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Education Management and Design System: Use of Internet Based Social Learning Network as a Tool to Support High School Teaching Staff in Kuwait

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UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

EDUCATION MANAGEMENT AND DESIGN SYSTEM:
USE OF INTERNET BASED SOCIAL LEARNING
NETWORK AS A TOOL TO SUPPORT HIGH
SCHOOL TEACHING STAFF IN KUWAIT

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

Ahmad Alfaiakawi

College of Education and Behavioral Sciences
Department of Educational Technology

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This Dissertation by: Ahmad Alfaiakawi

Entitled: *Education Management and Design System: Use of Internet Based Social Learning Network as a Tool to Support High School Teaching Staff in Kuwait*

has been approved as meeting the requirements for the Degree of Doctor of Philosophy in the College of Education and Behavioral Sciences in Department of Educational Technology

Accepted by the Doctoral Committee

David S. Kendrick, Ed.D., Research Advisor

Christine D. Kyser, Ed.D., Committee Member

Steven D. Pulos, Ph.D., Committee Member

Linda L. Black, Ed.D., Faculty Representative

Date of Dissertation Defense _____

Accepted by the Graduate School

Linda L. Black, Ed.D.
Associate Provost and Dean

ABSTRACT

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In an attempt to explore better learning opportunities for students, research indicates that teachers must actively pursue their own professional development. With advanced social media options available, an affordable, accessible social learning tool such as Edmodo could be used for teachers' professional development as well as communicating, motivating, and collaborating with students. Interactive online environments with their peers encourage educators to they can initiate evidence-based learning strategies. This study was designed to examine the relevance of web-based professional development for teachers. The study focused on evaluating how teachers' professional development activities could be conducted through social networking sites, specifically Edmodo. The study also focused on teachers' perceptions and experiences with a networking platform as a mechanism for delivering quality professional development. Over 50% of educators are unengaged in online professional development; however, increasing numbers of teachers are advocating the use of social platforms for education. Currently, there is a gap in the literature with respect to teachers' online professional development. This study was a normative, quantitative analysis that studied the relevance of a social learning network on a specific population in the country of

Kuwait. This study suggested the need for future research on utilizing such a platform for learning and in the online professional development arena.

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CHAPTER I

INTRODUCTION

The use of internet-based social learning network platforms to interact with friends, families, classmates, professional colleagues, and clienteles has increasingly become popular. Social learning network sites like Wiki, Edmodo, Blogs, and Google docs are online tools that provide cost-free opportunities to converse and interact with other users using the same online tools.

Chapman and Inman (2009) claimed that the development of social learning network sites has enhanced communication tools to aid the many methods that could be applied not only in teaching but also in learning. According to Wallace (2014), schools or any educational institution can be considered places where cultural changes in students can be induced and classroom practices can result in the use of professional space of teachers in providing evidence-based learning to students along with using models based on action research. Technological tools like Edmodo can be used for communicating and collaborating with the students, raise the standard of learning, and motivate students. Students can watch videos of educational nature and complete classroom tasks, which will enable teachers to use their space and time in the classroom to tutor them through evidence-based learning rather than just giving lectures on theories. Thus, educators need to identify the potential for enhancing engagement, either in the classroom or in the professional realm, using these technologies. Many academic institutions use social

learning network applications where students and faculty may interact as well as share resources (Wallace, 2014). Edmodo (2014) is a social learning network site that is not only free but is also a very secure social learning and interaction space for teachers and students to connect with each other and collaborate. A number of authors have been using Edmodo as a learning tool for some time. The site has some similarities with other social learning network sites, i.e., its arrangement and functionality are similar to Facebook; this promotes interaction, as well as learning, at any place and at any time (Dobler, 2012).

Many teachers have been using some form of social learning network in teaching but there is little research on whether social learning network sites can be used to enhance the teaching profession. According to Klopfer, Osterweil, Groff, and Haas (2009), many educators consider the hue and cry over the use of social networking technologies and learning platforms as a wolf's cry and give more credit and trust to traditional and proven methods of teaching in the classroom. This is credited toward the lack of research in the area of whether social learning network sites can be used to enhance the teaching profession. According to the authors, a gap in the understanding of students exists regarding the use of these technologies for learning purposes and the understanding of the outer world and teachers regarding socialization and networking technology platforms for making the process of learning easier. Thus, extensive research should be undertaken in this field to mitigate this gap between the understanding of the students and the outer world and teachers to use these technologies' powers to gain instructional efficiency while imparting knowledge to students (Klopfer et al., 2009).

Access to a medium that enhances active and interactive learning can promote professional development (Wallace, 2014). According to Wallace (2014), there has been an increase in the use of technologies such as Edmodo and Teach that are spontaneous platforms for holding conferences between educators to collaborate, share, and debate on various strategies to impart quality education. Edmodo (2014) is a social learning network platform that allows users to not only share information but also helps different people engage each other through individual or group activities. Consequently, the platform is lively and can enhance professional development.

The range of technologies and applications that can access Edmodo is increasing and technology is becoming cheaper by the day. Most high school teachers can access Edmodo anytime and anywhere via their computers, PDAs (personal digital assistants), and laptops. This makes its utilization more adoptable as most students have access to gadgets that facilitate this interaction.

Affordable gadgets and simple cell phones, mini-computers, laptops, and PDAs are increasingly more affordable. Many teachers use smart phones and tablets with enhanced capabilities for connectivity and communication. However, teachers generally only use these technological devices for communication without realizing their potential for improving their profession. In addition, Grosseck and Holotescu (2009) claimed that Edmodo could be used to encourage teachers to develop professionally, owing to its high degree of engagement. Student engagement can be defined as the attitude of students toward their school, teachers, and education and the way in which education is being imparted. Student engagement includes regular school attendance, submission of

assigned homework on time, and following directions of teachers in the classroom (Fletcher, 2006).

Professional Development

There is a growing concern in Kuwait and across the world with regard to maintaining teacher quality and ensuring a professional learning culture within the schools (Borko, 2004). The need for professional growth and development is aimed at helping teaching staff be well equipped to face the challenges within the school system. According to Boyer and Hamil (2008), the main challenges include but are not limited to multicultural education, teacher shortages, keeping up with the on-going information and technology revolution, and the rapid paced innovations our knowledge-based society has assumed. These issues have significant impacts on the professional development of teachers as well as the approach people take to conduct professional development of educators. This was reaffirmed by Tesfaye and White (2012) in their research on the challenges faced by high school teachers in the U.S. education system.

Carroll (2009) stated that good education requires competent teachers. In addition, the focus on predominantly formal education and training might not be enough in the teaching industry. There is a need for a connection among professional development policies, the relevance they have to normal practices, and the difficulties experienced by the teaching staff.

Learning does not cease after becoming a teacher; deep learning actually commences after one becomes a teacher. Brown and Benken (2009) argued that the shelf life of a degree is approximately three years. Maintaining competence as well as learning new skills should be at the top of every professional's "to do" list. More importantly, not

only is it an ethical responsibility to ensure that educators progress in their careers, it is also critical for career success. Bryant (2004) also claimed that continuing with professional education or development is no longer an option but a necessity in all professional practices.

According to Boyer and Hamil (2008), professional development can be referred to as education that takes place after one attains professional qualification in order to maintain competence as well as learn new skills. As essential as professional development is, fundamental dilemmas normally keep it from uniformly benefitting the teaching field across the country. According to Organization for Economic Cooperation and Development (OECD; 2009), the areas in which professional development of teachers is essential include teaching students with special needs, controlling or impacting student behavior and discipline issues, institutional practices, student counseling, teaching in a multicultural setting, subject expertise, performance of content standards, classroom management, and administration.

Different barriers were identified for the professional development of teachers: conflict with the work schedule of teachers, lack of suitable professional development programs, personal and family responsibilities, lack of financial support by the employer for these very expensive development programs, and lack of required pre-requisites for such professional development programs for the teachers (OECD, 2009). According to research conducted by OECD (2009) in 23 countries across the globe for the period of 2007-2008, leading barriers for professional development of teachers were “conflict with the work schedule (73%)” (p. 73) and “lack of suitable professional development programs (50%)” (pp. 72-73).

Problem Statement

We live in a world of technical advancement; technology has entered most spheres of our lives. Activity-based Internet practice and the spread of social media in our life are not hidden from anyone. Social networking when combined with classroom models can facilitate a sustained ecological change. Within a classroom, it can be used by professionals and teachers to promote high standards in classrooms and increase student attendance and participation in school activities (Wallace, 2014). Although an increasing number of professionals are focused on administering an interim classroom schedule, increasing numbers of staff members are left behind. Professional development is an important aspect in any field; focusing on the same could resolve many barriers. Various objectives could be achieved if the education system focused on the professional development of teachers:

- Upgrade and educate teachers with the recent changes (inventions and discoveries) in their specific subject areas so this knowledge can be passed on to students who will be more ready to face and adapt to these changes and excel (OECD, 2009).
- Update teachers' attitude and skills toward various different and new techniques of teaching students in accordance with new research in education and consequently new circumstances (European Union, 2010).
- Enable teachers to apply or develop curriculum changes or any other changes in teaching practice (European Union, 2010).
- Enable the exchange of ideas and information among teachers, researchers in educational fields, academicians, and other professionals to strategize

new strategies and techniques of teaching along with the inclusion of new age technologies to enhance the effectiveness of learning on the basis of needs and attitudes of students (European Union, 2010).

- Enhancement of the effectiveness of teachers who are weak and bring them up to required standards (European Union, 2010).

However, these objectives have not been achieved due to various barriers and the lack of focus on the professional development of teachers across the globe. This lack of focus is more prevalent in some countries while less prevalent in others. For example, in Korea, more than 50% of public school teachers participated in professional development activities; in contrast, in Belgium, Brazil, and Australia, approximately 10% of public school teachers participated in professional development activities (OECD, 2009).

Thus, due to this lack of focus on professional development for teachers, schools and students are experiencing the following consequences:

- Inability of teachers to understand the attitudes and motivations of new age children and accordingly create a bond and impact a positive learning curve of students (OECD, 2009).
- A gap can be observed between the required knowledge of teachers with respect to the changes occurring around them in their field of study (subject) and their actual knowledge, resulting in lesser knowledge by students as schools and teachers are a large source of learning for students (Wallace, 2014).
- Lack of inventing and developing new teaching strategies in view of new technology, changes to make the process of learning more effective and

interesting, and increasing the participation of students in classroom activities (Klopfer et al., 2009).

Thus, there is a need to analyze the different barriers to professional development and develop professional development programs that increase participation, are of high quality, and inexpensive.

This study addressed the need for teachers' professional development delivered through social learning network sites. Professional development was delivered in two stages: formal and informal methods. Generally speaking, a formal approach to professional development normally restricts professional autonomy and reduces the professionals to "marionettes." Participants are barred from developing a creative intellect and the ability to improvise is reduced (Borko, 2004).

Professional education has been considered a linchpin in the development of teachers and ultimately, the student. Although teacher autonomy has been questioned with regard to educational methods, student achievement is what matters most and hence measures must be taken (Gulamhussein, 2013). Teachers play a dual role in the life of a child--being a technician and providing learning. It is paramount that teachers are kept abreast of the latest norms and are focused on self and student development.

According to Brand (1997), this is a problem faced by many professions--not just the teaching profession. There is an increasing need to assist teachers through varied means to be technicians and intellectuals. Over the years, varied theories and systems have been introduced to bridge the technical and intellectual gaps in education facing these professionals. Reeves (2006) presented a system employed by librarians for their continuing professional education (CPE) whereby they took advantage of the rapid

development of Web 2.0 and social learning network tools to conduct professional development.

Research suggests an exceptionally strong relationship among communal learning, collegiality, and collective action in teachers' activities and students' learning (Gulamhussein, 2013). Education can open doors to opportunities in a fluctuating economy and uncertain times. Providing children with appropriate training and education is essential since this will offer them an opportunity of acquiring a good job and sustaining themselves. Unfortunately, despite this awareness, many problems face our educational system and have had negative effects on the quality of education of students.

Zimmerman and May (2003) encouraged people to build network connectivity; there were some difficulties in managing and facilitating networked learning within organizations. According to Wilson, Grisham, and Smetana (2009), the main issue of such learning was its informal nature. However, it was learned that learning and development are spontaneous and can also take place effectively outside formal organizations. However, it emphasized the distance between what Wiggins (2010) referred to as the informal and formal organization.

According to Walsleben (2008), the role of enabling social learning is then not left to the managers alone but also to the professionals, especially in the changing learning culture evident nowadays. Professionals need to be in a position to demonstrate autonomy, space, and trust to the organization. The teaching profession needs to demonstrate active participation in the organizational change process. According to Waddell (2009), it is a popular saying in teachers' professional development that quality education starts with good teachers.

Although it could be regarded as informal, most librarians are supplementing as well as substituting formal online tools like blogs and wikis along with social learning network communities. Similarly, high school teachers have been provided professional development courses through Web 2.0, which helps in bridging the aforementioned gap (Hartnell-Young, 2006). Online tools are being used in the current state of technology, are free, and do not require dedicated blocks of travel or time. Moreover, they offer the potential of creating lasting learning communities that can foster ongoing professional development.

However, several challenges have been identified in the literature that affect the delivery of teachers' professional development: (a) transference of professional development to teachers while they are practicing, (b) accessibility to professional development courses in rural areas, and (c) daily professional support and assistance for the new teachers. It is believed that teachers' professional development through a social learning network site would be better suited for such times since they are convenient in teachers' busy schedules (Dobler, 2012).

Since the initiation of reforms and publications like *A Nation at Risk* (U.S. Department of Education, 1983), our education system has been focused on raising student performance. Over a period of time, several initiatives have been brought to light and new technologies have been actively embraced. Ground level restructuring and program development in the form of standards, curricula, teaching materials, and standardized assessments have been witnessed. Yet, in spite of billions of dollars, time, and planning spent, there have been inconclusive results in student performance (Harwell, 2003). The main reason for this failure is little attention has been paid to what

actually goes on in the classroom. While all reforms are focused on student learning, their basis of origin should be learning and development of teachers so as to assess what transpires in an ideal classroom.

The purpose of this study was to refocus our attention on the classroom, specifically on the urgency of providing teacher professional development that changes teacher behaviors and improves student performance. This study brought attention to the ongoing need for effective and high quality teacher professional development. This researcher discussed the case for an unconventional approach to professional development, studied varied formal and informal levels of professional development learning for the teachers, and focused on barriers witnessed by professionals in attaining said development (Wallace, 2014). This researcher also focused on the connection between formal and informal learning, which ensures that professional development in the teaching fraternity is sustainable.

Purpose of the Study

The intent of the study was to describe as well as evaluate how teachers' professional development activities could be carried out within a social learning network site, specifically Edmodo (2014). According to Walsleben (2008), there has been significant interest in professional development characterized as teacher-selected as well as available at a time crucial to teachers' curriculum delivery schedules.

This study addressed the gaps in distance education along with teacher development literature and answered a few basic change-related paradigms:

- Is learning a conscious act that involves memorization of facts or is it an awakening of consciousness that results from exploration?

- Is the teacher a tool in the learning or an important part of the process worthy of development?
- Is the teacher's job to facilitate or impart knowledge to inactive participants?
- Should learning be perceived as a private experience or should it involve social interaction (Harwell, 2003)?

This study evaluated teachers' professional development delivered by a social learning network site platform. A significant subcategory of a teacher's professional development helps the teacher understand as well as use technology in education. Issues of scalability, ease of replication, and the use of common social learning network platforms capabilities are the main challenges developers of online teacher professional development are facing (Torff & Sessions, 2008; Waddell, 2009). Hence, the main goal of the study was to examine an effective online professional development within a social learning network platform.

This study examined the integration of technology within a high school educational setting. For an online teachers' professional development to be successful, learning must be a flexible process that meets the needs of a learner. This approach to teaching provides learners with an opportunity for meaningful experiences so they can raise questions, search for patterns, and develop, interpret, and defend their ideas and strategies (Sturko & Gregson, 2009). One of the ways online teachers professional development participants are connected to practice is through contextualizing the learning activities as authentic tasks, i.e., tasks that are relevant to teachers' professional activities along with their work place. Tienken and Stonaker (2007) stated that learning resources

together with activities reflect the way they are useful in real life. This provided an overview of the instructional design of the teachers' professional development course.

This study evaluated whether professional development activities could be carried out within a social learning network site. The technique utilized a normative questionnaire approach that explored opinions of respondents who could represent a whole population. This study also provided a chance for formulating generalizations, assisted in learning possible pitfalls of the online professional learning aspects, and highlighted possible solutions.

Context of the Study

This study involved delivering teachers' professional development activities through Edmodo (2014)--an upcoming social learning network site. Web 2.0 and social learning network tools continue to grow in popularity; at the same time, they are also proving to be worthy for more than just social interaction uses. Torff and Sessions (2008) claimed that these tools are billed as huge proponents of interactivity as well as community building; they also seem to be a natural extension of professional development initiatives across several fields and professions. Sturko and Gregson (2009) also argued that social learning network tools are about a social phenomenon. They do not just revolve around the networked social experiences. Rather, in the distribution along with creation of web content itself, they are characterized by open communication, freedom to share and reuse, decentralization of authority, and the market as a conversation. More importantly, Web 2.0 tools move the web experience into a place that closely relates an academic learning collaboration environment.

Edmodo (2014) is an educational social learning network site that has assumed the idea of a network and refined it to make it relevant for classroom work. It enables teachers and students to reach out to one another as well as share ideas and helpful tips and solve problems. More importantly, it is designed in such a way that students can get assistance from the entire class, their peers, and also from teachers.

In addition, Edmodo (2014) allows creation of communities that helps teachers connect with other teachers across the globe. This gives teachers a chance to share ideas, help other teachers, and also join relevant discussions offered by the other professionals in a similar field. By joining Edmodo, a teacher automatically enters a support community.

It is also prudent to note that when a school signs up for Edmodo (2014), teachers are also added into the group automatically. This gives teachers a chance to communicate with other teachers who are part of the group, offers the development of a universal portal that can be used for a multitude of functions, and provides needed internet safety along with the creation of a personal learning network (Dobler, 2012). This system was used to create a universal portal that was culturally adherent and functionally efficient. This study also shed a light on the same.

Research Questions

Torff and Sessions (2008) pointed out that for a teacher educator to realize the potential of a new form of technology to be used in developing tech-savvy teachers who can use such technologies, research that offers guidance is required. Research in the field of teachers' professional development with a focus on the online delivery is best served by careful design approaches since a myriad of issues surround technology and education.

This study explored the use of varied social learning network tools, specifically Edmodo (2014), as a way to deliver professional development activities through an online interface as a supplement to face-to-face interaction. The dissertation was guided by the following research questions:

- Q1 To what extent do teachers engage in a social learning network site that supports teachers' professional development?
- Q2 To what extent do teachers value a social learning network site as a tool that supports their professional development goals?
- Q3 To what extent are teachers prepared to utilize a social learning network tool for online teachers' professional development?

Significance of the Study

The significance of this study rested upon the evaluation of social learning network technologies in providing meaningful professional development activities and learning activities for teachers. There has been a need for research on teachers' professional development using an online delivery method, more so in the field of technology. In addition, there is an identified need for supporting teachers through distance-delivery and online methods. Tienken and Stonaker (2007) indicated that delivering teachers' professional development in flexible and offsite environments has been very crucial for teachers who normally work in online contexts. Moreover, Sturko and Gregson (2009) reported that most teachers view online professional development as a useful activity on the cusp of being frequently used. As a result, this study aimed at bridging the gap and offering solutions through delivering teachers' professional development by social learning network sites. Online professional development within a social learning network platform is a fairly new concept and this study was intended to

facilitate delivery of professional development specifically to high school teachers in Kuwait.

Key Assumptions

This research considered the following four key assumptions in quantitative research: ontological, epistemological, axiological, and methodological assumptions (Creswell, 2008).

1. Ontological: Online teachers' professional development and use of social learning network sites could be observed and measured, i.e., there is one distinct reality for these variables and, if measured, will be visible to all who observe it.
2. Epistemological: The attainment of knowledge of online teachers' professional development and use of social learning network sites is an independent process that could be measured along with an objective report that was dependable and beneficial.
3. Axiological: The online teachers' professional development and use of social learning network sites objectively inform teachers' professional development and use of technology.
4. Methodological: The study adopted a quantitative design and utilized a Likert scale to measure the variables of teachers' perceptions, engagement in social learning network, and teachers' professional development.

Rationale for the Study

The rationale for studying the topic rose from a review of the literature. A survey conducted by McNiff (2012) on supporting teachers' professional learning in Kuwait

revealed that practitioners were directly influenced by the quality of their colleagues and students' education and wanted to improve their own practices through engaging in practice-based inquiry. Furthermore, the research showed that practice-based inquiry assumed an interactive exponential quality for individuals' practices to inform group practices. This, in turn, informed organizational practices. Social learning network websites offer a reliable tool that can be utilized in achieving those needs. More importantly, McNiff showed that such practices had a significant potential for contributing to international debates such as developing a generative, transformational epistemology useful for culturally-sensitive personal and organizational transformations in societies such as Kuwait. In addition, practice-based inquiry can be fostered through social learning network platforms where teachers have an opportunity to interact with their peers. This practice could also develop indigenous knowledge bases comprised of individual explanations for educational practices.

Ongoing teachers' professional education programs in Kuwait indicate that teachers' improved practices have a positive influence on the quality of student learning; students use their practice-based inquiries to improve their own learning (McNiff, 2012). This also suggests that groups of teachers working together are in a position to exercise a systematic influence on school and organizational improvement.

Darling-Hammond and Baratz-Snowden (2007) stated that professional development activities are central to enhancing and acknowledging the quality of teaching and learning in schools since the activities assist teachers in being more confident, capable, and fulfilled. Online teachers' professional development through social learning network sites is believed to not only help in providing professional

development activities to teachers and collaborative practices but also provide them in a time and in a way convenient for teachers' schedules. Therefore, there was a need to study the role online teachers' professional development through social learning network sites provides to teachers and collaborative practices. In addition, it was useful to know the nature of online professional development activities that would provide teachers with just in time and convenient learning options, accommodate teachers' schedules, and how these learning options influenced teachers' perceptions. So far, studies conducted with regard to the same have provided partial knowledge regarding online technology. It was also been learned that the portal had certain limitations with regard to usage and administration apart from other factors. This study studied the limitations of online professional development and went a long way in encouraging Kuwait institutions to embrace policies that would support technology in the classroom.

