of practice in digital contexts

# Details

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## Sample

Eight upper secondary school teachers of EFL in 4 schools in Sweden.

## Implications For Educators About

Professional development

## Implications For Stakeholders About

Researchers

# Abstract

Purpose
The purpose of this paper is to advance the understanding of teachers’ reframing of practice in digital contexts by analysing teachers’ pedagogical reasoning processes as they explore ways of using information and communication technologies (ICT) to create added pedagogical value.
Design/methodology/approach
A design-based research (DBR) approach is employed, in which the on-site researcher collaborates with eight teachers of English as a foreign language in four Swedish schools over a period of two years. Multiple data sources are included for thematic coding and analysis. The technological pedagogical content knowledge (TPACK) framework is used as a conceptual construct in the analysis.
Findings
The findings show that teachers’ pedagogical reasoning is a complex and multidimensional process and is closely integrated with teachers’ reframing of practice. Common characteristics in the teachers’ reframing of practice are identified. The results highlight the reciprocal relationship between developments in teachers’ pedagogical reasoning and TPACK development and the need for a distinction between general and specific, theoretical and practical TPACK.
Research limitations/implications
An increased focus on TPACK research on teachers’ pedagogical reasoning is required. DBR is a relevant approach for this.
Practical implications
The pedagogical uses of ICT identified as adding value could benefit teachers in other contexts.
Originality/value
Rich data from multiple design contexts are collected and analysed over time through DBR. The paper contributes new knowledge about the process of pedagogical reasoning and its relation to teachers’ reframing of practice. The paper also contributes to TPACK theory development.

# Outcome

"This study shows that teachers’ pedagogical reasoning can be viewed as a continuous process of iterative reflective professional conversations with design situations, where ICT is used for added pedagogical value and the “necessary” specific practical TPACK [technological pedagogical content knowledge] is manifested and elaborated on in situ. Based on these findings, there can be no expected use of ICT (Vrasidas, 2015) or the measurement of (a situated and continuously evolving) TPACK as an attainable goal. Instead, further research is needed to better understand teachers’ pedagogical reasoning and how best to support teachers in the process of pedagogical reasoning and TPACK development." (Authors, 139)