

International Chinese Student Teachers' Professional Development and ICT Integration

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Abstract: ICT can be used to improve international Chinese student teachers' professional development only when they integrate ICT into their future teaching and learning practices. The available research has mainly focused on those student teachers how to develop their language and culture. The present study centers on the impact of International Chinese student teachers' gender, web use. For this purpose, a survey was set up involving student teachers from Beijing Normal University (N=102). Results show that ICT integration significantly correlates with all teacher related variables. Implications for teacher education and further research are discussed.

Keywords: student teachers; International Chinese Teachers, teachers' professional development, ICT

Introduction

Modern educational technology is an indispensable branch of the new-style teacher qualification structure which aims to meet the needs of promoting Chinese Language world-wide^[1] (Wang Hong-li, 2008). We can take full advantage of modern educational technologies to support the development of the international Chinese teachers, especially on solving dilemma that lacks instructional resources, which international Chinese teachers will be faced when working abroad. The main purpose of the study is to examine the effect of student teachers' gender and their using web and how to improve their professional development.

1. Theoretical background

To become a mature professional teacher, we need to explore the process of continuous learning and expand the professional content. Currently, there are three types of teacher's professional development orientation: intellectual perspectives of teacher professional development, practical-reflective perspectives of TPD and ecological perspectives of TPD^[2] (Xu Bin-yan, 2008). We find that ICT can facilitate the growth of teacher knowledge, build teaching community building Network, increase the practice and reflection, promote the exchange and interaction in a network environment and doing scientific education research, and so promote international the growth of Chinese language teachers^{[3][4]}.

2. Method

The paper takes a sample from the 2006th and 2008th Master of Chinese international education classes held at Beijing Normal University. Those grades had different biased focus on basic training methods, respectively. This survey was totally completed by e-mail,

and we finally got 97 copies of questionnaires, with 58 valid copies, and the effective recall rate is 59.7%.

3. Results

In this study, samples are taken from over 30 cases, conforming to the Large-scale Controlled Sample Analysis. The reliability of questionnaires (Cronbach's alpha) is 0.875, falling down within the range of our surveying requirements. According to factor analysis with SPSS 16.0, the KMO coefficient was 0.846, close to 1.

3.1 Descriptive analysis

Firstly, we use descriptive analysis, which tells us the average performance of each dimension. The highest average performance is the “learning needs” of internet, reaching 3.90 points. This shows that the respondents have a high desire on the knowledge and skills to continue learning network. The lowest performance is the “online discussion”, only 2.77 points. From the data, we can see that they have not reached the natural use of the network to collaborate or support with each other. If we can build mutual sharing network platform, these issues will be improved.

3.2 Correlation analysis

This study use Pearson product-moment correlation analysis to obtain the correlation matrix. It clearly shows that the seven dimensions of the survey have a significant correlation between-related, indicating the internal consistency between the factors performed well. In addition to “network effects” and “teaching reflection”, which related coefficient is 0.272 ($p < .05$), the others are in excess of 0.349, and the significant coefficients are achieved ($p < .01$). The significant correlation between the factors reflects the analytical data of the high internal consistency.

3.3 Multiple regression analysis

In order to explore whether there is a causal relationship between variables, this study was carried out by multiple regression analysis. The results showed that: enter the regression equation, a significant total of three variables, which are, "teaching reflection", "network effects" and "the grade." Through analysis, we obtain a standard regression equation as: Professional development = .506* Teaching reflection + .437* Network effects + .188*Grade. We can see, the international Chinese language teachers to use the Internet in professional development can be described by three variables to predict. Among them, “teaching reflection” in the “professional development” process has played a most prominent role. Which shows that using the internet for teaching reflection, can effectively promote the professional development of teachers.

4. Discussion

Currently, the international Chinese language teachers are faced with two outstanding issues of the teaching resource-poor and work in the sense of isolation. This study was to combine the above survey data and studies related to practical investigations carried out from three aspects of international Chinese language teachers to discuss the training and development.

4.1 Network has a positive impact in the process of professional development to the international Chinese language teachers

Master of Chinese international education learning process has better use of computer network. In this open-ended survey, 87.9% respondents reflect their fight to the more familiar on the network level. Of these, 67.2% of people are more frequently used blog. In particular, the 2006th students in internships abroad, not only over 90% of the teachers to establish a personal blog, and to establish a blog on behalf of class groups, thus the use of these tools, according to record their overseas teaching and living, share their experiences and experiences in the form of network learning community played a good role of cohesion and resource sharing.

4.2 International Chinese teachers still need to further raise the level of network applications, especially in the network reflection and online collaboration

At present, the Chinese International Education Master's treatment of e-learning and related issues also have a relatively high learning needs. Of these, 96.6% of the respondents said that if conditions permit, we hope to continue to accept the new network training. Open-ended survey results, they also suggest ways to change from their own point of view and practice, in order to use the Internet as soon as possible to obtain two professional developments. Changing concepts of education is to meet the information technology environment, particularly from the traditional lecture-style teaching of teacher transition to information-based model of learning and teaching to go.

4.3 Relevant agencies of the network resources and environment construction of culture conditions to promote the intrinsic motivation of teachers and development of sustainability

Beijing Normal University for the first time information technology courses as a required course for the introduction of International Chinese Teachers Culture. The school of public information technology, lessons for the prototype, have established a computer resource utilization, and courseware production course, using collaborative learning theory, emphasis on students practical abilities, evaluation methods from the past written tests, computer-based testing into a mission-driven assessment, to evaluation Real application ability learners.

5. Conclusion

The findings suggest that successful ICT integration is clearly related to the thinking processes of classroom teachers, such as teacher beliefs, teacher efficacies, and teacher attitudes toward ICT. The results underpin the importance of an integrated and concurrent understanding of teachers' thinking processes. The study also suggests that in order to improve the innovation of classroom activities, teachers' thinking processes should be challenged.

References

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