Types of Professional Learning

There are mainly two types of professional learning: formal and informal. As the name suggests, formal learning is a more constrictive form of learning exhibited by workshops, college degrees, and certificate courses, while informal learning is seen in the form of workshops, debates, meetings, and peer following. Informal learning is geared toward achieving professional development and should be embedded in work practices where professionals encounter challenges and difficulties that need a learning process to solve them. Owing to the fact that this learning involves everyday problem solving, then it is more than just experimental learning. Rademaker (2008) stated that informal learning has a significant effect on an individual's ability to be successful in the work place. On-the-job learning not taught during formal education plays an important role.

Informal learning basically integrates learning and working together instead of having them placed outside the daily work routines as formal learning would do.

Formal learning, on the other hand, might be defined as planned education and training initiatives provided by experts and results in professional or career recognition such as issuance of a certificate. It is also worth noting that there is a difference between informal and non-formal learning. Non-formal learning could be defined as deliberate and planned learning activities that happen outside a formal structure, i.e., coaching and workshops, although the participants are not certified. Whereas informal learning covers learning that happens in an unplanned way and is fueled by spontaneous interactions along with incidents that need learning in order to solve them. Consequently, it is worth pointing out that informal learning represents a bottom-up structure that should not only be entrenched in the professions but should also be controlled by professionals.

Most informal learning has facilitated the creation of new knowledge. Richardson (2003) defined this type of learning as relational and not in isolation. Actually, informal learning is done through collaborating with colleagues and peers; thus, it is a social activity. People tend to come up with interconnected relations that provide support and help in sharing risks and provide access to information and knowledge. Relationships then might result in an open as well as engaging social web that enhances learning. The importance of having such relationships enables professional development and is normally emphasized by networked learning.

Overview of Dissertation

The intent of the study was to describe and evaluate how teachers' professional development activities could be carried out within a social learning network site,

specifically Edmodo (2014). The dissertation begins with an introductory chapter where professional development is explored along with the purpose of the study. The chapter also introduces research questions guided by the objective of the study.

The review of literature provides different facets of teachers' professional development from the traditional method to a recent one that encompasses online delivery methods and networking. Traditional methods used face-to-face models of teachers' professional development but have now been supplemented or replaced by an online teachers' professional method in order to provide solutions for the challenges resulting from the traditional method. The literature review highlights relevant research that informs iterations on which the study was founded.

The third chapter highlights the methodology utilized by the study. Essentially, this study adopted a quantitative design in collecting and analyzing data on the use of a social learning network site (Edmodo, 2014) for teachers' professional development. The study focused on a sample drawn from 10-12th grade high school teachers in Kuwait.

In the fourth chapter, the study extracts data from the questionnaire carried out so as to formulate discussion that provides answers to the research questions to illustrate the possibilities of using a social learning network tool, specifically Edmodo, as a means of delivering professional development activities through using an online interface as a supplement to face-to-face interaction.

The dissertation ends with a conclusion that summarizes the results of the study together with the directions to consider in order to achieve a more desirable teachers' professional development through an online social learning network site delivery system.

Definitions of Terms

Communities of practice. Comprised of professional learning communities whereby peers depend on the expertise together with the support of each other to adopt innovative practices. Such communities are comprised of reciprocal interactions so members have a role to ensure that each other learns and develops (Hartnell-Young, 2006).

Design based research. A research methodology that details why, when, and how innovative solutions in the educational sector work. Its goal is to create, evaluate, and implement a solution to various education problems (Marton & Booth, 1997). Design based research also blends empirical educational research with a theory driven designed educational environment.

Network learning framework. An instructional design model created during the development of a system to be used in designing formal learning activities in a social learning network site (McCarthy, 2006).

Networked teachers' professional development. Online delivered teacher development activities that use a social learning network platform to support and promote teacher connections as teachers learn together. The activities are comprised of formal and informal teaching, resulting in teachers being given a chance to retain control over their space, time, presence, identity, activity level, and relationships (Saunders, Goldenberg, & Gallimore, 2009).

Online learning community. A virtual online group of learners who have joined together with a focus on learning (Anderson, 2006).

Online teachers' professional development. Online professional development activities that boost teachers' skills and the knowledge with an objective of improving student learning. This method has a unique ability of providing continuous professional learning anyplace, anytime; therefore, it allows teachers access to them at a convenient time within their busy schedule (Schleicher, 2009).

Professional development. Education that takes place after one attains a professional qualification in order to maintain competence as well as learn new skills (Boyd, 1993; Torff & Sessions, 2008)

Professional leaning community. A group of people who come together to share and critically interrogate their practice in a reflective, inclusive, collaborative, ongoing, growth promoting, and learning oriented way (Ritchhart, 2004; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006).

Social learning network. An online network tool that could be used to not only support individuals but also to encourage them to learn together. At the same time, the individual retains control over his/her space, presence, time, identity, activity, and relationship. Some common social learning network sites include Edmodo, PBworks, Google Plus, and Facebook; each are customizable as well as user-managed software platforms (Leithwood, Strauss, & Anderson, 2007; Leon & Davis, 2009).

Teachers' professional development. An ongoing process comprised of regular opportunities together with planned experiences designed to promote growth and development within the professional practice of teaching (Borko, 2004; Lauer & Matthews, 2007).

CHAPTER II

LITERATURE REVIEW

Introduction

This review of literature provides insight into the different facets of teachers' professional development from the traditional method to the recent one that encompasses online delivery methods and networking. Traditional face-to-face models of teachers' professional development have been supplemented or replaced by the online teachers' professional method in order to provide better solutions that were a challenge for more traditional methods. The review identifies key areas in literature that examine current research and the practice of online teachers' professional development. Furthermore, the literature review highlights relevant research on which this study was founded.

Specifically, the literature in this chapter is categorized in eight broad categories:

1. Social networking
2. Determining the need for teachers' professional development
3. Collaboration as an element of successful professional development
4. Professional learning communities
5. Models of professional development
6. Online teachers' professional development
7. Social software in online teachers' professional development
8. Technology adoption in Kuwait

Social Networking

Since the beginning of time, interaction has been deemed as a key aspect of the education portal. Teachers interact with each other and share their experiences from the classroom to form varied strategies and plan a systemic methodology for standardized assessments. In wake of this, communication is almost indispensable to education. In the modern world, face-to-face communication has been replaced by a virtual world. The rise of the media is evident in almost every field and educational platforms are slowly catching up to strike a balance.

Defining Social Networking

Social networking site is defined as web-based services that enable people to have a public profile contained in a bounded system, to communicate with other fellow users, and also allows sharing and traversing the list of connections within the system (Leithwood et al., 2007). Normally, the nomenclature and nature of the connections vary from site to site.

This definition is supported by Lewis' (1999) definition of social networking sites as mediated publics, i.e., social networking sites are environments within which people can gather publicly with the help of mediated technology. Traditionally, public spaces like parks, which are unmediated sites, were places where people would gather and communicate with each other and, therefore, they would know exactly to whom they were talking. The two definitions defined the purposes and the actions of social networking sites in accordance with the purposes of this study.

More importantly, Leon and Davis (2009) stated that the mediated public or, in general, social networking sites can also be defined in terms of four properties: (a)

persistence--the records of what has been said are kept, (b) search ability, (c) reliability--the capacity to copy and paste conversations along with threads of discussions from one conversation to another, and (d) the invisible audience. Inherently, since there is persistence, search ability, and reliability, unintended audiences might also have a chance to view contributors' conversations or actions.

This definition of social networking sites as a mediated public complements the former definition that speaks of profiles social networking sites are able to create and not about the influences of each on the use of the interaction or profile with other social networking site users. By combining the two definitions, it would be prudent to claim that social networking sites are subscription-based private or semi-private online facilities that allow the users or subscribers to generate private or public profiles with an aim of communicating and connecting with each other through the use of the facility site. It is worth noting that the connections could also be kept private or made public, while the histories of the connections made and communications are available for review by subscribers to the site (Anderson, 2006).

Emergence of Virtual Media

Virtual media is an irreplaceable aid in the present time. Gone are the times when the interaction between teachers, student-teacher, administration, or guardian happened in the physical world. Nowadays, the banalities of physical presentation have been replaced with the ease of technology, which is often advocated owing to its advancement. The emergence of networking sites over the period of a decade has further supported the cause of virtual submission over the physical (Klopfer et al., 2009).

A number of social networking sites and their launching can be traced back to 1997 when the first social networking site, SixDegrees.com, was launched. This was followed by Live Journal, Asian Avenue, and BlakPlanet ,which were launched in 1999. LunarStorm and MiGente were launched in 2000,while Cyworld and Ryze started being used in 2001. Every year since then, more social networking sites have been launched. Although some of the sites have been closed, major sites currently include Facebook, YouTube, Twitter, Yahoo!, and Windows Live Spaces among others.

Determining the Need for Teachers' Professional Development

Professional development of a teacher is directly proportional to the professional development of a student. In a world where the advancement is an everyday occurrence and the dynamics of education, training, and development are evident, professional development is an unavoidable entity. In an ideal world, professional development is comprised of different goals, challenges, benefits, models, and beliefs. Teachers are always in need of continuous training in order to keep them abreast with their profession along with evolving pedagogies (Gulamhussein, 2013). Challenges of education and training further perpetuate the cause for the same.

Changes evident in the sophistication of educational practices along with demands placed on teachers lead to considerable requirements for teachers' professional development programs. Bennett (1994) pointed out pressures in various countries for students to obtain new competencies and, at the same time, be in a position to be familiar with current approaches of learning and teaching. Hence, there is a need for teachers to always be aware of new styles of teaching. More and more teachers are finding themselves teaching in ways in which they were not taught.

Defining Professional Development

Borko (2004) defined teachers' professional development as a long-term process that encompassed regular opportunities together with planned experiences so as to enhance growth and development in the teaching profession. The belief that teachers' professional development helps in improving instruction and, consequently, leads to substantive reforms to the education system has existed for some time. In the 1980s, the realization that having a structured teacher development would bring about increased student test scores contributed to the commencement of an educational research field that focused on developing models for teachers' professional development. In line with this, Anderson (2006) claimed that teachers' professional development was a promising road to improving classroom instruction. The perspective of educational strategies suggests that the efforts to improve education depends on the improvement of teaching practices. Lauer and Matthews (2007) shared their sentiments that staff development together with student achievement could be linked together and, more importantly, the knowledge already there for designing as well as implementing programs made a difference in the lives of students.

It is quite clear that teachers' professional development results in teachers acquiring more effective teaching practices and the educational practices instilled in the teachers during the teachers' professional development directly help the students. Leech and Fulton (2008) also stated that educational reform movements have continuously set ambitious goals for the students and those goals definitely rely on experienced teachers through their engagement with professional learning.

Utilization of Professional Development

So far, it is evident that professional development is an unavoidable professional stance for teachers. Whilst it has been known to have definite benefits in the form of up-to-date strategies, the relevance of professional development is not just subject to the benefits for students. The need for teachers' professional development comes at a period when there is a need for having additional support systems to help the teachers in the teaching profession.

A study by Fullan, Hill, and Crevola (2006) showed that about 50% of beginning teachers left the profession after five years of teaching even as the teacher shortage continues to be a challenge in many parts of the world. The teacher shortage is often coupled with demands for teachers' professional development and this prompts persistent calls for ongoing, content-based professional development assistance to beginning teachers as well.

Kuchey, Morrison, and Geer (2009) revealed that there has been renewed interest in teachers' professional development that is basically driven by a number of issues: the need to integrate technology in teaching and learning, standards-based education, a shift toward constructivist pedagogies, and an understanding that teachers' professional development should be considered a career-long effort. Another important driving force on the teachers' professional development agenda is sweeping technological changes that have taken over in the world that are available in online personal and social learning networks. The changes have actually been reflected in technology curricular reforms for the past decade and are also adding to the increased need for unleashing teachers' professional development.

Limitations of the Professional Development Model

Whilst it is easy to believe that professional development acquired in the formal or informal setup is enough to provide a much needed edge, the thought is prudent. First, there is no definitive way of knowing whether a particular method of attaining professional development is better or not (Gulamhussein, 2013). Second, often despite the best intent, the goals of professional development are not met.

On the other hand, there are challenges in providing effective teachers' professional development activities. Gardiner (2009) argued that while most people agree that teacher education together with teacher training are crucial, they also need to ask themselves how much formal teacher preparation is required and also how the education and training should be delivered. This has been a debate not only in developing countries but in developed countries as well.

According to a national U.S. study of 1,027 teachers by Glasser (1999), only 23% of teachers who participated in the teachers' professional development considered it to be effective. The longitudinal study showed that teachers' professional development that focused on specific teaching practices was on the rise.

Kozulin, Gindis, Ageyev, and Miller (2003) also revealed that teachers' professional development issues were also confounded by challenges of how to deliver an effective professional development program that would support newly-infused information and communication technology curricula. Knodt (2009) also stated that the complexity of technology in teachers' professional development has become difficult. Looking at research manuscripts already accepted for a special technology teachers' professional development issue in the *Journal of Teacher Education*, the complexity of

the technology was highlighted. Actually, it did not only show a dire need for having online delivery of teachers' professional development programs while utilizing new technologies but also it showed that educational technologies in general were unreliable and unstable, which added to the complications of coming up with an effective teachers' professional development program. However, the research manuscripts revealed that new online technologies provided an opportunity for innovations for online teachers' professional development programs: the scaling up to reach more teacher audiences, utilization of video databases, and use of social learning network sites with an aim of allowing educators to learn and work together. The obvious challenge then is the need to identify the design together with delivery features of online teachers' professional development that would support improved teacher practices and at the same time increase student learning.

Other challenges in the design of teachers' professional development were from a complexity in the teacher workforce. Not all teachers are at the same place when it comes to careers and skills; thus, there is a need to scaffold teachers' professional development activities (Boudah & Mitchell, 1998). Similarly, technology in teachers' professional development is another area that portrays differing levels of teachers' experience. Knight (2009) also noted that teachers' professional development has another influence on teachers--it tends to increase their workload. An effective teachers' professional development program then ought to consider this workload so as to be effective. Online teachers' professional development could be a unique way of doing so owing to its ability to provide solutions for the two aforementioned challenges. Specifically, an online teachers' professional development program is in a position to

offer scaffolded learning materials that would support learning at various experience levels. At the same time, it would also support different access times convenient for teachers' busy schedules. Furthermore, Strong and Harder (2009) recommended that it is important to facilitate the teachers receiving the professional development course in planning personal needs ahead of work schedules so as to achieve stability between personal and work life. Encouraging teachers as well as rewarding or providing incentives to teachers so they can acquire new competencies could also be explored. Incentives might not necessarily be in terms of monetary rewards but could also include other non-monetary incentives like recognition of acquired competencies with awards. Teachers' professional development programs should also be inclusive of schools and other related institutions.

Relevance of Professional Development

It has been said that we are as strong as our weakest link, while in the world of education all are deemed as equal. Not all students are similar and not all teachers will follow a specific guideline designed by a professional development plan (Boyer & Hamil, 2008). In which case, a teacher's own development comes in handy when making apt decisions with regard to the uniqueness of the situation.

Thus, a teachers' professional development is of special interest and has the potential of promoting social issues in society as well. Joyce (2009) pointed out this with a focus on social justice. This is evident in countries affected by disparity existing between the support available for teachers in urban and those in rural areas. The idea of teachers' professional development has been acknowledged and accepted globally as a fundamental need that facilitates societal growth.

In our fast-changing world, teachers must be engaged in life-long learning to be able to meet new challenges. It is a grave political contradiction that so much emphasis is being given to the importance of education while so little is being done to give teachers status, support, and reward. The professional status of teachers should be recognized as one of the most important in society. (Hammarber, cited in Robinson, 2008, p. 2)

Kelleher (2003) claimed that exclusive formal activities that occur in the teachers' professional development course, where teaching staff are released for some service programs, sometimes are not relevant to the needs of the teachers. Teachers who attend such types of in-service activities tend to spend most of their time listening to the presenter and may gain some tips worthwhile in their practice.

Similarly, Jehlen (2007) also said that follow-up to the experience was rare and, in the case of subsequent services, entirely different sets of topics might be addressed. Actually, other implementation strategies are in a position to address the effectiveness of teachers. Hitchcock (2006) claimed that teachers learn better when they are together than when alone since they are able to read, do, reflect, and collaborate with each other. The need for teachers' professional development models that incorporate such new knowledge concerning teacher learning as well as include opportunities for collaboration should not be overlooked.

According to Hill and Flynn (2006), the theme of restructuring teachers' professional development to fit the requirements like being efficient as well as being capable of producing positive changes in the student learning has been in high gear. Hord (1997) also described this restructuring of teachers' professional development as being an important part of the expectations of teachers' roles. To accomplish their goals, teachers are supposed to have an on-going opportunity that would enable them to consider, discuss, try, and hone their teaching practices. More importantly, teachers

would need to be part and parcel of learning about as well as developing new ideas that would meet their students' needs. According to Hirsh (2009), there are a number of ways through which this restructuring could be accomplished: (a) developing new teacher roles like that of teacher researcher, (b) creating new teacher groups that would work toward solving problems as well as making decisions, (c) forming a community of inquiry with regard to teaching practice, and (d) through new tasks like creating standards as well as learning about assessment.

Inherently, Newmann (1993) noted that teachers' professional development could be very effective when it is integrated into school cultures that tend to enhance career-long teacher learning. Basically, when a school environment within which lifelong learning among teachers is an integral part of the culture, teachers' professional development goals are likely to thrive. Similarly, Michael and Dobson (2008) pointed out that from a situational perspective, teacher learning can be a process of increasing the participation in teaching practice as well as through such participation, becoming knowledgeable in teaching. For teachers, learning is evident in different environments or contexts within which they work,--in classrooms, courses, workshops, school communities, in the hallways, as well as after school while conversing with their students.

Student-Teacher Co-Relation Professional Development

Since the beginning of time, the relationship between a teacher and his/her student has been known to strike an important chord. Nelson and Slavit (2008) stated that teachers' professional development should be site-based as well as long-term; it should also be an ongoing part of the teachers' work and not just something that is "tacked on."

More importantly, teachers' professional development should also be curriculum-based so as to support teachers in assisting their students in mastering the curriculum as expected. Just as Michael and Dobson (2008) explored successful teachers' professional development models, successful models have moved to on-site experiences and tend to build ongoing relationships with teams. It also occurs while working in interdisciplinary teams. Newmann (1992) mentioned that strong collaborative school cultures could contribute toward highly effective use of external input of teachers, which might also be comprised of much maligned workshops along with inspirational speeches by experts. This is due to teachers processing the curriculum in ways that portray value as well as make sense for school communities where they work.

Principles of Professional Development

A continuous professional development process is guided by a thorough audit that is reflected upon and reviewed. This is followed by a thorough identification and regularly developed process for professional development. Since education is a never-ending process, this process improves work performance in the long run (Gulamhussein, 2013). Continuous professional development or CPD is an ongoing cyclical process where an individual reflect on his/her practice and skill set. This in turn is used to assess his/her knowledge and skills in co-relation to current trends (CPD). The process aids in assessment of learning needs, and guides for future learning.

Hord (1994) claimed that the intention of teachers' professional development should be on teaching and learning strategies that could cause a difference in the day-to-day practice and, at the same time, translate into stronger student achievement. As a result, there is need to convince teachers of the value of engaging students in problem-

based as well as project-based learning while using these tools. Teachers' professional development activities that tend to have new skill integration into teaching practices are comprised of those designed along informal support systems, teams, and collaborative and partnership structures. The restructuring theme of teachers' professional development is comprised of identifying the need for connecting teachers with their colleagues outside their stations of work. Outside groups might be composed of peer review groups, teacher-researcher groups, teacher networks, organizational partnerships, and programs that help teachers and involve them in national, state, and local reform activities. The connection with fellow teachers, both internally and externally with respect to the school where the teacher is stationed, was of significant interest in the literature. Networking with fellow teachers could also be known as teacher collaboration and is a requirement for effective teachers' professional development models.

Collaboration as an Element of Successful Professional Development

An increasing number of specializations and advanced studies have portrayed the landscape of today's advanced learning. In the wake of said higher education, the concept of continuous learning is flawed. However, owing to the complexity of varied fields despite higher learning, a few aspects have been overlooked in the professional requirement. While experience is bound to fill most gaps, advanced formal and informal learning methods could accentuate workplace performance.

Collaboration among teachers is one of the notable elements in teachers' professional development (Senge, 1990). Collaboration plays a significant role in professional development, especially in small groupings. Mertler (2005) noted that opportunities for reflection and discussion in small support groups have proved to be a

productive training activity. Other educational systems across the globe, like the Japanese and Chinese systems, working and collaborating together to enhance professional development have been a longstanding practice. The concept of teacher collaboration has been identified as a powerful method of teachers' professional development. Similarly, Nagin (2006) revealed that the value of teachers' professional development resulting from teachers and students collaborating, as well as teachers and other teachers working together, is significant. Furthermore, the study also showed that authentic teacher participation in online collaborative activities has placed teachers in a position to learn about teaching practice, gain and adopt new ways of learning, and also learn of new ways by which they can incorporate technology into the classroom.

Saunders et al. (2009) claimed that professional learning is a form of social enterprise where peers depend on the expertise along with support from each other to adopt innovative practices. When teachers come together to engage in a number of learning experiences with their fellow peers in learning groups, individual initiative and innovation are supported. More importantly, reciprocal interactions in the community of practice, especially where teachers take responsibility of their colleagues' learning and development, tend to offer an effective way of situated professional learning. In such collaborations, along with peer discourse, the social interactive process is necessary so as to have value in teachers' professional development activities.

Professional Learning Communities

The process of continuous learning involves a group of activities pursued by professionals that incorporate formal, informal, and work-based activities. In an effective workspace, it is a part of job and daily experiences. It is pursued through performance

reviews, peer discussions, in-service training, critical analysis, and reflection.

