

A Study of Professional Development of PGDMA Trainees in Yangon Institute of Education

Aye Aye Cho¹ and Myint Zu Thin²

Abstract

The aim of this paper is to study the professional development of PGDMA Trainees at Yangon Institute of Education. 240 trainees, who took the PGDMA training courses in 2009-2010 Academic year, participated in this study. The survey consisted of 34 items covering these technology skills namely, word processing, spreadsheets and databases; multimedia system development and pedagogical knowledge regarding integrating technology into school curricula. The alpha coefficient for the total scale was $\alpha = 0.923$.

Participants responded to the items using the following Likert scale: “No experience”=1, “I am able to do this but need assistance” = 2, “I am able to do this but not to its full capacity” = 3, “ I am able to do this routinely to its full capacity” = 4, and “I could teach others to do this” = 5. The survey also includes demographic information and one open-ended question to understand the strengths and weaknesses of this training program. Descriptive statistics and paired- samples t-test were used to analyze the data obtained. With regard to the participants technology skills mean values before and after training, most of the participants scored (1.95 and 3.82) on the word –processing, (1.44 and 2.72) on spread sheet, database, and (1.22 and 2.76) on multi-media system development. It was found that these were significant professional development of PGDMA trainees and that they would like to have more adequate time and computers to do practice on technology skills and to have more opportunities to learn the pedagogical knowledge regarding “infusion technology into the school curriculum.” Preparing and empowering teachers to integrate technology in the classroom is an ongoing process. They need support to assess and refine their new instructional approaches.

Key words: multimedia system development, integrating technology into school, PGDMA, technology literacy skills

1. Professor and Head, Dr., Department of Educational Theory, Yangon Institute of Education

2. Technician Grade (2), Department of Educational Theory, Yangon Institute of Education