Furthermore, in a workspace associated with scientific development; clinical supervision and learning, direct learning from superiors, significant incident analysis, and direct peer association are also bound to provide growth opportunities (Stoll et al., 2006). There are various categories of learning associated with CPD: formal, informal, and work-based learning and self-directed activities.

Stoll et al. (2006) noted that professional learning communities have existed for more than two decades. Although the definition of professional learning communities has been evolving, there is currently an internationally agreed upon definition: the professional learning community indicates a group of people who come together to share and critically interrogate their practice in a reflective, inclusive, collaborative, ongoing, growth promoting, and learning oriented way. Ritchhart (2004) also defined a professional learning community within a school as a term that signified interest in discrete acts of a teacher to share in the establishment of a school culture that resulted in collaboration and genuine, ongoing, inclusive, and focused practice aimed at improving a student's outcomes.

Professional learning communities share key characteristics of teachers' professional development: ongoing activities, collaboration, support for the teachers' professional development, and an environment that is authentic and situated in practice.

Importance of Communities

Drago-Severson (2007) pointed out that teacher peer-group discussions are those that have substantive value in being a catalyst for school change. Professional learning communities encompass more in their scope as well as organization than peer groups.

Another important difference is that the professional learning communities share critical purposes or stances with a commitment to continuing inquiry, something support groups do not. Teachers in peer groups will just share ideas and provide encouragement to each other. On the other hand, the main block of professional learning communities is teachers coming together as a collaborative inquiry learning team and being in a position to share knowledge with regard to student learning and professional practice (Steiny, 2009).

DuFour and Eaker (1998) pointed out the nature of questions in which teachers engage with respect to the teaching practice are normally different than regular conversations. The professional discussion is comprised of detailed descriptions of the practice, for instance, examinations of possibilities and interpretations. As the teachers converse about the practice using the common language as well as when they share experiences, new understandings and revelations tend to emerge. A study by DuFour, Eaker, Many, and DuFour (2010) on the effects of teacher conversation as part of the teachers' professional development activity underscores that teacher conversation is a key component for successful teachers' professional development. Teachers who are normally involved in teachers' professional activities comprised of opportunities to share and discuss methods of implementing a teaching practice were in a position to implement the practices better when compared to teachers who only had a chance to attend a two-day teachers' professional development workshop without an opportunity of sharing.

Measures of Effectiveness for Communities

Fien and Rawling (1996) found that student learning was one of the key concerns of teachers working in professional learning communities. Two measures of effectiveness in professional learning communities include student achievement along

with professional learning of teachers. These measures showed an increased positive association in developing professional learning communities. According to Engstrom and Danielson (2006), four characteristics of professional learning communities promote effective teacher learning: student learning, collaboration, continuous teacher learning, and teacher leadership. Although traditional models of teachers' professional development have focused on providing teachers with knowledge for practice, professional learning communities represent a different approach. Mature professional learning communities generally focus on providing teachers with knowledge of practice, which makes it an invaluable item for the effectiveness of teachers' professional development activities. More importantly, professional learning communities also meet a critical need that educational reform demands, i.e., teaching practice innovations. Reforms that would result in the integration of new teaching practices and technologies at the core would definitely need teacher innovation and collaboration.

The study looked at how well teachers who engaged in teachers' professional activities that comprised sharing and discussing with other teachers implemented the practices in comparison to teachers who had no opportunities for sharing. The results showed that engaging in sharing and discussions improved the way teachers implemented teaching practice.

Models of Professional Development

One way of integrating knowledge and practice is through reflective practice. This act of self-awareness enhances professional expertise by turning conscious thoughts into action, which further results in a desirable change in behavior and practice. Reflection further helps in analyzing complex and challenging situations and aids in

making decisions. The process of professional development further makes it more likely for the practice to put into action and improve problem solving skills.

Numerous models of professional development in existence have been implemented for over five decades. Some models comprise complete reforms as their objectives and goals while others are less inclusive with intentions to remediate as well as add existing teacher practices. Limitations of event delivery models of professional development have been documented and been defaulted to by policy makers (Chappuis, Chappuis, & Stiggins, 2009). Some examples of event delivery models are comprised of one-day workshops, seminars, or multi-day conventions where professionals come together to hear speakers relating to their usual practices. However, Cochran-Smith (2005) revealed a lack of sufficient teachers' professional development across the globe. Mainly, teachers often complete seminars and workshops or other professional development events and then return to their stations of work without an opportunity to provide feedback time to discuss their experiences with their peers (Senge et al., 2000). The unleashing of effective teachers' development models leads to effective professional development practices across the globe. As a result, it is crucial that the teachers' professional development research community should continue to examine and disseminate effective models of teachers' professional development so as to inform future designers of teachers' professional development activities.

A number of teachers' professional development models have been in use to support several educational contexts. Nevertheless, a model's effectiveness might rest on factors beyond the control of the teachers' professional development provided. According to Christensen (2006), the in-service or workshop model has become outdated

and there are other models for delivering successful teachers' professional development activities. Fullan (2000) claimed that professional development programs normally use a combination of teachers' professional development models to facilitate change in the teaching practice. For the cases where significant initialization and embedding the organizational and educational change is required, a complex model of teachers' professional development in a position to integrate the needs of a teacher as well as stages of delivery is necessary.

A distinct characteristic of the teachers' professional development model identified earlier spoke of teacher collaboration along with professional learning communities. These characteristics come into play during the design of teachers' professional development programs. Creswell (1998) revealed two key dimensions of professional development: core structures and core features. The core structures include duration, form, and participation while core features are comprised of content, coherence, and active learning. According to Crow (2009), there is a consensus on some characteristics important in successful teachers' professional development that would increase students' achievement: active learning, content focus, coherence, collective participation, and duration. Moreover, two sets of successful teachers' professional development characteristics also form the basis of a conceptual framework of teachers' professional development models that in turn inform the design. Curtiss-Williams (2009) stated that use of these forms of frameworks in designing teachers' professional development would likely elevate the quality of the professional development and, as a result, enhance the general understanding of how to shape as well as implement teacher

learning opportunities in order to gain maximum benefits from teachers as well as students.

According to Fisher (2002), models of teachers' professional development are classified into two main categories: organizational partnership models and individual or small group models. Organizational partnership models are comprised of professional development schools, school networks, university-school partnerships, teachers' networks, and distance education models. On the other hand, individual or small group models include reflective, project-based, case-based, co-operative development, and portfolio models.

Blended online/face-to-face models of teachers' professional development are also gaining popularity and the value of ongoing online support of the face-to-face teachers' professional models is being explored (Senge, 1990). One of the contemporary models of teachers' professional development is the collaborative partnership model. In this study, the collaborative partnership model was crucial owing to significant success rates and its association with the objectives.

Drago-Severson and Pinto (2006) claimed that the contribution of the collaborative partnership model has made teachers' professional development practice effective. The model revolves around its innovative approach in utilizing partnerships between practicing and pre-service teachers. Furthermore, Danaher, Price, and Kluth (2009) noted that the model offers a structure for partnerships among teachers that allows them to develop, implement, as well as revise lesson plans in an action-reflection process. It is also crucial that the collaborative partnership model considers the two groups of

teachers as learners in a constructivist environment. The model is based on cooperative discussions together with planning teaching practices in the classroom.

According to Davis, Preston, and Sahin (2009), the duration of the online element of the teachers' professional development program was a factor in this model since it needs a significant commitment time of more than one school term. During this period, teachers are expected to plan, reflect, and implement crucial components of the lessons. Diamond (2002) also noted that the extended time was crucial in helping participants move away from the injection type nature of the single sessions as the participants are offered ongoing support through the partnerships.

One crucial factor that has made the collaborative partnership model successful as a teachers' professional development activity is the collaboration of teachers' partnerships. The collaboration among the teachers instead of the traditional mentor assessor role of the teacher has been a crucial factor that has resulted in success of the teachers' professional development aspect of the model. Moreover, another crucial factor is the model provided the teachers' professional development activity in an authentic school setting. Other key factors were the continuing action reflection process of the model as evident in the partnership activities along with the opportunities for participants and their partners to be in a position to link the theory into practice.

Donaldson (2007) identified one example through which collaborative partnership models enhanced the theory-practice link--the practicing teachers requested that professional development programs integrate constructivist approaches similar to what pre-service teachers were requested to implement. Another example was practicing teachers might ask that continuing teachers' professional development support utilization

of specific classroom resources. The strength of having a collaborative partnership model was it had significant potential in removing artificial teaching experiences in which pre-service teachers found themselves when doing the professional experience rounds. Similarly, the model also offered constructivist teachers' professional development activities that brought together practicing teachers, researchers, and other experts.

Online Teachers' Professional Development

Day-to-day professional handling has suggested that most professionals irrespective of their fields confront complex decision situations. They are given a responsibility of making important decisions that affect a large scale of people. Thus, they must rely entirely on complex decision-making skills acquired during their college degree program. Most individuals are prepared with on the job experience with regard to various scenarios but in-house training and college education often fall short in the face of complexity.

Online teachers' professional development is basically online-delivered professional development that aims at increasing knowledge and skills with the goal of improving student learning. Online teachers' professional development has the ability of providing continuous, scaffolded professional learning anyplace, anytime; therefore, it allows teachers to access professional development offerings at convenient times within their busy schedules (Schleicher, 2009). Other positive attributes of online teachers' professional development include access to the training along with experts from other locations; moreover, it can be provided in less expensive and scalable models that support

general benefits of online deep learning. It utilizes the practitioner learning approaches such as learning through design and cognitive apprenticeship.

Online teachers' professional development has the potential of providing scalable as well as equitable teachers' professional development opportunities founded on effective models that include teacher collaboration in a learning community network. Dillon (2006) claimed that one of the drivers for a move toward online professional development is the surge in K-12 education practice in the utilization of online technologies like wikis, blogs, and discussion forums. More importantly, there has been increased pressure on teachers to build an online course, teach online blended models, and modify existing courses.

Advantages

According to Littky and Grabelle (2004), if there are no opportunities for K-12 teachers to engage in online models for the purposes of their own learning, it will be very difficult for there to be innovations in K-12 online activities. Online teachers' professional development has been one of the main ways through which teachers are provided opportunities of expanding their pedagogical tool kits, thus providing the basis for new K-12 student learning experiences.

Some identified characteristics of online teachers' professional development are flexibility along with versatility in the delivery of professional development, new possibilities for teachers' professional development accountability, and the potential of building learning communities for teachers as well as across groups (Margolis, 2009). From the Lynd-Balta, Erklenz-Watts, Freeman, and Wesbay (2006) exploratory study, teachers who participated in the online and others who participated in face-to-face

delivery formats of teachers' professional development were compared. It emerged that the online method was more effective when compared to the traditional face to face teachers' professional development format. Consequently, providing an effective online teachers' professional development among teachers has been well articulated and is possible.

Saunders et al. (2009) noted a significant potential of online professional development being viewed as a better model of professional development among teachers. However, Ritchhart (2004) claimed what was missing in the design as well as delivery of online professional development was a framework grounded in research and evaluation so as to offer a direction toward creating and evaluating online professional development. According to Rademaker (2008), clear evidence is needed on the effectiveness of online professional development since few best practices of the design and implementation of the same are currently known. As a result, a challenge remains in the creation of online teachers' professional development programs, i.e., challenges in developing online platforms that would be in a position to support online communities in a way that would not require a steep learning curve.

Richardson (2003) revealed there are still blended learning approaches to online professional development where the online component supports teachers' professional development activities. One of the solutions has been incorporating the face-to-face component so as to enhance the social cohesion of the learning community as well as to potentially develop the collective momentum that would result in implementation of meaningful changes in teaching practices.

The Blended Approach

Reeves (2006) presented teachers' professional development that utilized the blended approach of compensating for traditional one-off seminar teachers' professional development experience as well as monitoring the implementation for a system-wide teachers' professional development program. Participants were required to maintain a 15-week online community that would offer direct support to teachers. Following this, the online teachers' professional development approach would then observe as well as guide the growth of teachers. Actually, this approach was invaluable to the teachers and schools since they would receive the support they required as they learned. They would also implement high-quality standards of professional development (Stoll et al., 2006). At the same time, the school system was in a position to have direct involvement in every step of the implementation.

The blended online/face-to-face teachers' professional development has also been in a position to increase communication and collaboration among teachers. O'Connor and Korr (1996) found out that teachers who were supported by an online professional learning community were in a position to engage in collaborative reflection. Evidence from a survey conducted by Phillips (2003) showed that teachers involved in online professional learning communities valued the online discussions, i.e., through the participation of teachers in the online community practice, they were in a position to gather ideas of ways other colleagues managed and implemented their instructional computing experiences.

A further study of teachers' professional development opportunities, with and without online follow up activities, revealed that online follow up to teachers'

professional development with more peer interactions contributed to more positive attitudes among the teachers toward the professional development activity (Jehlen, 2007). The study used a post-test experimental design that randomly assigned participants from various schools and concluded that online follow up that was integrated with peer interactions tended to increase the completion rate of teachers' professional development tasks.

Blending the teachers' professional development was crucial for this study since some of the models described helped in establishing an online community of practice. Mainly, it also supported the idea that other teachers' professional development designers as well as other researchers in the same field acknowledged the importance of the design on online community development (McCarthy, 2006). The capability of the online community to be in a position to increase as well as support the teacher-to-teacher communication was crucial for designing an effective teachers' professional development program.

Online teachers' professional development has the potential of delivering a flexible and versatile format. Online teachers' professional technologies help the professional development program draw on the resources not available locally, offer just in time support, and accommodate the busy schedules of teachers. O'Hara and Pritchard (2008) claimed that teachers in the online group tended to enjoy online experiences anywhere and at any time. Moreover, O'Connor and Korr (1996) stated that online teachers' professional development offered opportunities not ordinarily available for teachers based in a rural setting.

However, online teachers' professional development could possess notable barriers to teacher participation such as limited access to the Internet, which would be more evident in developing countries (Hammarber, cited in Robinson, 2008). Thus, there would be a need to have high-speed Internet access so teachers would be in a position to participate fully in online teachers' professional development.

Social Software in Online Teachers' Professional Development

Although the potential to have social software engage learners as well as aid in the development of the learning community is under research, current findings indicate there could be considerable benefits of using social learning network site tools in supporting online learning community activities. Social learning and other online media sites are perfect examples of useful tools for online professional development. Saunders et al. (2009) stated that one of the main reasons why social sites are being considered for professional development is their ability to allow for networking and, therefore, effectively leverage knowledge contained in the minds of members of the learning community.

Exploratory studies utilizing social learning network sites as a delivery platform for online professional development have been ongoing. One of the sites used by teachers is Edmodo (2014). A study by Stoll et al. (2006) examining the use of Edmodo as a learning management system for education showed that Edmodo offered opportunities for community building through features that enhanced personalization, socialization, and communication among class members. It was also clear that the organization of the classroom through enhancing convenient access to assignments, resources, and readings was possible. Edmodo facilitated collaborative and pedagogical

approaches that were reported to enhance pre-teachers' practicum experiences through connecting them to the online community. The abilities of Edmodo allowed creators to include a discussion forum, photo and video sharing, as well as chatting, suggesting its considerable potential for serving as a learning management system. Edmodo is much different than Moodle and the now defunct WebCT, which were basically designed to replicate traditional instruction (Marzano, Norford, Paynter, Pickering, & Gaddy, 2001). Social learning network sites help build around a shared collaborative activity for members. Notably, Marton and Booth (1997) claimed that the interactions observed in the social learning network sites were not only personal but also professional; for this reason, they can be utilized online. McAdamis (2008) also argued that an embedded opportunity to use technology in online teachers' professional development is crucial in the use of social learning network sites. Teachers need to learn how to effectively integrate technologies into learning practices to produce a work force that will be ready to use technology in other industries.

Focusing on Social Media

Instead of banning social learning network sites in schools, teachers should be allowed to explore opportunities for using them effectively with students. Offering such opportunities to teachers by investigating online privacy together with security challenges for using the social learning network for learning would help in providing teachers with an understanding of new technologies (Knight, 2009). The use of social learning network sites for learning purposes gives teachers an opportunity to experience online professional development activities that underscore advantages of the learning method. This is actually a crucial argument for using social learning network sites in delivering

online professional development along with the fact that it forms the basis of having authentic activities.

McAdamis (2008) proposed a specific subtype of online teachers' professional development--networked teachers' professional development. Networked teachers' professional development is an online-delivered teachers' professional development program through a social learning network environment that allows teacher connections as they learn together, formally and informally, and therefore helps teachers retain control over space, presence, time, identity, relationships, and activity level for a long time.

Basic Elements of Online Professional Learning

Some basic elements of networked teachers' professional development include allowing teachers a technology facilitated opportunity that would enable them to develop a network of relationships through which they would be in a position to access support for their classroom activities even beyond formal online teachers' professional development activities. Second, networked online professional development offers teachers firsthand experiential learning concerning online social learning network tools like video and file sharing or forums and blogs that would enable teachers to enjoy an authentic experience (Sawchuk, 2009). Third, networked teachers' professional activities would allow teachers an opportunity to participate in professional learning that is accessible, just in time, and self-guided.

McAuliffe (2003) claimed that networked teachers' professional development provides teacher learning activities that use several online tools. Basically, teachers' professional activities that use social learning network sites are a way by which teachers can experience technology while still meeting their professional needs. More

importantly, some networked technologies encourage teachers to learn and use blogs, bookmarks, tags, and photo or video sharing.

Inherently, networked teachers' professional development should follow a network-learning framework. According to McCarthy (2006), a network learning framework can be defined as an instructional design model that came about during the development of a system to be used in designing formal learning activities on a social learning network site. Basically, current formal activities that have been developed are those for teachers and graduate students on several types of social learning network sites. The theoretical foundation of a network-learning framework comes from a constructivist pedagogy that acknowledges the reflective, situated, and the social nature of learning. Learning activity is basically carried out by learners and is supported by a network learning framework. The resultant artifact of learning gained through new knowledge and constructing new understanding will have an increased value when it can be shared as well as discussed with other learners. Consequently, constructivism with a constructionist focus is in a position to contextualize the activities of a network learning framework.

Cornerstone of the Networking Project

Meho (2006) described four cornerstone components of a networked learning framework. The first is engaging with research and practices--new understanding comes from learner interactions with the environment, content, and with other learners. The second component is exploring resources and strategies, which relates to the argument that cognitive conflict is a learning stimulus that helps determine what has been learned. The third component is discussing the ideas and the potential--the point that knowledge

tends to evolve, especially through reflection along with social negotiation. The final component is creating implementation and practice, which relates to the belief that networks offer opportunities for learners to be able to contribute, construct, and validate new knowledge.

The network-learning framework provides a development model that can be accessed while using a social learning network site for formal education reasons (Amiel & Reeves, 2008). The formal learning component in the network learning software uses the group abilities of the social learning network and provides a chance for participants to meet in a particular segment of the site for formal learning activities.

The design of networked learning framework activities is cyclical. The cycle begins with the introduction of a new concept in the group learning space (McCarthy, 2006). This is followed by a flow of formal learning or engagement of the quadrant in a clockwise manner to create a quadrant in the bottom right corner (see Figure 1). Consequently, the concentric rings that lead out from the learner experience at the center of the figure illustrate the relationship among the group, the social learning network site, and the collective relationship to the learner.

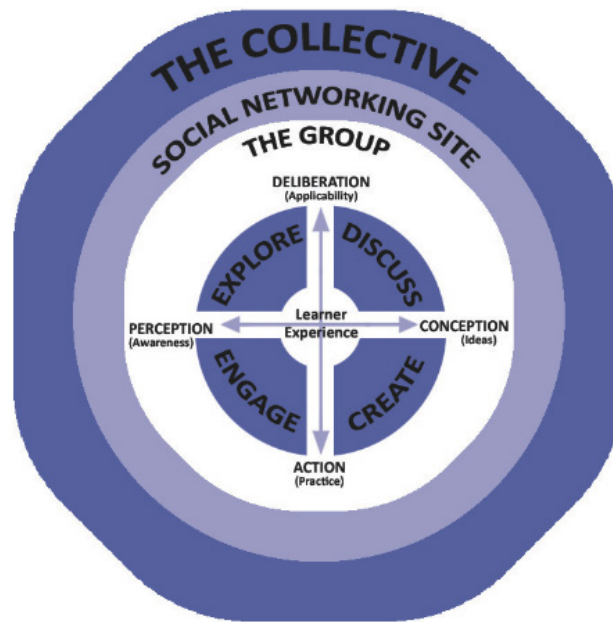


Figure 1. Networked learning framework.

Technological Aspect

Every ring indicated in the networked learning framework as shown in Figure 1 represents the proximity of the learners to the environment structure with regard to the ability of the learner to interact with the environment. The interaction potential exists after a learner starts participating in the formal learning activities. The learner is also supported by the larger network, which is composed of individuals in the network, and by the interactions with the larger network that encompass all the possible online information sources easily accomplished in the group. This boosts the ability of the groups' capacity to evaluate and collect information relevant to the learning activity as well as the individual capacity of filtering all new group information so as to fit in a situational context (McCarthy, 2006). The power of such formal learning structure is the ability of the group to share, identify, and evaluate information that could be relevant to

the needs of the group. Instead of just having one learner gathering and evaluating information for a particular reason, the information of the collective is filtered by the network and then brought to the attention of the group.

The networked learning framework also focuses on creating events that would result in the production of an artifact irrespective of learning. Actually, constructivism is a main knowledge framework that gives rise to a full range of intellectual preferences and styles that help in finding a point of equilibrium in an instructional event. A component of the network-learning framework is the ability to form groups of learners who can be brought together for a specific learning opportunity. Actually, according to Lowden (2006), social learning network sites tend to spawn groups that are created to meet certain needs normally related to explicit leadership together with a focused task.

Another important component is the role of a facilitator or group creator. The creator's role is crucial in the initialization of formal learning activities that normally start by inviting members to join the group. Basically, this role needs someone who understands the process of online facilitation, such as promoting discussion or providing supportive comments, and one with other e-moderation skills to be in a position to lead reflective and supportive discourse. Research on online facilitator competencies by Wilson et al. (2009) described a facilitator in a networked learning framework as someone who possesses the following competences:

1. A person who possesses content expertise, is able to analyze the student questions, has students do relevant educational tasks, and enriches student interactions by providing relevant content.

2. The facilitator should possess course management abilities including managing, offering, and administrating online educational experience.
3. The facilitator should be in a position to evaluate the whole online education offering, provide assessment to students, evaluate the course, and provide for corrections in the planning for the purpose of improving the online educational experience.
4. The facilitator should understand the online facilitation and processes such as personalizing characteristics along with online communication skills.
5. The facilitator should have technical knowledge and skills and be comfortable with using technology.

Technology Adoption in Kuwait

Various studies have sought to investigate teachers' perceptions of information technology in Kuwait. Alharbi (2012) found that creative use of information technology could be utilized for classroom purposes. Besides the use of technology being easier and associated activities being less time consuming, the study revealed various limitations to adopting technology in schools that adopt rigid policies that do not accommodate the use of technology. Nevertheless, the study also found that teachers supported technological change in the classrooms and actually would want to be incorporated in the change.

A survey conducted by Al-Jarf (2006) in Kuwait revealed the need to have teachers' online discussion forums that include lesson plans, teaching resources, teaching ideas, and different subject ideas. Social media websites reliable tools can be utilized in achieving those needs. The purpose of Al-Jarf's study was to evaluate how teachers' professional development activities could be carried out within a social learning network

site. The technique utilized in the study was a normative questionnaire that explored opinions in accordance to respondents who could represent a whole population. It was appropriate in the study since it provided a chance for formulating generalizations.

Alaqueel (2005) claimed that the quality of teaching in the Middle East is going through an improvement process and a number of elements have been noted including lack of preparation, information, and skill on the part of teachers. The deficit in these elements is because of the inefficiency of teacher education in Saudi Arabia, United Arab Emirates, and Kuwait. According to Alsharari (2010), teachers' colleges in the Arab Gulf are yet to keep pace with modern technology for preparing teachers and are still using traditional ways. As such, there is a clear disparity of what is taught in these colleges and the reality of education in the field.

Teachers' professional development activities influence teacher satisfaction and also subsequent plans of remaining in the teaching profession (Parkes & Stevens, 2000). More importantly, Darling-Hammond and Baratz-Snowden (2005) stated that professional development activities are central in enhancing and acknowledging the quality of teaching and learning in schools since the activities assist teachers to be more confident, capable, and fulfilled. Online teachers' professional development through social networking sites will not only help in providing professional development activities to teachers but also provide them in a time and in a way convenient for teachers' schedules. However, Chappuis et al. (2009) claimed that the limitations of the event delivery models of professional development have been documented by policy makers.

Summary

This chapter reviewed current and past research with regard to delivery of teachers' professional development through a social learning network site. Teacher collaborations together with professional learning communities are some main factors to consider when effectively delivering teachers' professional development. Currently, there is a gap in the literature with respect to online teachers' professional development due to lack of development, evaluation, and dissemination of online models. Online teachers' professional development delivered through social learning network sites, i.e., networked teachers' professional development, has the capability of providing new forms of teaching, learning, and sharing.

CHAPTER III

METHODOLOGY

Introduction

The intent of the present study was to describe as well as evaluate how teachers' professional development activities could be carried out within a social learning network site, specifically Edmodo (2014). This chapter highlights the methodology utilized by the study. Essentially, this study adopted a quantitative approach in collecting and analyzing data on the use of a social learning network site for teachers' professional development. This involved collecting quantitative data through use of a questionnaire. Inherently, the questionnaire provided evidence of perceptions and patterns amongst teacher participants (Kendall, 2008). The study focused on a sample drawn from 10-12th grade high school teachers in Kuwait.

As mentioned earlier in Chapter I, three questions were addressed in this study:

- Q1 To what extent do teachers engage in a social learning network site that supports teachers' professional development?
- Q2 To what extent do teachers value a social learning network site as a tool that supports their professional development goals?
- Q3 To what extent are teachers prepared to utilize a social learning network tool for online teachers' professional development?

Research Design

The present study utilized a descriptive design. Shaughnessy, Zechmeister, and Jeanne (2011) argued that quantitative methods use statistical procedures to conduct tests of statistical significance with the goal of generalizing the results.

This study also used descriptive statistics. Specifically, the technique utilized in this study was the normative questionnaire approach that explored opinions in accordance with respondents believed to represent the whole population (Frazer & Lawley, 2000). This researcher opted to use a descriptive method as it formed the basis for generalizing the findings and assisted in developing rational and sound study conclusions.

Nardi (2006) noted that descriptive design is appropriate for gathering information of present conditions. This study focused on teachers' perceptions of Edmodo with an aim of using the social learning network site as a teachers' professional development delivery tool.

Participants

Dörnyei (2007) defined a sample as “a group of people whom researchers examine and the population is the group of people whom the survey is about” (p. 70). Selecting proper sampling procedures that focus on a smaller number of people to be questioned by the researcher have the potential to save time, cost, effort, and supports more precise results.

In the current study, a social learning network site was used in providing an online teachers' professional development. The target population came from high school teachers in Kuwait across all six districts. The target population included teachers who had been involved in online teachers' professional development and those who had not.

The 13,321 teachers were obtained from the Ministry of Education (2014) and the participants were selected through random sampling. A proportionate random sampling technique was employed to select approximately 200 high school teachers from all the districts and the aim was to have 130 usable questionnaires. All high school teachers receive an email invitation to the study, informed consent, and Qualtrics link to the self-administered researcher-constructed questionnaire from the Ministry of Education in Kuwait. Participants were given two days to complete the questionnaire.

Instrumentation

Questionnaire

A questionnaire is any written instrument that requires participants to react to a set of questions or statements. The benefits of questionnaires are many; they are not only efficient in terms of research effort but also save financial resources and research time compared with other methods such as interviews. Additionally, questionnaires are efficient when one wishes to obtain information from a large number of participants over a short period of time (Frazer & Lawley, 2000). Specifically, three kinds of data were collected via questionnaire in the current study: (a) the self-reported description of respondents including demographic features such as gender, age, race, marital status, and residential location; (b) areas of specialization in teaching; and (c) information on what the people thought such as the opinions, values, beliefs, and interest of a particular group of people (Nardi, 2006).

The researcher-constructed questionnaire used in this study was based on and modified from the work of Garth (2010) and is divided into three main sections.

1. Social learning network sites. The first section explored the extent to which participants engaged with social learning network sites and their engagement in teachers' professional development. This section had 10 items on a Likert scale. During analysis, an average on each item was first calculated from the item scores and then standardization of the total items score was conducted.
2. Use of Edmodo (2014). The second section allowed participants to provide further information with regard to how they would use Edmodo for teachers' professional development activities. This section had three items on a Likert scale. During analysis, an average of each item was first calculated from the item scores and then standardization of the total subscale score was done.
3. Background information. The last section sought to obtain general demographic information from the respondents such as gender, current school district, age, course currently teaching, and years of teaching.

Data from part one were used in answering research questions 1 and 2; the second part was used in answering question 3.

Participants selected their preferred answers on a Likert scale. A Likert scale contains a number of statements related to a specific target (these can be anything from individual person to a concept, institution, or group of people) and essentially requires participants to select the most appropriate answer or statement they are most comfortable or agree with by marking (e.g., circling) one of several responses that typically range from *strongly disagree* to *strongly agree* (Given, 2008). Commonly, a Likert scale

contains five or four choices; however, in this study, the Likert scale contained four choices.

Measures

Initially, the instrument had nine items that were then modified to consist of 12 items. The modified items were adopted in order to measure the perceptions teachers had on the use of Edmodo as a tool for teachers' professional development delivery. The response format was also changed from a 5-point Likert scale to a 4-point Likert scale so as to extract a specific response from the participants and enable them to have an opinion. The resulting 4-point Likert scale consisted of the following factors: 1--*strongly disagree*, 2--*disagree*, 3--*agree*, and 4--*strongly agree*.

From the pilot study, item responses for Item 6 in question 3, Item 5 in question 4, and Item 4 in question 7 implied multidimensionality of the item as well as low variability; as such, the item reliability was low ($\alpha = .56$). Hence, the items were removed from the study. Inherently, the results of the initial questionnaire were not reliable or valid since the reliability alpha ($\alpha = .64$) was low. For the modified questionnaire, the reliability alpha ($\alpha = .88$) indicated more valid and reliable results. Thus, the modified questionnaire was adopted for the study.

The study further used items found to be valid, reliable, and measured what they were supposed to measure in accordance to the statistical analysis results indicated above. As a result, the mean across items in each of the item served as an outcome of the variables and is represented in the path analysis model of the study.

To make the questions clear and easy to answer, the questionnaire was translated to the respondent's native language (Arabic) and then a second native Arabic speaker translated it back into English.

Data Collection Procedures

Quantitative

Quantitative data were collected in this study. The Ministry of Education in Kuwait sent an email to potential participants. The email explained the purpose of the study and research objectives; it also included an invitation to participate, informed consent, Edmodo module, Qualtrics link, and a password for entering the questionnaire. The questionnaire was expected to take two days so as to provide ample time for the participants to go through the module and be in a position to provide responses to the second section of the questionnaire (see Appendix A for the Arabic version and Appendix B for the English version of the questionnaire). After completing the questionnaire, the participants were redirected to a page thanking them for their participation. Screenshots of the web-based questionnaire are presented in Appendices C and D.

The questionnaire was conducted through Qualtrics.com, a software program offered online. The Qualtrics.com program also provides security such as the option to turn on Secure Sockets Layers (SSL) so as to provide protection through data encryption. Secure Sockets Layers protects data during transfer by creating an encrypted channel over the public Internet. This is important for the research data and prevents unauthorized people from accessing them. The responses were then recorded and

exported to a spreadsheet. They were then transferred to a statistical software package for analysis.

Edmodo Module

While filling the questionnaire, participants were required to go through the Edmodo (2014) module on the Teacher's Handout (see Appendix E) in the attachment file in Qualtrics.com. This was because they used the information on the module to answer parts of the questionnaire. A time period of two days was provided to the participants so they could proceed through the module.

Data Analysis Procedures

Quantitative data utilized in this study were analyzed using descriptive statistics, correlation analysis, and regression analysis. To eliminate biasness, the analysis was conducted on questionnaires without missing data and all statements were answered.

Data Screening

The aim of data screening in the study was to ensure that the questionnaires were completed as well as offering consistent data. Data screening in this study included eliminating questions not answered by the respondents since this could lead to bias in the results (Mertler, 2005). Missing data could either be due to item nonresponse or participant attrition. In this case, missing data could be the result if nonresponse where the participants completed the questionnaire but did not give a response to every item. As a result, a percentage of missing responses for all the items in the measure was reported in consideration of the following question: are the missing data random or nonrandom and potentially biasing?

The missing data were handled through stochastic regression. The regression method was comprised of adding a random or stochastic value to the imputed predicted value in such a way that the mean was not changed and hence provided unbiased means. The stochastic values also introduced variance into imputed data, which then resulted in unbiased variance estimates.

Descriptive Analysis

The quantitative data were analyzed by descriptive statistics comprised of percentages, frequencies, measures of central tendency, and measures of dispersion using the Statistical Package for the Social Sciences (SPSS) 20.0 so as to present the data along with determining the most important factors with respect to teachers' professional development, teachers' engagement with a social learning network, teachers' value of the social learning network site, and the teachers' preparedness to utilize the social learning network as a tool for teachers' professional development. A table of frequencies was also used in the second stage of data analysis for correlational analysis.

Correlation Analysis

This marked the second stage of analysis. Teachers' engagement with a social learning network and teachers' value of social learning network site were correlated with online teachers' professional development. Correlation analysis was carried out to establish a relationship between the dependent variable (online teachers' professional development) and the independent variables (teachers' engagement with a social learning network and teachers' value of social learning network site).

Multiple Regression Analysis

Regression analysis was the final phase of data analysis. The analysis was carried out between online teachers' professional development and the correlated variables identified in the second stage so as to ascertain the deterministic relationship between the variables. As a result, they were used to find out how the variables that correlated with online teachers' professional development could predict with students' achievement.

Group Comparisons

Based on the demographic data gathered from the participants, the responses were coded into various homogenous groups in accordance to any experience with online professional development so as to make between group comparisons (Silverman, 2011). Specifically, the response coding aided in comparing the responses between teachers with prior experience with and without online teachers' professional development.

Data Coding

The questionnaire data were then input to Statistical Package for the Social Sciences (SPSS) 20.0 files. However, before inputting the data, data coding was done, i.e., conversion of the nominal scale to the ordinal scale data to allow use of the statistical package. It is worth noting that numerical questionnaire data can be easily dealt with as well as analyzed using statistical equations. However, ordinal and nominal data require a different way of analyzing the result, which, in this case, was converting the ordinal scales (4-point scale) to numerical equivalents. The interpretation of the 4-point scale is described in Table 1.

Table 1

Statistical Treatment

Scale	
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

Weighted means were also used in measuring the general response of the questionnaire samples on whether or not the participants agreed to a statement. Weighted means helped in changing the ordinal nature of the scale to a numerical nature in order to better describe the central tendencies (Creswell, 2008). This will be based on the following formula for computing a weighted mean:

$$\frac{\sum_{f=1}^4 (fx)}{xt}$$

(a) Where f = weight given to each response

(b) x = number of responses

(c) xt = total number of responses

The questionnaire results were analyzed using the Statistical Package for the Social Sciences (SPSS) 20.0.

Ethical Considerations

The main aim of ethics in research is to reduce or even eliminate the occurrence of negative impacts, either mentally or physically, upon the subjects in the research due

to their involvement (Gass, 2010). More importantly, ethics are not just about legalistic issues, but about trust and honesty. To that end, this researcher maintained confidentiality of all the participants. The participants also engaged in the questionnaire after being provided with the informed consent form (see Appendix F and G).

The participants were also not put in a situation where they could be harmed physically or/and psychologically due to their participation through adhering strictly to the ethical guidelines that also served as standards regarding honesty and trustworthiness of the data collected and subsequent data analysis (see Appendix H for Institutional Review Board approval).

Moreover, bearing in mind that total anonymity would not be possible, confidentiality and anonymity of the participants were maintained by removing any identifying characteristics before disseminating information. It was also made clear to participants that their names would not be used for any other purposes and no information that revealed their identity would be shared in any way. Moreover, it was made clear to the participants that the research would be conducted for academic purposes only and their participation would be completely voluntary.

Summary

This chapter was dedicated to describing the methods and procedures done to obtain the data and determine how the data would be analyzed and interpreted. Specifically, the chapter covered the research design and method, the participants or subjects to be studied (which includes the sampling method), the data collection instrument, and the data analysis. Moreover, this section justified the means by which the study was achieved as well as assisted in providing purpose and strength.

CHAPTER IV

RESULTS

Introduction

The aim of the study was to analyze the use of a social learning network site in providing online teachers' professional development. To conduct the analysis, the survey was given to high school teachers in Kuwait across six districts. Approximately 148 respondents participated in the survey. Engagement in a social learning network site, preferences, and demographic information like age, gender, district, course teaching, years of experience etc. were collected and used to conduct the analysis. The percentage of male respondents (58%, $n = 86$) was higher than the percentage of female respondents (42%, $n = 62$). With regard to school districts, approximately 40% of the respondents were from Mubark Alkabeer.

The Kruskal Wallis test, correlation analysis, and multiple regression analysis were performed to analyze the results. The Kruskal Wallis test was used to compare the means of the various groups (more than two groups) and a Mann-Whitney's U-test was used to compare the means of two groups. Thus, a Mann-Whitney's U-test was used to analyze the differences between gender and years of experience while the Kruskal Wallis test was used to find the difference among age group, district, and course teaching. Furthermore, a correlation analysis was conducted to find the relationship between two

items, which was followed by a regression analysis to test if any of the variables included in the model had a significant impact on the dependent variable.

Research Question 1

To what extent do teachers engage in a social learning network site that supports teacher's professional development?

To analyze the research question, various items under question were averaged (see Appendix I for a complete list of the items). For example, question 2 of part 1 of the survey contained nine items; respondents were asked about their use of social learning network and the level of knowledge, e.g., beginner, advanced, or expert. Responses for the nine items were averaged to obtain a new variable. Response 1 indicated *strongly agree*, 2 was *agree*, 3 was *disagree*, and 4 was *strongly disagree*. Similarly was question 3 where respondents were asked about personal or professional use regarding four sites--Twitter, Google Plus, Edmodo, and Facebook--to see if they used these sites for professional use. The options of *personal only*, *not used* and *plan to use* were recorded as "no" while the options of *professional only* and *personal and professional* were recorded as "yes"; these options were averaged to see if the respondents used these sites for professional use. Furthermore, the four items in question 4 and 10 items in question 5 were averaged to know if the respondents used a social learning network site for professional use, to connect with other teachers, exchange information, for news and personal professional development, and if they used a social learning network at school. These items had good internal consistency, $\alpha = 0.76$.

Descriptive Statistics

Descriptive statistics for all items of the questionnaire are presented in Table 2. The sample size was 148. The minimum and maximum values for the engagement in

online teachers' professional development were represented by 1 = *yes* and 2 = *no*. The average response was 1.65, indicating that more than 50% of the respondents had not engaged in online teachers' professional development. The data also showed that approximately 35% of the respondents had engaged in online teachers' professional development. Furthermore, the minimum and maximum values for frequency of use of social learning network websites were 1 and 5 where 1 represented *daily* and 5 represented *never*. The average response was closer to 2--*two to three times a week*.

The bar chart in Figure 2 shows that more than 50% of the respondents used social learning network websites daily whereas approximately 15% of the respondents had never used social learning network websites. Furthermore, the minimum and maximum values regarding use social learning network were 2 and 4, respectively, indicating they *agreed* and *strongly disagreed* with the statement. The average response was closer to 3, indicating disagreement--the respondents did not use a social learning network.

The data further showed that approximately 20% of the respondents agreed with the use of a social learning network while 80% of the respondents either disagreed or strongly disagreed with the statement (see Figure 3). The average response about the professional use of social learning network was 0.28 with minimum and maximum values of 0 = *no* and 1 = *use all four sites for professional use*.

Table 2

Descriptive Statistics for Various Questions Involved in Research Question I

	<i>N</i>	Min	Max	Mean	<i>SD</i>	Skewness	Kurtosis
Have you ever engaged in online teachers' professional development?	148	1.00	2.00	1.65	0.48	-0.63	-1.63
How often do you use social learning network websites?	148	1.00	5.00	2.14	1.44	0.92	-0.52
Use social learning network	148	2.00	4.00	2.84	0.55	-0.08	0.06
Do you use a social learning network site for professional use--Twitter, Google Plus, Edmodo or Facebook?	148	0.00	1.00	0.28	0.31	0.84	-0.32
Do you use a social learning network site for professional use: connect with other teachers, exchange information, news and personal professional development	148	1.00	3.00	2.08	0.64	-0.07	-0.49
Use social learning network at my school	148	2.00	4.00	2.84	0.55	-0.08	0.06

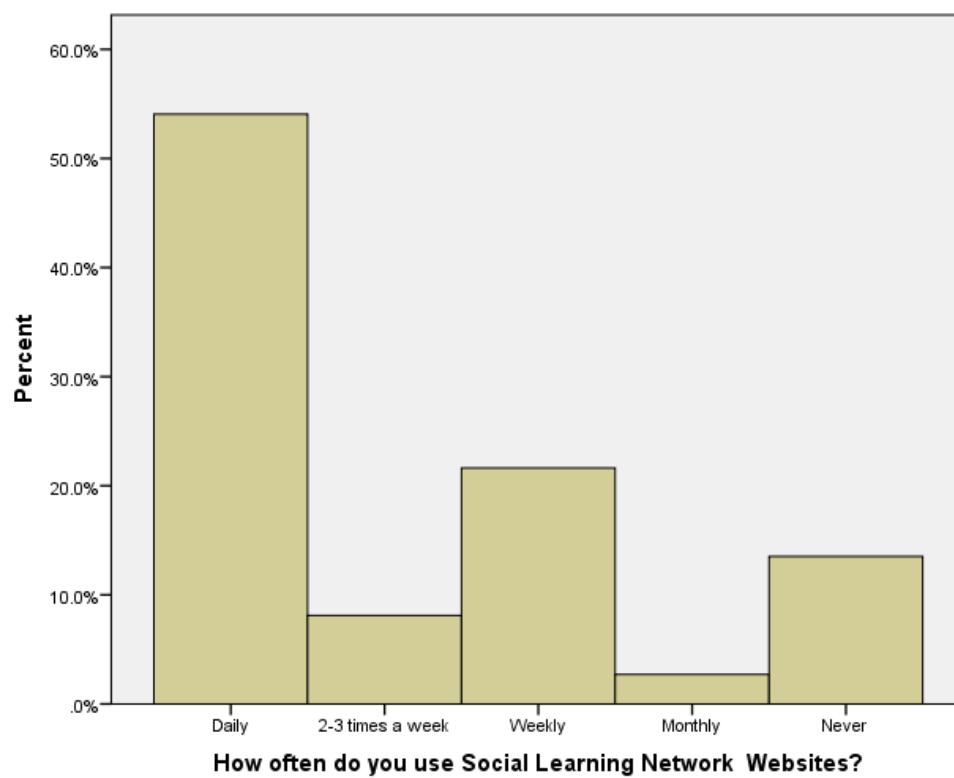


Figure 2. Frequency of use of social learning network websites.

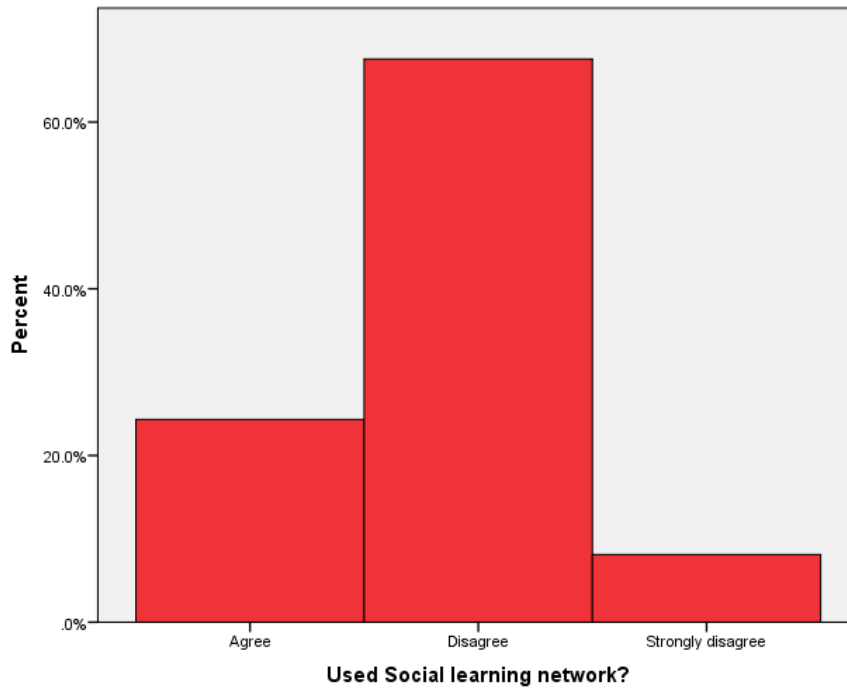


Figure 3. Respondents' use of social learning network websites.

The categorization of the data shows that approximately 40% of the respondents did not use a social learning network for professional use. The average response was close to 2, indicating the respondents agreed with the statement. Minimum and maximum values close to 1 and 3 indicated *strongly agree* and *disagree*, respectively. It can also be seen from bar chart in Figure 4 that approximately 20% of the respondents disagreed with the statement while the remaining 80% of the respondents either agreed or strongly agreed with the statement. The response for the use of social learning network at school was close to 3 representing *disagree*. Minimum and maximum values close to 2 and 4 indicated the respondents *agreed* and *strongly disagreed*, respectively.

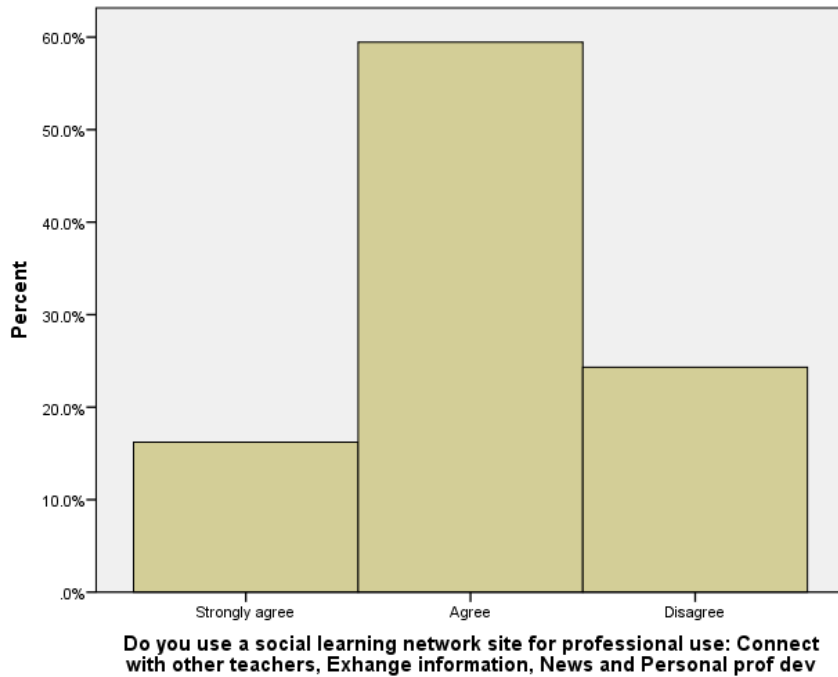


Figure 4. Use of social learning network websites for professional development.

The bar chart in Figure 5 shows that approximately 20% of the respondents agreed with the statement while the remaining 80% of the respondents either disagreed or strongly disagreed with the statement. The distribution for most of the variables was not close to normal. The normal distribution was expected to have a kurtosis value of 3.00 while the value of skewness was close to zero.

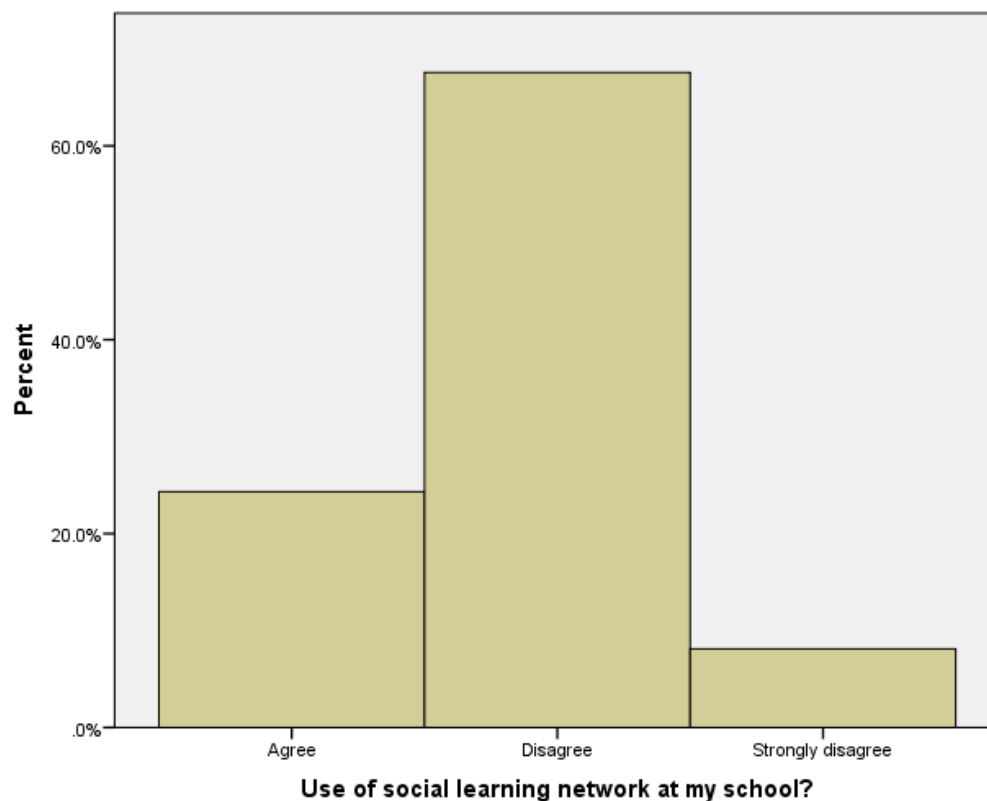


Figure 5. Use of social learning network websites at school.

Pearson's Correlation Analysis

The Pearson's correlation coefficients for all the variables except frequency of websites used for social learning were positive. All the correlations were statistically significant at beyond 0.05 levels utilizing a two-tailed test. The Pearson's correlation coefficient of frequency of use of social learning network website ($r = 0.39, p < 0.01$) was positive, which indicated that the lower the use of social learning network websites, the lower the engagement in online teachers' professional development. The Pearson's correlation coefficient for if the respondents used a social learning network website ($r = 0.51, p < 0.01$) was also positive, indicating the more they disagreed with the statement of using social learning network websites, the lower the engagement in the online teachers'

professional development. On the other hand, the Pearson's correlation coefficient of frequency of social learning network websites used for professional development ($r = -0.53, p < 0.01$) was negative, which indicated the more the frequency of social learning network websites used for professional development, the more the engagement in the online teachers' professional development. Furthermore, the Pearson's correlation coefficient was positive for if the respondents agreed to use social learning network websites for professional use ($r = 0.36, p < 0.01$), which indicated that the more the respondents disagreed to the use of social learning network websites for professional use like connect with other teachers, exchange information, news, and personal professional development, the lower the engagement in the online teachers' professional development. Similarly, the results of the Pearson's correlation coefficient were positive for if the respondent's school allowed use of social learning network websites for professional use ($r = 0.30, p < 0.01$), which indicated the more the respondents disagreed to the use of social learning network websites for professional use at school, the lower the engagement in the online teachers' professional development.

Regression Analysis

Multiple regression analysis was conducted and the results are presented in Table 3 with five predictors included in the model. It was seen that frequent use of social learning network websites significantly predicted engagement in online teachers' professional development ($p < 0.01$). Use of a social learning network also significantly predicted engagement in online teachers' professional development ($p < 0.01$). Frequent use of social learning network websites for professional use also significantly predicted engagement in online teachers' professional development ($p < 0.01$). On the other hand,

using a social learning network for professional use did not significantly predict engagement in online teachers' professional development ($p > 0.01$). However, using social learning network websites at school significantly predicted engagement in online teachers' professional development ($p < 0.05$).

Table 3

Regression Results for Engagement in Online Teachers' Professional Development for Research Question 1

Variable	B ¹	SE B	β ²
How often do you use social learning network websites?	0.06	0.02	0.18**
Use social learning network?	0.23	0.07	0.26**
Do you use a social learning network site for professional use--Twitter, Google Plus, Edmodo, or Facebook?	-0.59	0.11	-0.37**
Do you use a social learning network site for professional use: connect with other teachers, exchange information, news, and personal professional development	0.01	0.06	0.02
Use social learning network at school?	0.14	0.06	0.16*
<i>R</i> -square		0.45	
<i>F</i>		23.45**	

* $p < 0.05$ ** $p < 0.01$

¹Unstandardized coefficient

²Standardized coefficient

Group Comparisons

On basis of gender. The non-parametric Mann-Whitney's U test performed to test if there is statistically significant difference between the two groups showed a statistically significant difference between the two groups ($U = 2132, p = 0.01$).

On the basis of school district. The non-parametric Kruskal Wallis test showed a statistically significant difference in the engagement in online teacher's professional development on the basis of the school districts ($\chi^2_5 = 16.53, p = 0.005$), with a mean rank of 79.53 for Mubark Alkabeer, 61.55 for Hawali, 100.50 for Alfarwaniya, 63.50 for Alahmadi, 76.82 for Alasemah, and 54.96 for Aljahrah.

On the basis of course currently teaching. The non-parametric Mann-Whitney's U test did not show a statistically significant difference in the engagement in online teacher's professional development on the basis of the course currently being taught ($\chi^2_7 = 6.47, p = 0.49$), with a mean rank of 51.69 for Islamist language, 51.29 for Arabic language, 48.83 for English language, 66.00 for French language, 43.11 for mathematics, 47.61 for history and geography (social studies), 57.42 for physical education, and 66.00 for arts.

On the basis of age groups. The non-parametric Kruskal Wallis test did not show a statistically significant difference in the engagement in online teacher's professional development on the basis of the age group ($\chi^2_4 = 9.12, p = 0.06$), with a mean rank of 87.05 for 18-24 years, 68.79 for 25-34 years, 71.72 for 35-44 years, 75.83 for 45-49 years, and 100.50 for 49+ years old.

On the basis of course teaching experience. The non-parametric Mann-Whitney's U test showed a statistically significant difference between the two groups ($U = 2045, p = 0.001$).

Research Question 2

To what extent do teachers value a social learning network site that supports teachers' professional development?

To analyze the research question, items under questions 6 and 7 of part one of the survey were averaged and questions 8 and 9 of part one of the survey were used (see Appendix J for these items). These items had good internal consistency, $\alpha = 0.86$.

Descriptive Statistics

Descriptive statistics for all survey questions are presented in Table 4. The minimum and maximum values for the extent to which online teachers' professional development was a beneficial resource were 1--*somewhat beneficial* and 4--*very beneficial*. The average response was 3.62, indicating more than 50% of the respondents felt online professional development was a very beneficial resource.

The bar chart in Figure 6 shows approximately 60% of the respondents felt online professional development was a very beneficial resource. Furthermore, the minimum and maximum values for the social learning network site as a tool were 1--*strongly agree* and 3--*disagree*. The average response was close to 2--*agree*. The bar chart in Figure 7 shows more than 50% of the respondents valued social learning network sites. The average response was 3 about whether respondents preferred to receive information via social learning network sites like Facebook, Edmodo, Twitter, etc. Minimum and maximum values were close to 1--*unacceptable* and 4--*perfectly acceptable*. The bar chart in Figure 8 shows approximately 60% of the respondents felt the statement was

slightly acceptable. Furthermore, the minimum and maximum values for if the questions were answered by social learning network sites were 1 and 3, respectively, indicating they *strongly agreed* and *disagreed* with the statement. The average response was close to 2, which indicated the respondents agreed the questions were answered by the social learning network sites. The bar chart in Figure 9 shows more than 80% of the respondents either *agreed* or *strongly agreed* with the statement.

Table 4

Descriptive Statistics for Questions Involved in Research Question 2

	<i>N</i>	Min	Max	Mean	<i>SD</i>	Skewness	Kurtosis
To what extent is online teachers' professional development a beneficial resource for you?	52	3.00	4.00	3.62	0.49	-0.49	-1.83
Value for social learning network site as a tool?	52	1.00	3.00	2.38	0.63	-0.52	-0.59
Preference to receive information from the association like Facebook, Edmodo, Twitter	52	1.00	4.00	3.00	0.79	-0.98	1.30
I have had questions that have been answered by social learning network websites.	52	1.00	3.00	2.08	0.48	0.24	1.51
It is very important to me to be a member of social learning network websites.	52	1.00	2.00	1.69	0.47	-0.86	-1.32

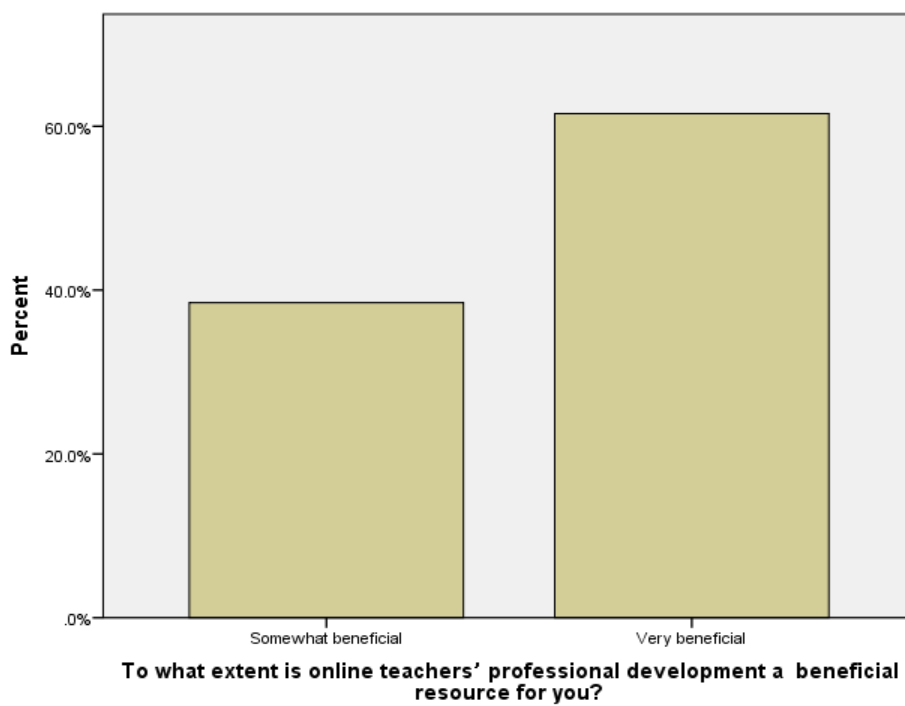


Figure 6. Extent to which teachers valued a social learning network site in online teachers' professional development.

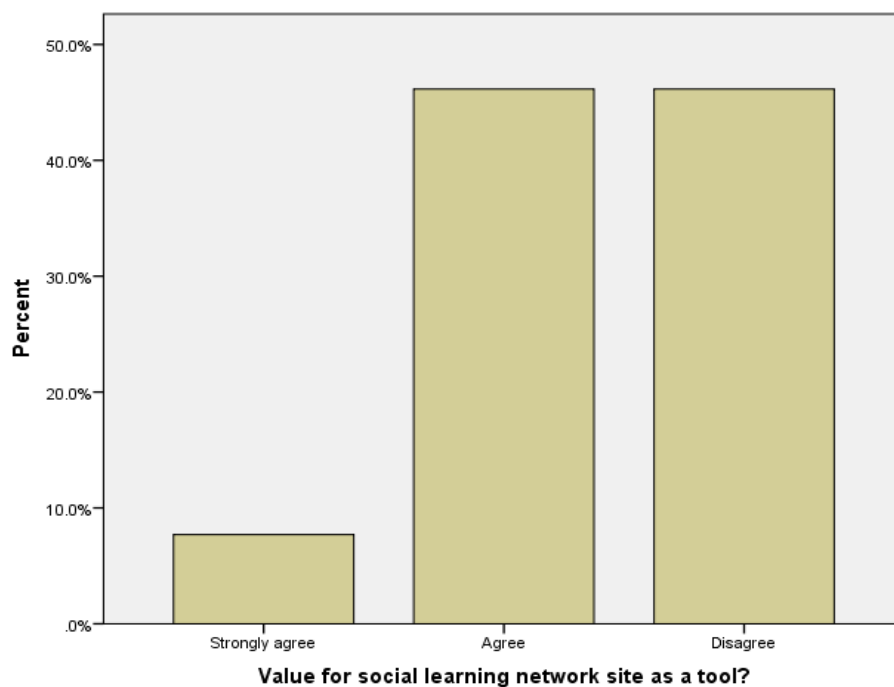


Figure 7. Value for social learning network websites.

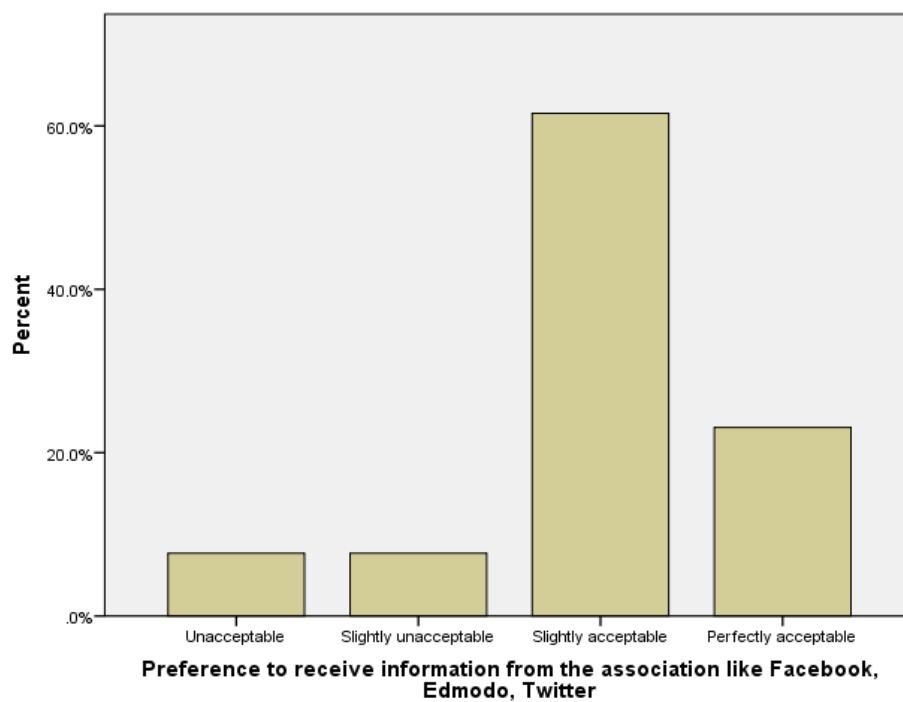


Figure 8. Whether respondents preferred to receive information from Facebook, Edmodo, or Twitter.

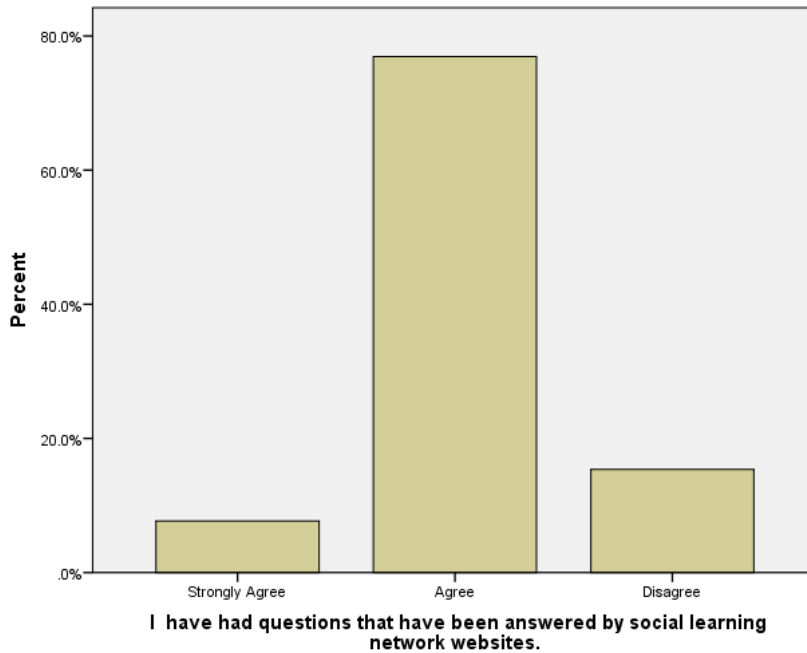


Figure 9. If questions were answered by social learning network websites.

The average response about the membership in a social learning network was 1.69 with minimum and maximum values close to 1 and 2 representing *strongly agree* and *agree*, respectively. The bar chart in Figure 10 shows that approximately 70% of the respondents *agreed* while 30% of the respondents *strongly agreed* with the statement. None of the respondents *disagreed* or *strongly disagreed* with the statement. The distribution for most of the variables was not close to normal--these variables seemed to be close to kurtotic and the value of skewness was also close to zero.

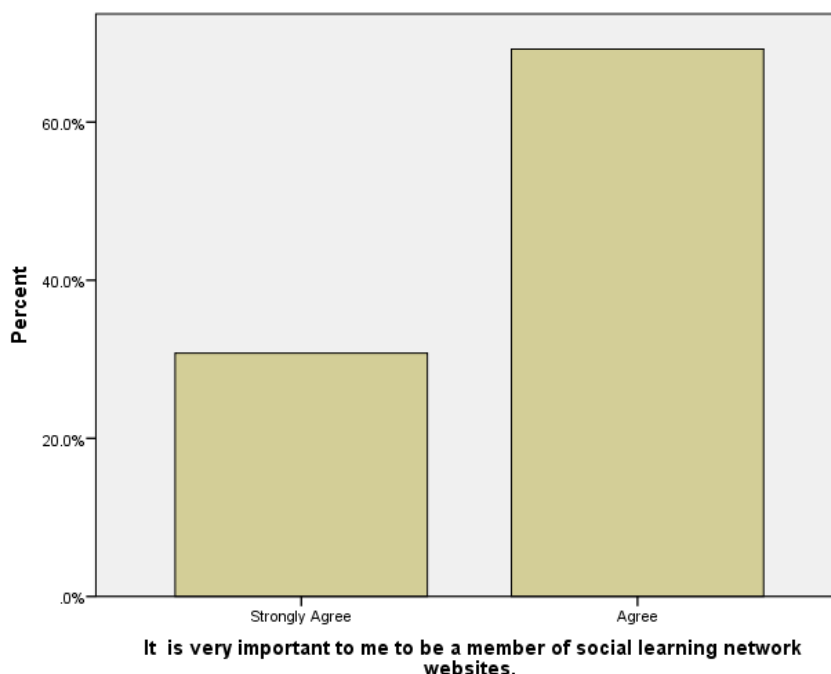


Figure 10. Importance of being a member of social learning network websites.

Pearson's Correlation Analysis

The Pearson's correlation coefficients for all the variables except value for social learning network websites were significant at beyond 0.05 levels utilizing a two-tailed test. The Pearson's correlation coefficient for value for social learning website was insignificant although negative ($r = -0.27, p > 0.05$). The Pearson's correlation coefficient for preference to receive information via social learning network websites namely Facebook, Edmodo and Twitter indicated the more they agreed with the statement of receiving information the higher the value for online teachers' professional development ($r = 0.40, p < 0.05$). On the other hand, the Pearson's correlation coefficient was negative for if questions were answered by the social learning network, which indicated the more the social learning network websites were used for professional development

the more the respondents agreed with the statement of questions being answered and the higher the value for online teachers' professional development ($r = -0.54, p < 0.05$). Furthermore, the Pearson's correlation coefficient for membership in social learning network websites indicated the more the respondents agreed to be members of social learning network websites the higher the value for online teachers' professional development ($r = -0.53, p < 0.05$).

Regression Analysis

Multiple regression analysis was conducted and the results are presented in Table 5, which includes four predictors. The value for a social learning network site as a tool ($p > 0.01$) and preference to receive information from Facebook, Edmodo, and Twitter ($p > 0.01$) did not significantly predict the extent to which teachers valued a social learning network site in online teachers' professional development. Answering any questions on the social learning network variable significantly predicted the value for a social learning network site as a tool ($p < 0.01$). Similarly, membership in social learning network variable also significantly predicted the value for a social learning network site as a tool ($p < 0.01$).

Table 5

Regression Results for Extent to Which Teachers Valued a Social Learning Network Site in Online Teachers' Professional Development for Research Question 2

Variable	B ¹	SE B	β ²
Value for social learning network site as a tool?	0.16	0.09	0.20
Preference to receive information from the association like Facebook, Edmodo, Twitter	0.09	0.07	0.15
I have had questions that have been answered by social learning network websites.	-0.55	0.11	-0.54**
It is very important to me to be a member of social learning network websites.	-0.51	0.12	-0.49**
R-square		0.55	
F		14.51**	

** $p < 0.01$

¹Unstandardized coefficient

²Standardized coefficient

Group Comparisons

On the basis of gender. The non-parametric Mann-Whitney's U test showed no statistically significant difference between the two groups ($U = 286.00, p = 0.29$).

On the basis of school district. The non-parametric Kruskal Wallis test showed no statistically significant difference in the extent to which online teacher's professional development was a beneficial resource on the basis of school districts ($\chi^2_4 = 3.96, p = 0.41$), with a mean rank of 28.85 for Mubark Alkabeer, 31.30 for Hawali, 22.06 for Alahmadi, 23.50 for Alasemah, and 23.50 for Aljahrah.

On the basis of course currently teaching. The non-parametric Mann-Whitney's U test showed a statistically significant difference in the extent to which online teacher's professional development was a beneficial resource on the basis of the

course currently being taught ($\chi^2_5 = 23.85, p = 0.00$), with a mean rank of 17.70 for Islamist language, 20.50 for Arabic language, 6.50 for English language, 20.50 for mathematics, 6.50 for history and geography (social studies), and 6.50 for physical education.

On the basis of age groups. The non-parametric Kruskal Wallis test showed a statistically significant difference in the extent to which online teacher's professional development was a beneficial resource on the basis of the age group ($\chi^2_3 = 19.27, p = 0.00$), with a mean rank of 10.50 for 18-24 years, 31.30 for 25-34 years, 17.93 for 35-44 years, and 36.50 for 45-49 years old.

On the basis of course teaching experience. The non-parametric Mann-Whitney's U test showed no statistically significant difference between the two groups ($U = 233.50, p = 0.14$).

Research Question 3

To what extent are teachers prepared to utilize a social learning network tool for online teachers' professional development”.

To analyze the research question, items under Questions 2 and 3 of part two of the survey were averaged (see Appendix K for all items). These items had good internal consistency, $\alpha = 0.97$.

Descriptive Statistics

The descriptive statistics for all questions are presented in Table 6. The minimum and maximum values for if already in any Edmodo professional group were represented by 1 = *yes* and 2 = *no*. The average response was 1.77, which indicated more than 50% of the respondents were not in any Edmodo professional group. The minimum and maximum values for the extent to which Edmodo features enhanced professional

development were 1--*strongly agree* and 4--*strongly disagree*. The average response was close to 3 at 2.71, which was between *agree* and *disagree*. The bar chart in Figure 11 shows that more than 50% of the respondents either *disagreed* or *strongly disagreed* with the statement. The average response regarding the respondents' level of agreement to choose Edmodo for teachers' professional development as delivery tool was 2.76 with minimum and maximum values of 1--*strongly agree* and 4--*strongly disagree*. The bar chart in Figure 12 shows approximately 60% of the respondents either *disagreed* or *strongly disagreed* with the statement. The distribution for most of the variables was not close to normal; these variables seemed to be kurtotic while the value of skewness was close to zero.

Table 6

Descriptive Statistics for Questions Involved in Research Question 3

	<i>N</i>	Min	Max	Mean	<i>SD</i>	Skewness	Kurtosis
Are you already in any Edmodo professional group?	148	1.00	2.00	1.77	0.42	-1.29	-0.32
Please indicate your level of agreement regarding the extent to which you think the Edmodo features will enhance professional development	148	1.00	4.00	2.71	0.73	0.09	-0.48
Indicate level of agreement to choose Edmodo as a teachers' professional development delivery tool.	148	1.00	4.00	2.76	0.72	-0.03	-0.38

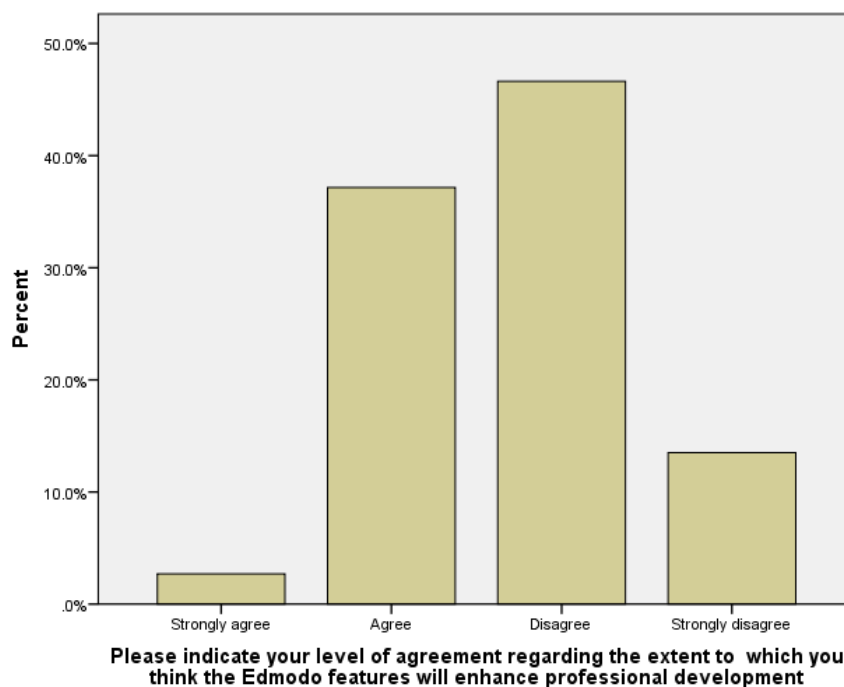


Figure 11. Extent to which Edmodo features will enhance professional development.

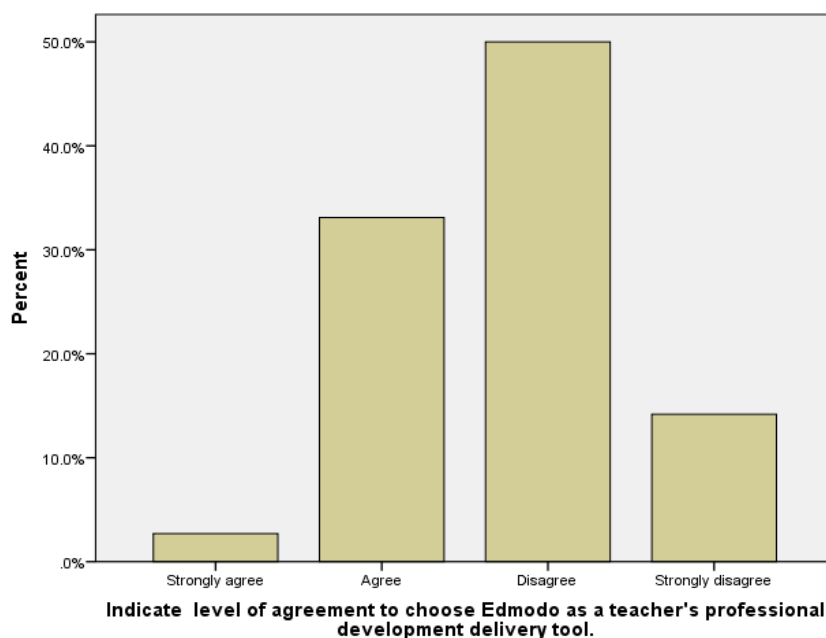


Figure 12. Level of agreement to choose Edmodo as a teachers' professional development delivery tool.

Pearson's Correlation Analysis

The Pearson's correlation coefficients for both variables were significant at beyond 0.05 levels utilizing a two-tailed test. The Pearson's correlation coefficient for the extent to which Edmodo features enhanced professional development was significant ($r = 0.42, p < 0.05$). The Pearson's correlation coefficient for level of agreement to choose Edmodo as a teachers' professional development delivery tool was positive ($r = 0.53, p < 0.05$).

Regression Analysis

Multiple regression analysis was conducted and the results are presented in Table 7 where the two predictors have been included in the model. The level of agreement regarding the extent to which respondents thought the Edmodo features enhanced professional development ($p > 0.01$) did not significantly predict the Edmodo professional development group. The variable indicating level of agreement to choose Edmodo as a teachers' professional development delivery tool significantly predicted the Edmodo professional development group ($p < 0.01$).

Table 7

Regression Results for If Already in Edmodo Professional Development Group for Research Question 3

Variable	B ¹	SE B	β ²
Please indicate your level of agreement regarding the extent to which you think the Edmodo features will enhance professional development	0.07	0.06	0.12
Indicate level of agreement to choose Edmodo as a teacher's professional development delivery tool.	0.26	0.05	0.45**
R-square	0.29		
F	29.08**		

** $p < 0.01$

¹Unstandardized coefficient

²Standardized coefficient

Group Comparisons

On the basis of gender. The non-parametric Mann-Whitney's U test showed a statistically significant difference between the two groups ($U = 2462, p = 0.28$).

On the basis of school district. The non-parametric Kruskal Wallis test showed a statistically significant difference in the extent to which teachers were members of an Edmodo professional group on the basis of the school districts ($\chi^2_5 = 21.97, p = 0.001$), with a mean rank of 71.77 for Mubark Alkabeer, 68.13 for Hawali, 91.50 for Alfarwaniya, 91.50 for Alahmadi, 79.66 for Alasemah, and 45.96 for Aljahrah.

On the basis of course currently teaching. The non-parametric Mann-Whitney's U test showed no statistically significant difference in the extent to which teachers were members of an Edmodo professional group on the basis of the course currently being taught ($\chi^2_7 = 12.29, p = 0.09$), with a mean rank of 44.83 for Islamist

language, 54.64 for Arabic language, 62.00 for English and French language, 39.11 for mathematics, 47.29 for history and geography (social studies), 53.42 for physical education, and 62.00 for art.

On the basis of age groups. The non-parametric Kruskal Wallis test showed a statistically significant difference in the extent to which teachers were members of an Edmodo professional group on the basis of the age group ($\chi^2_4 = 25.56, p = 0$), with a mean rank of 74.68 for 18-24 years, 61.90 for 25-34 years, 89.44 for 35-44 years, 91.50 for 45-49 years, and 91.50 for 49+ years.

On the basis of course teaching experience. The non-parametric Mann-Whitney's U test showed there was a statistically significant difference between the two groups ($U = 1980, p = 0.00$).

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

Introduction

Educational institutes encompass teachers who are concerned about their students' learning outcomes. Teachers try to motivate those students and work to inspire exceptional learning. Yet, an increasing number of educators are unaware that their own development is important for the development of the students.

Technological advancement and professional development must work side by side. The world of interaction in the 21st century is loaded with social media aids on the Internet. Facebook and Twitter, for example, are common tools. In the wake of these advancements, social media can also be used for the purpose of learning and sharing experiences for professional development.

With the emergence of virtual aids, media acceptability has placed Internet learning on a pedestal. According to Wallace (2014), social learning platforms are irreplaceable in today's world. This medium ensures the connection of educators with the students and amongst each other. Increased initiatives in the classroom and decentralization have also placed the emergence of online aids in the limelight. Professional development is paramount for the development of any profession. Numerous formal and informal aids could help in attaining that knowledge.

Various objectives could be achieved if the education system focused on the professional development of the teachers. Adapting to change and sharing new knowledge with students is one of the advantages. This provides teachers with an easy adaptation to new curricula. Whilst professional development is an important aspect in the progress of educational structure, it also aids in the exchange of ideas. Professional development can also aid in advancement of children with learning difficulties.

Professional development of teachers across the globe has encountered numerous barriers. In turn, this has affected the learning curve of students and contributed to a gap in learning. Professional development is considered a linchpin in the learning capabilities of students as well as teachers. This study refocused attention on providing teacher professional development that improves student performance. This study supported the case for an unconventional approach to professional development and examined formal and informal levels of professional development learning for teachers (Wallace, 2014). It also focused on the barriers experienced by professionals.

Research Problems

A teacher can be an effective agent in the growth and transformation of a student. In order to prevent stagnation, there is a need for high quality professional development where teachers can learn new strategies and models for effective and reformed teaching. Professional development of teachers has been considered instrumental in improving student performance. There are various ways to attain professional development through formal and informal means. Yet, programs for attaining professional development have been inconsistent. Since these developmental programs have fallen short of producing their intended results, there is a need for intervention.

This study described the professional development of teachers through the use of social learning network sites, specifically Edmodo. Most educators are entrapped in their busy schedules. Many saw professional development as a change process and were apprehensive about it. While professional development is perceived as advanced learning needed by many, an increasing number are unable to address the learning gaps.

The main goal of the study was to examine an effective online teachers' professional development within a social learning network platform. The term for social networking learning is a platform to enhance learning by building connections through social networks or social relations, thereby allowing feedback for interests, backgrounds, or real-life connections. A social networking site is defined as web-based services that enable people to have a public profile contained in a bounded system, communicate with fellow users, and also share and traverse the list of connections within the system (Leithwood et al., 2007). Various additional web-based services and sites allow individuals to share public information, thus providing areas in which to interact over the Internet. The network sites have the same capabilities for connectivity, photo/video/sharing, blogging, and also allow a student to share ideas, posts, pictures, activities, and events.

An emergence of online portals could be used as learning mediums. Teachers are using various flexible processes that provide learners with an opportunity for meaningful experiences such as raising questions, searching for patterns, and developing, interpreting, and defending their ideas and strategies (Sturko & Gregson, 2009).

This study evaluated how teachers' professional development activities could be carried out within a social learning network site. For the purpose of this paper, the

researcher contextualized professional development learning for educators from Kuwait. A normative questionnaire approach helped in exploring opinions in accordance to respondents who could represent a whole population. This study assisted in learning possible pitfalls concerning online professional learning and focused on the use of social networking options, especially Edmodo.

The study answered the following research questions:

- Q1 To what extent do teachers engage in social learning network site that supports professional development?
- Q2 To what extent do teachers value a social learning network site that supports teachers' professional development?
- Q3 To what extent are teachers prepared to utilize a social network learning tool for online professional development for teachers?

To support professional development with regard to teachers in Kuwait, a systematic influence was needed. Most educators believe in directly influencing the quality of education by improving their own practices through engaging in practice-based inquiry. This would furnish them with an opportunity to grow and provide exponential learning outcomes in their students.

Social learning network websites offer a reliable tool that could be utilized in achieving professional development needs. Practice-based inquiry could be fostered through social learning network platforms as they provide teachers an opportunity to interact with their peers. Teachers have a positive influence on the quality of student learning and are in a position to exercise a systematic influence on school and organizational improvement.

Professional development activities are key to enhancing teaching quality. Amongst the plethora of professional development aids available, online teachers'

professional development through social learning network sites help in collaborative practices and are convenient for teachers' schedules. There is a need for development of an online professional development program. However, as per this study, teachers have not easily accepted the change process initiated by the learning aid as over 50% of educators were noted as unengaged in online professional aids.

So far, studies conducted on this topic have provided partial knowledge with regard to online technology. Over 35% accepted such aids and at least 15% had never used them. There is still a need for online professional development adaptation in Kuwait even though an increasing amount of female educators have promoted online professional development. Educators over 45 years of age were the least involved with the advanced professional development. This study examined the limitations of online professional development and encouraged Kuwait institutions to embrace policies that would support technology in the classroom.

The concept of professional development is not alien to most educators. A professional has to maintain constant development to attain meaningful growth. These aids are used by people across the world. It is crucial to understand that games and social networking are not just business and industry "crying wolf"; these aids are instrumental in classroom development.

There is a sharp disconnect between the way students are taught in school and the way they perceive the outside world. It is prudent to mitigate this disconnect. An increasing number of new-age teachers understand there is a need for leveraging emerging technologies for institutional gain.

An increasing number of educators are realizing the value of advanced professional development. Almost 50% of the population advocates the usage of online portals like Facebook, Twitter, Class Connect, and Edmodo as interactive and professional development tools. In this study, a large number of educators with an average working experience of 21 years and above advocated and accepted the need for development. However, educators understand the time constraints associated with their schedules. An increasing amount of educators believe that online media offer them a flexible schedule.

Teachers with an analytic mindset and understanding were more receptive to these methods. A large number of educators who taught Arabic, mathematics, psychology, and sociology were more disposed to understanding the need for online development. These teachers understood the relevance of opting for an alternate learning medium that could further ensure advanced learning.

Virtual media has been deemed an irreplaceable aid. Traditionally, a typical classroom includes interaction between teachers, student-teacher, administration, or guardian, which happens in the physical world. In the last decade, the emergence of networking sites has supported the cause of virtual submission over the physical presence. Several social networking sites are available: Facebook, YouTube, Twitter, Yahoo!, and Windows Live Spaces, among others. Professional development of a teacher is proportional to the professional development of a student. It becomes important to develop the students from ground level.

Most teachers understand the relevance of the professional development and derive special pleasure from initiating a stimulated educational climate in their classroom.

To appreciate and support the flow of advanced learning, they often advocate use of advanced media aids like audio-visual units and virtual aid. To keep abreast of these learning aids and understand the psyche of students, there is a need for continuous learning. This learning is derived from formal and informal learning aids, observations, and increased interaction among the educational fraternity. Despite the time constraint, an increasing number of educators are appreciating the benefits of advanced online learning.

Unfortunately, the emergence of media has not been widely accepted and popular teaching programs like Edmodo are not widely appreciated. Most social media aids are used for interaction and not for advanced learning. Over 50% of the educators in this study were not part of an Edmodo group. Fields requiring advanced learning, analytical attributes, or innovation associated with them like language, mathematics, psychology, and sociology etc., might be more inclined to using advanced aids to obtain online professional development.

There is no definitive way of knowing whether a particular method of attaining professional development is better than another (Gulamhussein, 2013). Despite the best intent, the goals of professional development are not often met. As a result, a large number of educators are still apprehensive about an online professional development program. Educators with arts and science backgrounds are traditionally prone to be more intolerant to advanced aids. These fields are based on conceptualization and educators do not see the need to facilitate advanced learning through alternative methods.

Attrition

The study targeted 200 high school teachers from all the districts. Nevertheless, only 74% (148 out of 200) participants completed the questionnaire. It is possible some participants found the questionnaire to be too long as well as complex and hence would require more time than stated to complete the questionnaire. This might be the reason 66% of the participants responded just before the deadline and 28% after the deadline. The participants were also required to read the Edmodo module before responding to the questionnaire, which could have been perceived as a burden. Similarly, some participants felt the incentive for them to take part in the study was not as attractive as they would have expected and as a result, they did not perceive the study to be important and valuable. The participants were not offered incentives in the form of money or gifts so as to eliminate the question of bias with respect to actual completion. In addition, some participants might not have been comfortable with completing and submitting the questionnaire online. This was supported by some participants who claimed they are not interested with social learning networks since they were not attracted to the new media.

Implications/Collaborative Work

The analyses and the limitations for Kuwait also have implications. The pros and cons need to be evaluated. This is significant because the data can be seen and perceived in certain ways by a teacher and the government. Not every teacher will agree with governmental regulations that have to be followed. If a student reveals something a teacher has allowed but the government has a problem with, the implications can become a very serious concern.

As discussed by Leithwood et al. (2007) in Chapter II, social networking websites and web-based services provide an opportunity for individuals regardless of their current location to articulate with other users. Every piece of data has to be analyzed and that is why limitations are put in place. The interpretations are the key concepts in the involved analyses; unexpected findings or patterns can emerge from the data and introduce a wide variety of evidence to support assertions. What could be discovered are findings useful in traditional instruction. All examples and other data can be used to support interpretations such as what social media can do in a positive way and produce a positive effect. However, according to some, the availability is not worth the risk.

In the case of accepting collaborative work, this could mean that Kuwait will not do so since that would mean outside assistance. Although Kuwait has increased the number of female educators, it is still a male dominated society. This study has examined the limitations of online professional development but it does not look like collaborative work is an option.

According to the study, the use of Edmodo as a learning management system for education shows that Edmodo offers opportunities for community building through features that enhance personalization, socialization, as well as communication among class members. It was also clear that organizing the classroom to enhance convenient access to assignments, resources, and readings was possible. Inherently, the social networking site in the study, Edmodo, facilitated collaborative and pedagogical approaches that were reported to enhance pre-teachers' practicum experiences through connecting them to the online community. The abilities of Edmodo to include a

discussion forum, photo and video sharing, as well as chatting make it a potential learning management system.

It is also worth pointing out that the Edmodo also focuses on creating events that could result in the production of artifacts irrespective of learning. Actually, constructivism is one of the main knowledge frameworks that provide a full range of intellectual preferences and styles that help in finding a point of equilibrium in an instructional event. A component of the network learning framework is the ability to form groups of learners who can be brought together for a specific learning opportunity. Edmodo tend to spawn groups that are created to meet certain needs normally related to explicit leadership together with a focused task.

The creator's role is crucial in the initialization of formal learning activities and normally starts by inviting the members to join an online professional development group. Basically, this role will need someone who can facilitate the online process such as promoting discussion, providing supportive comments, and be in a position to lead reflective and supportive discourse aligned with teacher professional development. The literature review indicated a facilitator of a network learning framework is someone who possesses the following competences:

1. A person who has content expertise and is able to analyze the student questions, have them do relevant educational tasks, and enrich their interactions with the content by providing relevant content.
2. The facilitator should possess course management abilities that include managing, offering, and administrating online educational experiences, and also in this case, teacher professional development.

3. The facilitator should be in a position to evaluate the whole online education offering, provide an assessment to the teachers, and evaluate the course, modifications, or corrections in the planning for the purpose of improving the online educational experience.
4. The facilitator should understand the online facilitation processes such as personalizing characteristics along with online communication skills.
5. The facilitator should have technical knowledge and skills and be comfortable using the technology.

Recommendations

The use of Edmodo exposed some changes with respect to the use of digital technologies within education. This was particularly evident in the way in which virtual media was balanced both synchronously and asynchronously according to need and expediency in the present day classroom. The traditional classroom is challenged with teachers' and students' sensibilities, dispositions, and diverse learning styles. There is a need to promote effective learning through advanced aids like these amongst teachers. Hence, there is a need to promote advanced learning aids.

Limitations by Kuwait can vary dramatically due to policies. Many policies are against personal digital assistants (PDAs) such as phones; other restrictions are believed to help the learning process or, in other terms, to keep them focused. There are video restrictions and even a policy how PDAs will be brought to campus. Many policies in Kuwait protect the country's ways, traditions, and the student's well-being. Posting anything social is restricted during school hours, thus limiting critical thinking skills by comparison (Balhan, 2010).

Instead of banning social networking sites in schools, teachers should be allowed to explore opportunities to use them effectively with students. Offering such opportunities to teachers to explore online privacy along with security challenges used by social networks for learning will provide teachers with an understanding of new technologies. Use of social networking sites for learning purposes gives teachers an opportunity to experience online professional development activities that underscore the advantages of this learning method. This is actually a crucial argument for using social networking sites for the delivery of online professional development and forms the basis for having authentic activities.

Inherently, this study focused on just 148 participants and a particular social learning network--Edmodo. There is a need to promote advanced learning and to conduct such studies on a larger scale. Conducting studies aimed at promoting advanced learning on a large scale would also ensure that the studies include enough user groups and encompass different tasks related to advanced learning.

This study was quantitative. Another study could use a qualitative approach in order to provide a rich data source that would emerge through interaction of and reflection between group participants. A qualitative study could be conducted after the quantitative study to enhance and enrich information obtained from the quantitative design.

Furthermore, a study could be conducted beyond Kuwaiti borders. A number of countries also face similar limitations and conditions such as Kuwait and could benefit from this study. A study beyond Kuwait's borders would help in establishing an

effective online teachers' professional development within a social learning network platform that can be utilized in other countries as well.

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APPENDIX A

ARABIC VERSION OF THE QUESTIONNAIRE

الاستبيان

1. هل اشتركت يوماً في التطوير المهني للمعلمين على الإنترنت؟

() نعم () لا

2. إلى أي مدى التطوير المهني للمعلمين على الانترنت مورد مفيد بالنسبة لك؟

() غير مفيدة على الإطلاق () غير مفيدة جداً () مفيدة إلى حد ما
() مفيدة جداً

الجزء الأول : تصور لمواقع شبكات التعلم الاجتماعية

1. كم تقضي من الوقت عادة تستخدم مواقع التعلم الاجتماعية؟

() يومياً () ٢-٣ مرات في الأسبوع () مرة في الأسبوع () شهرياً () لا أستخدمها

2. لكل بند أدناه، أشر إلى أي من تطبيقات وسائل التعلم الاجتماعية تستخدم ولأي غرض.

م	البند	غير موافق تماماً	غير موافق	أوافق	أوافق بشدة
1	أنا متشكك من وسائل التعلم الاجتماعية و لا أستخدمها مطلقاً				
2	أنا مهتم بوسائل التعلم الاجتماعية لكن لم أستخدمها بعد				
3	لقد قمت بتجربة وسائل التعلم الاجتماعية لكنني لست مرتاحاً لها				
4	لقد قمت بتجربة وسائل التعلم الاجتماعية لكنني بدأت للتو في استخدامها بشكل شخصي				
5	أنا أستخدم وسائل التعلم الاجتماعية و أعتبر نفسي "مبتدئاً"				
6	أنا أستخدم وسائل التعلم الاجتماعية بشكل كبير حالياً وأنا مرتاح بذلك				
7	أنا أستخدم أدوات وسائل التعلم الاجتماعية و أعتبر نفسي مستخدماً "متقدماً"				
8	أنا أستخدم وسائل التعلم الاجتماعية كجزء طبيعي من عملي أو التطوير المهني				
9	أنا أعتبر نفسي "خبيراً" فيما يتعلق بوسائل التعلم الاجتماعية				

3. أي من تطبيقات وسائل التعلم الاجتماعية تستخدم ولأي غرض

م	البند	شخصي فقط	مهني فقط	شخصي ومهني	لا أستخدمها	أخطأ استخدامها
1	Twitter					
2	Google Plus					
3	Edmodo					
4	Facebook					

4. لكل بند أدناه، أشر إلى مستوى اتفاقك مع الأغراض التي تستخدم فيها شبكة التعلم الاجتماعية المتعلقة في عملك أو مهنتك.

م	البند	غير موافق تماماً	غير موافق	أوافق	أوافق بشدة
1	التواصل مع المعلمين الآخرين في المنطقة/ الشبكة المهنية الخاصة بي				
2	تبادل المعلومات مع الزملاء/المعلمين الآخرين				
3	الأخبار والمعلومات				
4	التطوير المهني الشخصي				

5. يرجى الإشارة إلى مدى اتفاقك مع كل عبارة أدناه بشأن استخدامك لشبكة التعلم الاجتماعي.

م	البند	غير موافق تماماً	غير موافق	أوافق	أوافق بشدة
1	أنا غير قادر على الوصول لوسائل التعلم الاجتماعية خلال وجودي في العمل				
2	تمنع مدرستي الوصول لوسائل التعلم الاجتماعية في العمل				
3	تسمح مدرستي بوصول محدود لوسائل التعلم الاجتماعية في العمل				
4	تشجع مدرستي على الوصول الى وسائل التعلم الاجتماعية لأغراض العمل فقط				
5	تشجع مدرستي استخدام وسائل التعلم الاجتماعية				
6	أعتقد أن موقعي الوظيفي يتطلب استخدام وسائل التعلم الاجتماعية				
7	لا تملك مدرستي أي سياسات تحكم استخدام وسائل التعلم الاجتماعية				
8	تستخدم مدرستي السياسات الموجودة لتحكم استخدام وسائل التعلم الاجتماعية				
9	لدى مدرستي سياسات محددة لاستخدام وسائل التعلم الاجتماعية				
10	لدى مدرستي استراتيجية / خطة لاستخدام وسائل التعلم الاجتماعية				

6. يرجى الإشارة إلى مدى اتفاقك مع كل عبارة أدناه بشأن استخدامك لشبكة التعلم الاجتماعي.

م	البنود	غير موافق تماماً	غير موافق	أوافق	أوافق بشدة
1	لقد تلقيت دعماً من مواقع شبكات التعلم الاجتماعية				
2	احصل على الكثير من وجودي في مواقع التعلم الاجتماعية				
3	أنا أتوقع كيف سيكون رد فعل بعض الأعضاء مع بعض الأسئلة أو المشاكل في مواقع التعلم الاجتماعية				
4	إذا واجهتني مشكلة أستطيع الحصول على معلمين زملاء يمكنهم حلها في مواقع التعلم الاجتماعية				

7. يرجى الإشارة إلى مدى اتفاقك مع كل عبارة أدناه بشأن كل برنامج من حيث كيفية كنت تفضل الحصول على المعلومات منها.

م	البنود	غير مقبول	غير مقبول قليلاً	مقبول	مقبول تماماً
1	Facebook				
2	Edmodo				
3	Twitter				

للسؤالين 8 و 9، يرجى الإشارة إلى مستوى اتفاقك.

8. كان لديك أسئلة وتساؤلات وقد تمت الإجابة عليها عبر مواقع شبكات التعلم الإجتماعية؟

() غير موافق تماماً () غير موافق () أوافق () أوافق بشدة

9. من المهم جداً لك أن تكون عضواً في مواقع شبكات التعلم الاجتماعية.

() غير موافق تماماً () غير موافق () أوافق () أوافق بشدة

10. يرجى تحديد مواقع شبكات التعلم الاجتماعية التي كثيراً ما تستخدمها.

[] Edmodo [] Twitter [] Google Plus [] Facebook [] PBworks

الجزء الثاني: استخدام Edmodo كأداة للتطوير المهني للمعلمين

يرجى قراءة المادة في بيان المعلمين على Edmodo و الإجابة على الأسئلة التالية (أنت لست ملزم في التسجيل في الموقع)

1. هل أنت بالفعل مشترك في Edmodo؟

() نعم () لا

2. يرجى الإشارة إلى مدى اتفاقك مع كل عبارة أدناه بشأن مميزات Edmodo التي ستحسن وتعزز التطوير المهني.

م	البنود	غير موافق تماماً	غير موافق	أوافق	أوافق بشدة
1	أداة للمناقشات كأداة تفاعلية				
2	مكتبة Edmodo المقامة على Cloud (السحابة)				
3	المجموعات المهنية حيث يمكن للزملاء مشاركة واستقبال المعلومات				
4	إمكانية تكوين مجتمع تعليمي				
5	إمكانية التفاعل مع الطلبة				
6	إمكانية إنشاء علاقة مهنية وشخصية مع المعلمين الآخرين				
7	دردشة في الوقت الحقيقي				

3. لكل بند في الأسفل أشر إلى مستوى اتفاقك بشأن الأسباب التي تجعلك تختار Edmodo كأداة لتطوير المعلمين المهنية.

م	البند	غير موافق تماماً	غير موافق	أوافق	أوافق بشدة
1	أنها بسيطة للتعليم والمتابعة				
2	يمكنني بسهولة مشاركة المعلومات مع زملائي				
3	يمكنني الوصول إلى Edmodo باستخدام الهاتف أو iPad				
4	يمكنني الوصول إلى موارد قيمة				
5	يمكنني التفاعل مع طلابي				
6	معظم زملائي قاموا بالانضمام إلى Edmodo				
7	يمكنني مشاركة مصادر قيمة مع زملائي				
8	إنه مقبول من قبل إدارة المدرسة كموقع تطوير مهني				
9	يمكنني الحصول على رد سريع على أسئلتي				
10	يمكنني الوصول إلى Edmodo في أي وقت أريد				
11	المنقاشات الأكثر ثراء (المفيدة أكثر)				

الجزء الثالث : معلومات أساسية

1. النوع

() ذكر () أنثى

2. موقع المدرسة في محافظة؟

() مبارك الكبير () العاصمة () حولي () الفروانية () الجبراء () الأحمدى

3. ما هي المادة الدراسية التي تدرسها حالياً؟

() التربية الإسلامية () اللغة العربية () اللغة الإنجليزية () اللغة الفرنسية

() الرياضيات () التاريخ والجغرافيا (اجتماعيات) () التربية البدنية () التربية الفنية

() التربية الموسيقية () المكتبات والتجاري () العلوم () الحاسب الآلي

() الديكور والميكانيكا () الاقتصاد المنزلي () علم النفس و علم الاجتماع

4. كم عمرك؟

() ١٨-٢٤ عام () ٢٥-٣٤ عام () ٣٥-٤٤ عام () ٤٥-٤٩ عام () ٤٩+ عام

5. منذ متى وأنت تقوم بالتدريس؟

() ١-٥ عام () ٦-١٠ عام () ١١-١٥ عام () ١٦-٢٠ عام () ٢١+ عام

النهاية

شكراً لك لرأيك ووقتكم القيم. نقدر جداً مساهمتكم في هذه الدراسة. لا تتردد في التواصل
معي إذا احتجت لمعلومات إضافية.

APPENDIX B

ENGLISH VERSION OF THE QUESTIONNAIRE

Questionnaire

1. Have you ever engaged in online teachers' professional development?

☐ Yes ☐ No

2. To what extent is online teachers' professional development a beneficial resource for you?

☐ Not beneficial at all ☐ Not very beneficial ☐ Somewhat beneficial

☐ Very beneficial

Part One: Social learning network site perception

1. How often do you use social learning network websites?

☐ Daily ☐ 2-3 times a week ☐ Weekly ☐ Monthly ☐ Never

2. Please indicate your level of agreement with each statement below regarding your use of a social learning network.

S/N	Items	Strongly disagree	Disagree	Agree	Strongly agree
1	I am skeptical of social learning network and do not use it at all				
2	I am curious about social learning network but have not used it yet				
3	I have tried social learning network but am not comfortable with it				
4	I have tried social learning network but am just now beginning to use it personally				
5	I am using social learning network and consider myself a "beginner"				
6	I am using social learning network more often now and I am comfortable with it.				

7	I use social learning network tools and consider myself an "advanced" user				
8	I use social learning network as a regular part of my work or professional development				
9	I consider myself an "expert" when it comes to social learning network				

3. For each item below, indicate the purposes for which you use a social learning network related to your work or profession.

S/N	Items	Personal only	Professional Only	Personal & Professional	Not used	Plan to Use
1	Twitter					
2	Google Plus					
3	Edmodo					
4	Facebook					

4. For each item below, indicate your level of agreement with the purposes for which you use a social learning network related to your work or profession.

S/N	Items	Strongly disagree	Disagree	Agree	Strongly agree
1	Connect with other teachers in my region/ professional networking				
2	Exchange of information with peers/other teachers				
3	News and information				
4	Personal professional development				

5. Please indicate your level of agreement with each statement below regarding your use of a social learning network.

S/N	Items	Strongly disagree	Disagree	Agree	Strongly agree
1	I am unable to access social learning network while at work				
2	My school prohibits access to social learning network at work				
3	My school allows limited access to social learning network at work				
4	My school encourages access to social learning network for work purposes only				
5	My school encourages the use of social learning network				
6	I believe my position requires the use of social learning network				
7	My school has NO policies governing the use of social learning network				
8	My school uses existing policies to govern the use of social learning network				
9	My school has specific social learning network use policies				
10	My school has a social learning network strategy / plan				

6. Please indicate your level of agreement with each statement below regarding your use of a social learning network.

S/N	Items	Strongly disagree	Disagree	Agree	Strongly agree
1	I have received support from social learning network websites				
2	I get a lot out of being in social learning network websites				

3	I anticipate how some members will react to certain questions or issues in social learning network websites				
4	If there I have a problem I can get fellow teachers who can solve it in social learning network websites				

7. Please indicate your level of acceptability with each statement below regarding how you prefer to receive information from the association.

S/N	Items	Unacceptable	Slightly unacceptable	Slightly acceptable	Perfectly acceptable
1	Facebook group				
2	Edmodo group				
3	Twitter Page				

For items 8 and 9, please indicate your level of agreement.

8. I have had questions that have been answered by social learning network websites.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

9. It is very important to me to be a member of social learning network websites.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

Please indicate your reason

10. Please select social learning network websites that you are frequently using.

☐ Edmodo ☐ Twitter ☐ Google Plus ☐ Facebook ☐ PBworks

Part Two: Use of Edmodo as a delivery tool for teachers' professional development

Please read the material on Teachers' Handout on Edmodo and answer the following questions (You are not expected to sign up for Edmodo)

1. Are you already in any Edmodo professional group?

Yes [☐] No [☐]

2. Please indicate your level of agreement regarding the extent to which you think the following Edmodo features will enhance professional development.

S/N	Items	Strongly disagree	Disagree	Agree	Strongly agree
1	Discussion Board as an interaction tool				
2	The cloud-based Edmodo library				
3	Professional groups where peers can share and receive guidance				
4	Ability to form a learning community				
5	Ability to share learning materials				
6	Ability to create professional and personal relationship with other teachers				
7	Real time chat				

3. For each item below indicate your level of agreement regarding the reasons you would choose Edmodo as a teachers' professional development delivery tool.

S/N	Items	Strongly disagree	Disagree	Agree	Strongly agree
1	It is simple to learn and follow				
2	I can easily share information with my peers				
3	I can access Edmodo with my PDAs				
4	I can access valuable resources				
5	I can interact with my students				
6	Most of my colleagues have joined Edmodo				
7	I can share valuable resources with my colleagues				
8	It is accepted by the school administration as a professional development site				
9	I can get faster feedback on my questions				
10	I can access Edmodo at any time I want				
11	Richer discussions				

Part Three: Demographic Characteristics

1. Gender

☐ Male ☐ Female

2. Please indicate your current school district?

<input type="checkbox"/> Mubark Alkabeer	<input type="checkbox"/> Hawali
<input type="checkbox"/> Alasemah	<input type="checkbox"/> Aljahrah
<input type="checkbox"/> Alfarwaniya	<input type="checkbox"/> Alahmadi

3. Please indicate the course that you are currently teaching?

<input type="checkbox"/> Islamist	<input type="checkbox"/> English Language
<input type="checkbox"/> Mathematics	<input type="checkbox"/> History and geography (Social studies)
<input type="checkbox"/> Physical education	<input type="checkbox"/> Art
<input type="checkbox"/> Libraries	<input type="checkbox"/> Science
<input type="checkbox"/> Arabic Language	<input type="checkbox"/> French Language
<input type="checkbox"/> Music	<input type="checkbox"/> Computer
<input type="checkbox"/> Decoration and mechanics	<input type="checkbox"/> Home Economics
<input type="checkbox"/> Psychology / Sociology	

4. How old are you?

☐ 18-24 years ☐ 25-34 years ☐ 35 – 44 years ☐ 45-49 years ☐ 49+ years

5. For how long have you been teaching?

☐ 1 - 5 years ☐ 6 - 10 years ☐ 11 – 15 years ☐ 16 - 20 years ☐ 21+ years

END

Thank you for your valuable feedback and time. Your contribution to this study is greatly appreciated. Feel free to contact me if you require any additional information.

The questionnaire was adopted from Garth (2010).

APPENDIX C

ARABIC VERSION OF SCREENSHOTS OF THE WEB-BASED QUESTIONNAIRE



نموذج الموافقة للمعلمين

عنوان المشروع: إدارة وتصميم النظام التعليمي: استخدام الانترنت وبناء شبكات التعلم الاجتماعية كأداة لدعم معلمين المرحلة الثانوية في الكويت

الباحث: أحمد الفيلكاوي، قسم تكنولوجيا التعليم

هاتف: 269-267-7934 إيميل: alfa8201@bears.unco.edu

المشرف: ديفد كندريك، قسم تكنولوجيا التعليم

هاتف: 970-351-2888 إيميل: david.kendrick@unco.edu

أنت مدعو للمشاركة في استبيان سيساعد في وصف و تقييم كيف يمكن أن تتم أنشطة التطوير المهني للمعلم في مواقع شبكات التعلم الاجتماعية. ويستند الاستبيان التي سيتم استخدامه في هذه الدراسة على بنود الاختيار المتعدد، وينقسم إلى ثلاثة أقسام رئيسية. حيث أن القسم الأول، مدى وضع المشاركين من التفاعل مع شبكات التعلم الاجتماعية ومشاركتها في التنمية المهنية للمعلمين. أما القسم الثاني، تقديم المزيد من المعلومات فيما يتعلق بكيفية استخدام Edmodo عن أنشطة التطوير المهني للمعلمين. ويسعى القسم الأخير للحصول على معلومات عامة عن المشاركين. هذا وسوف يستغرق 10 دقائق لإكماله.

المشاركون

مشاركتك في هذا الاستبيان هي تطوعية. يمكنك أن ترفض المشاركة في البحث أو إغلاق الاستبيان في أي وقت بدون أية عواقب.

الفوائد

لن تتلقى أية فوائد مباشرة من المشاركة في هذه الدراسة البحثية. لكن، رذك (استجابتك) قد تساعدنا على معرفة المزيد عن كيف يمكن أن تتم أنشطة التطوير المهني للمعلم في مواقع شبكات التواصل الاجتماعية.

المخاطر

لا يوجد أية مخاطر متوقعة من المشاركة في هذه الدراسة عدا تلك التي نواجهها في حياتنا اليومية.

الخصوصية

لن يتم ارفاق اسمك بالاستبيان، من الرغم من أنني لا يمكن ضمان من أن مشاركتكم ستكون سرية بسبب استخدام الأدوات الإلكترونية في جمع البيانات، وسوف نبذل كل جهد ممكن لتحقيق أقصى قدر من السرية من ردودكم. الوصول للبيانات سوف يقتصر على البروفيسور ديفيد كندريك ولي أنا فقط من خلال استخدام كلمات السر. أيضا، سيتم تأمين محركات الأقراص الصلبة حيث سيتم تخزين البيانات الإلكترونية بشكل آمن في الخزانة. أستطيع أن أقول لكم أن رذك يمكن إدراجه في ورقة في ختام هذه الدراسة؛ ومع ذلك، سوف تكون ردودكم مجهولة الاسم ولا أحد يمكن الاتصال بكم.

مشاركة تطوعية. قد تقرر عدم المشاركة في هذه الدراسة، وإذا بدأت المشاركة قد لا يزال لديك القرار في وقف والانتها في أي وقت. سيتم احترام قرارك ولن يؤدي إلى فقدان الفوائد التي يحق لك خلاف ذلك. بعد قراءة ما سبق ويعد أن كان لديك أية فرصة لطرح أي أسئلة، يرجى ملء الاستبيان إذا كنت ترغب في المشاركة في هذا البحث. من خلال استكمال الاستبيان،

وسوف تعطينا الإذن لمشاركتكم. تستطيع الحفاظ على هذا النموذج للرجوع إليها في المستقبل

إذا شعرت بأنه لم تتم معاملتك وفقاً للوصف في هذا النموذج، أو أن حقوقك كمشارك في البحث لم يتم تكريمها خلال مسار هذا المشروع، أو لديك أي أسئلة، مخاوف، أو شكاوى تريد توجيهها لشخص ما غير المحقق، يمكنك التواصل مع،

Sherry May, IRB Administrator, Office of Sponsored Programs, 25 Kepner Hall, University of Northern Colorado Greeley, CO 80639;
970-351-1910

الموافقة الإلكترونية : يرجى تحديد اختيارك بالأسفل. يمكنك طباعة نسخة من هذه الموافقة للسجلات الخاصة بك. الضغط على زر "موافق" يشير إلى

1. أنك قرأت المعلومات التي في الأعلى

2. أنك توافق تطوعاً في المشاركة

3. أن عمرك 18 سنة أو أكبر

☐ موافق

☐ غير موافق

<<

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شبيكات التعلم الإجتماعي: يمكن استخدام أداة أو موقع لدعم الأفراد وتشجيعهم على التعلم معاً. بعض من أبرز المواقع:
Edmodo, PBworks, Google Plus and Facebook

<< >>

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.Q1
هل اشتركت يوماً في التطوير المهني للمعلمين على الإنترنت؟

☐ نعم

☐ لا

<< >>

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العربية

Q22.
إلى أي مدى التطوير المهني للمعلمين على الإنترنت مورد مفيد بالنسبة لك؟

☐ غير مفيدة على الإطلاق

☐ غير مفيدة جداً

☐ مفيدة إلى حد ما

☐ مفيدة جداً

<< >>

الجزء الأول : تصور لمواقع شبكات التعلم الاجتماعي

Q1. كم تقضي من الوقت عادة تستخدم مواقع التعلم الاجتماعية؟

- ☐ يومياً
- ☐ ٢-٣ مرات في الأسبوع
- ☐ مرة في الأسبوع
- ☐ شهرياً
- ☐ لا أستخدمها

Q2. يرجى الإشارة إلى مدى اتفاقك مع كل عبارة أدناه بشأن استخدامك لشبكة التعلم الاجتماعي.

أوافق بشدة	أوافق	غير موافق	غير موافق تماماً	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أنا متشكك من وسائل التعلم الاجتماعية و لا أستخدمها مطلقاً
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أنا مهتم بوسائل التعلم الاجتماعية لكن لم أستخدمها بعد
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	لقد قمت بتجربة وسائل التعلم الاجتماعية لكنني لست مرتاحاً لها
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	لقد قمت بتجربة وسائل التعلم الاجتماعية لكنني بدأت للتو في استخدامها بشكل شخصي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أنا أستخدم وسائل التعلم الاجتماعية و أعتبر نفسي "مبتدئاً"
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أنا أستخدم وسائل التعلم الاجتماعية بشكل كبير حالياً وأنا مرتاح بذلك
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أنا أستخدم أدوات وسائل التعلم الاجتماعية و أعتبر نفسي مستخدماً "متقدماً"
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أنا أستخدم وسائل التعلم الاجتماعية كجزء طبيعي من عملي أو التطوير المهني
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أنا أعتبر نفسي "خبيراً" فيما يتعلق بوسائل التعلم الاجتماعية

Q6.

يرجى الإشارة إلى مدى اتفاقك مع كل عبارة أدناه بشأن استخدامك لشبكة التعلم الاجتماعي.

أوافق بشدة	أوافق	غير موافق	غير موافق تماماً
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

لقد تلقت دعماً من مواقع شبكات التعلم الاجتماعية

احصل على الكثير من وجودي في مواقع التعلم الاجتماعية

أنا أتوقع كيف سيكون رد فعل بعض الأعضاء مع بعض الأسئلة أو المشاكل في مواقع التعلم الاجتماعية

إذا واجهتني مشكلة أستطيع الحصول على معلمين زملاء يمكنهم حلها في مواقع التعلم الاجتماعية

Q7.

يرجى الإشارة إلى مدى اتفاقك مع كل عبارة أدناه بشأن كل برنامج من حيث كيفية كنت تفضل الحصول على المعلومات منها.

مقبول تماماً	مقبول	غير مقبول قليلاً	غير مقبول
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Facebook

Edmodo

Twitter

للسؤالين 8 و 9، يرجى الإشارة إلى مستوى اتفاقك.

Q8.

كان لديك أسئلة وتساؤلات وقد تمت الإجابة عليها عبر مواقع شبكات التعلم الاجتماعية.

☐ غير موافق تماماً☐ غير موافق☐ أوافق☐ أوافق بشدة

.Q9

من المهم جداً لك أن تكون عضواً في مواقع شبكات التعلم الاجتماعية.

☐ غير موافق تماماً

☐ غير موافق

☐ أوافق

☐ أوافق بشدة

.Q10

يرجى تحديد مواقع شبكات التعلم الاجتماعية التي كثيراً ما تستخدمها.

☐ Edmodo

☐ Twitter

☐ Google Plus

☐ Facebook

☐ PBworks



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الجزء الثاني: استخدام Edmodo كأداة للتطوير المهني للمعلمين

يرجى قراءة المادة في بيان المعلمين على Edmodo والإجابة على الأسئلة التالية (أنت لست ملزم في التسجيل في الموقع).

[Teachers' Handout](#)

Q1. هل أنت بالفعل مشترك في Edmodo؟

نعم ☐

لا ☐

Q2.

يرجى الإشارة إلى مدى اتفاقك مع كل عبارة أدناه بشأن مميزات Edmodo التي ستحسن وتعزز التطوير المهني.

أوافق بشدة	أوافق	غير موافق	غير موافق تماماً	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أداة للمناقشات كأداة تفاعلية
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	مكتبة Edmodo المضافة على Cloud (السحابة)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	المجموعات المهنية حيث يمكن للزملاء مشاركة واستقبال المعلومات
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	إمكانية تكوين مجتمع تعليمي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	إمكانية التفاعل مع الطلبة
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	إمكانية إنشاء علاقة مهنية وشخصية مع المعلمين الآخرين
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	دردشة في الوقت الحقيقي

.Q3

لكل بند في الأسفل أشر إلى مستوى اتفاقك بشأن الأسباب التي تجعلك تختار Edmodo كأداة لتطوير المعلمين المهنية.

أوافق بشدة	أوافق	غير موافق	غير موافق تماماً	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أنها بسيطة للتعليم والمتابعة
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	يمكنني بسهولة مشاركة المعلومات مع زملائي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	يمكنني الوصول إلى Edmodo باستخدام الهاتف أو iPad
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	يمكنني الوصول إلى موارد قيمة
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	يمكنني التفاعل مع طلابي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	معظم زملائي قاموا بالانضمام إلى Edmodo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	يمكنني مشاركة مصادر قيمة مع زملائي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	إنه مقبول من قبل إدارة المدرسة كموقع تطوير مهني
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	يمكنني الحصول على رد سريع على أسئلتي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	يمكنني الوصول إلى Edmodo في أي وقت أريد
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	المنقاشات الأكثر ثراء (المفيدة أكثر)



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الجزء الثالث : معلومات أساسية

Q1. النوع؟

☐ ذكر

☐ أنثى

Q2. موقع المدرسة في محافظة؟

☐ مبارك الكبير

☐ حولي

☐ الفروانية

☐ الأحمدى

☐ العاصمة

☐ الجبراء

.Q3
ما هي المادة الدراسية التي تدرسها حالياً؟

- ☐ التربية الإسلامية
- ☐ اللغة العربية
- ☐ اللغة الإنجليزية
- ☐ اللغة الفرنسية
- ☐ الرياضيات
- ☐ التاريخ والجغرافيا (اجتماعيات)
- ☐ التربية البدنية
- ☐ التربية الفنية
- ☐ التربية الموسيقية
- ☐ المكتبات والتجاري
- ☐ العلوم
- ☐ الحاسب الآلي
- ☐ الديكور و الميكانيكا
- ☐ الاقتصاد المنزلي
- ☐ علم النفس و علم الاجتماع

.Q4
كم عمرك؟

- ☐ ٢٤-١٨ عام
☐ ٣٤-٢٥ عام
☐ ٤٤-٣٥ عام
☐ ٤٩-٤٥ عام
☐ ٤٩+ عام

.Q5
منذ متى وانت تقوم بالتدريس؟

- ☐ ٥-١ عام
☐ ١٠-٦ عام
☐ ١٥-١١ عام
☐ ٢٠-١٦ عام
☐ ٢١+ عام



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العربية

النهاية

شكراً لك لرأيك ووقتك القيم، نقدر جداً مساهمتك في هذه الدراسة. لا تتريد في التواصل معي إذا احتجت لمعلومات إضافية.

<< >>

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شكراً على وقتك الذي قضيتَه في الاشتراك في هذا الاستبيان.
لقد تم تسجيل إجابتك.

APPENDIX D

ENGLISH VERSION OF THE SCREENSHOTS OF THE WEB-BASED QUESTIONNAIRE



CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF NORTHERN COLORADO

Project Title: Education Management and Design System: Use of Internet Based Social Learning Network as a Tool to Support High School Teaching Staff in Kuwait

Researcher: Ahmad Alfaiakawi, Educational Technology Program

Phone Number: (269) 267-7934

e-mail: Alfa8201@bears.unco.edu

Researcher Advisor: Dr. David Kendrick, Educational Technology Program

Phone Number: (970) 351-2888

e-mail: David.Kendrick@unco.edu

I am researching how teachers' professional development activities can be carried out within a social networking site. You are therefore invited to participate in the study through providing answers to the question on a questionnaire. The questionnaire that will be used in this study is based on items and is divided into three main sections. The first section finds out the extent at which the participants have been in a position to interact with social learning networks and their engagement in teachers' professional development. The second section allows the participants to provide further information with regard to how they would use Edmodo as teacher professional development activities. The last section seeks to obtain the general information about the respondent. This will take approximately 10 minutes to complete.

Participation

Your participation in this questionnaire is voluntary. You may refuse to take part in the research or exit the questionnaire at any time without penalty. You are free to decline to answer any particular question you do not wish to answer for any reason.

Benefits

You will receive no direct benefits or payment from participating in this research study. However, your responses may help us learn more about how teachers' professional development activities can be carried out within a social networking site.

Risks

There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life, which includes inconveniences and creating some time to participate in the study.

Your name will not be attached to the questionnaire and though I cannot ensure that your participation will be confidential because of the use of electronic data collection, I will make every possible effort to maximize confidentiality of your responses. Accessibility of the data will however be limited to Dr. David Kendrick and me only through use of passwords. Also, the hard drives where the electronic data will be stored will be locked securely in a cabinet. I can tell you that your response may be included in the paper I will write at the conclusion of this study; however, your responses will be anonymous and nobody can connect your responses with you as an individual.

Participation is voluntary. You may decide not to participate in this study and if you begin participation you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above and having had an opportunity to ask any questions, please complete the questionnaire if you would like to participate in this research. By completing the questionnaire, you will give us permission for your participation. You may keep this form for future reference. If you have any concerns about your selection or treatment as a research participant, please contact Sherry May, IRB Administrator, Office of Sponsored Programs, 25 Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

ELECTRONIC CONSENT: Please select your choice below. You may print a copy of this consent form for your records. Clicking on the “Agree” button indicates that

1. You have read the above information
2. You voluntarily agree to participate
3. You are 18 years of age or older

- ☐ Agree
☐ Disagree

>>

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Social Learning Network: Online-networked tool could be used to support individuals and encourage them to learn together. Some of the common sites includes Edmodo, PBworks, Google Plus and Facebook.

<< >>

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Q1. Have you ever engaged in online teachers' professional development?

☐ Yes

☐ No

<< >>

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Q2.
To what extent is online teachers' professional development a beneficial resource for you?

☐ Not beneficial at all

☐ Not very beneficial

☐ Somewhat beneficial

☐ Very beneficial

<< >>

Part One: Social learning network site perception**Q1.****How often do you use Social Learning Network Websites?**

- ☐ Daily
- ☐ 2-3 times a week
- ☐ Weekly
- ☐ Monthly
- ☐ Never

Q2.

Please indicate your level of agreement with each statement below regarding your use of a social learning network.

	Strongly disagree	Disagree	Agree	Strongly agree
I am skeptical of social learning network and do not use it at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am curious about social learning network but have not used it yet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have tried social learning network but am not comfortable with it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have tried social learning network but am just now beginning to use it personally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am using social learning network and consider myself a "beginner"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am using social learning network more often now and I am comfortable with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use social learning network tools and consider myself an "advanced" user	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use social learning network as a regular part of my work or professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider myself an "expert" when it comes to social learning network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.

For each item below, indicate the purposes for which you use a social learning network related to your work or profession.

	Personal only	Professional Only	Personal & Professional	Not used	Plan to Use
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Plus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Edmodo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.

For each item below, indicate your level of agreement with the purposes for which you use a social learning network related to your work or profession.

	Strongly disagree	Disagree	Agree	Strongly agree
Connect with other teachers in my region/ professional networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exchange of information with peers/other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
News and information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.

Please indicate your level of agreement with each statement below regarding your use of a social learning network.

	Strongly disagree	Disagree	Agree	Strongly agree
I am unable to access social learning network while at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school prohibits access to social learning network at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school allows limited access to social learning network at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school encourages access to social learning network for work purposes only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school encourages the use of social learning network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my position requires the use of social learning network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has NO policies governing the use of social learning network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school uses existing policies to govern the use of social learning network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has specific social learning network use policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has a social learning network strategy / plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.

Please indicate your level of agreement with each statement below regarding your use of a social learning network.

	Strongly disagree	Disagree	Agree	Strongly agree
I have received support from social learning network websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get a lot out of being in social learning network websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I anticipate how some members will react to certain questions or issues in social learning network websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If there I have a problem I can get fellow teachers who can solve it in social learning network websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.

Please indicate your level of acceptability with each statement below regarding how you prefer to receive information from the association.

	Unacceptable	Slightly unacceptable	Slightly acceptable	Perfectly acceptable
Facebook group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Edmodo group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter Page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

.

For items 8 and 9, please indicate your level of agreement.

Q8.

I have had questions that have been answered by social learning network websites.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

Q9.

It is very important to me to be a member of social learning network websites.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

Q10.

Please select social learning network websites that you are frequently using.

- ☐ Edmodo
- ☐ Twitter
- ☐ Google Plus
- ☐ Facebook
- ☐ PBworks



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Part Two: Use of Edmodo as a delivery tool for teachers' professional development

Please read the material on Teachers' Handout on Edmodo and answer the following questions (You are not expected to sign up for Edmodo)

[Teachers' Handout](#)

Q1.

Are you already in any Edmodo professional group?

- ☐ Yes
☐ No

Q2.

Please indicate your level of agreement regarding the extent to which you think the following Edmodo features will enhance professional development.

	Strongly disagree	Disagree	Agree	Strongly agree
Discussion Board as an interaction tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cloud-based Edmodo library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional groups where peers can share and receive guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to form a learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to share learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to create professional and personal relationship with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real time chat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.

For each item below indicates your level of agreement regarding the reasons you would choose Edmodo as a teachers' professional development delivery tool.

	Strongly disagree	Disagree	Agree	Strongly agree
It is simple to learn and follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can easily share information with my peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can access Edmodo with my PDAs, Tablets, and Mobile devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can access valuable resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can interact with my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my colleagues have joined Edmodo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can share valuable resources with my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is accepted by the school administration as a professional development site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can get faster feedback on my questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can access Edmodo at any time I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Richer discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



.

Part Three: Background information

Q1. Gender?

- ☐ Male
- ☐ Female

Q2.

Please indicate your current school district?

- ☐ Mubark Alkabbeer
- ☐ Hawali
- ☐ Alfarwaniya
- ☐ Alahmadi
- ☐ Alasemah
- ☐ Aljahrah

Q3. Please indicate the subject areas that you are currently assigned?

- ☐ Islamist
- ☐ Arabic Language
- ☐ English Language
- ☐ French Language
- ☐ Mathematics
- ☐ History and geography (Social studies)
- ☐ Physical education
- ☐ Art
- ☐ Music
- ☐ Libraries
- ☐ Science
- ☐ Computer
- ☐ Decoration and mechanics
- ☐ Home Economics
- ☐ Psychology / Sociology

Q4.**How old are you?**

- ☐ 18-24 years
- ☐ 25-34 years
- ☐ 35-44 years
- ☐ 45-49 years
- ☐ 49+ years

Q5.**How long have you been teaching?**

- ☐ 1 - 5 years
- ☐ 6 - 10 years
- ☐ 11 - 15 years
- ☐ 16 - 20 years
- ☐ 21+ years



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English

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END

Thank you for your valuable feedback and time. Your contribution to this study is greatly appreciated. Feel free to contact me if you require any additional information.

The questionnaire was adopted from Robert, A. (2008) "Factors influencing the usage of Social Networking Websites amongst young professionals" which investigated the usage of social learning network website among South African professionals.

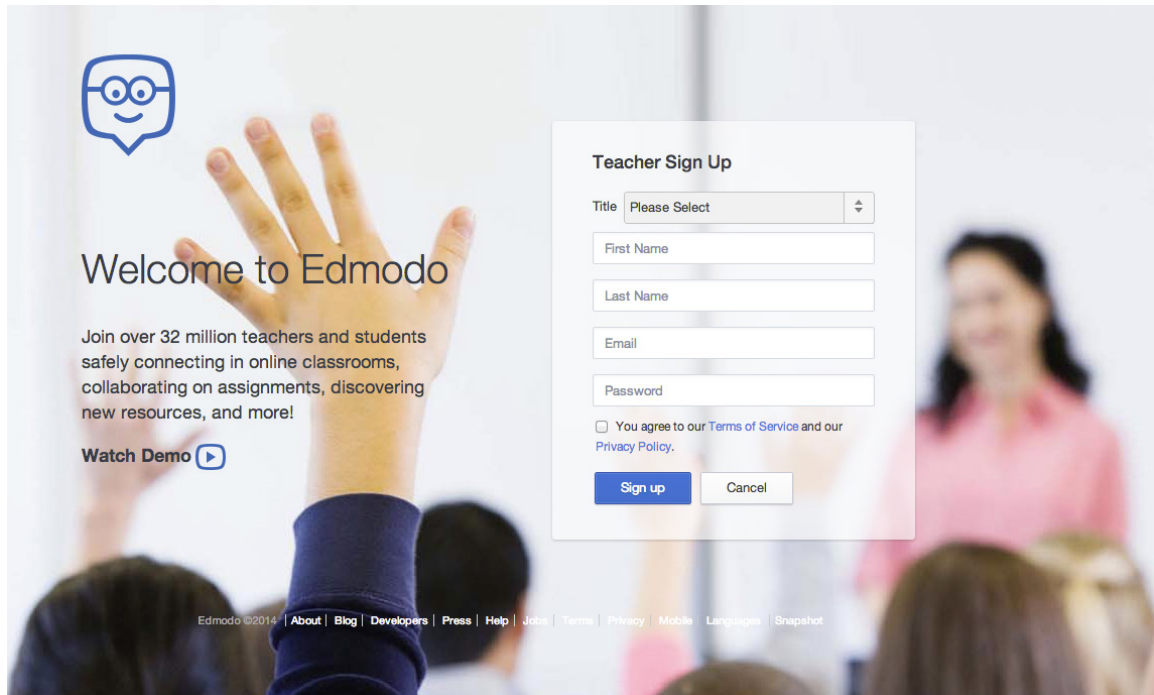
<< >>

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<p>We thank you for your time spent taking this survey. Your response has been recorded.</p>		
<p></p>		

APPENDIX E
TEACHERS' HANDOUT

1. Getting Started

- a. Navigate to www.edmodo.com and select the “I’m a Teacher” button to create your free Account.



The image shows the Edmodo website's 'Teacher Sign Up' form. On the left, there is a blue Edmodo logo (a face with glasses) and the text 'Welcome to Edmodo'. Below this, it says 'Join over 32 million teachers and students safely connecting in online classrooms, collaborating on assignments, discovering new resources, and more!'. There is a 'Watch Demo' button with a play icon. On the right, the 'Teacher Sign Up' form is displayed. It includes a 'Title' dropdown menu (set to 'Please Select'), input fields for 'First Name', 'Last Name', 'Email', and 'Password'. Below these fields is a checkbox for 'You agree to our Terms of Service and our Privacy Policy.' and two buttons: 'Sign up' and 'Cancel'. The background of the page shows a blurred image of a classroom with a teacher and students.

Teacher Sign Up

Title

First Name

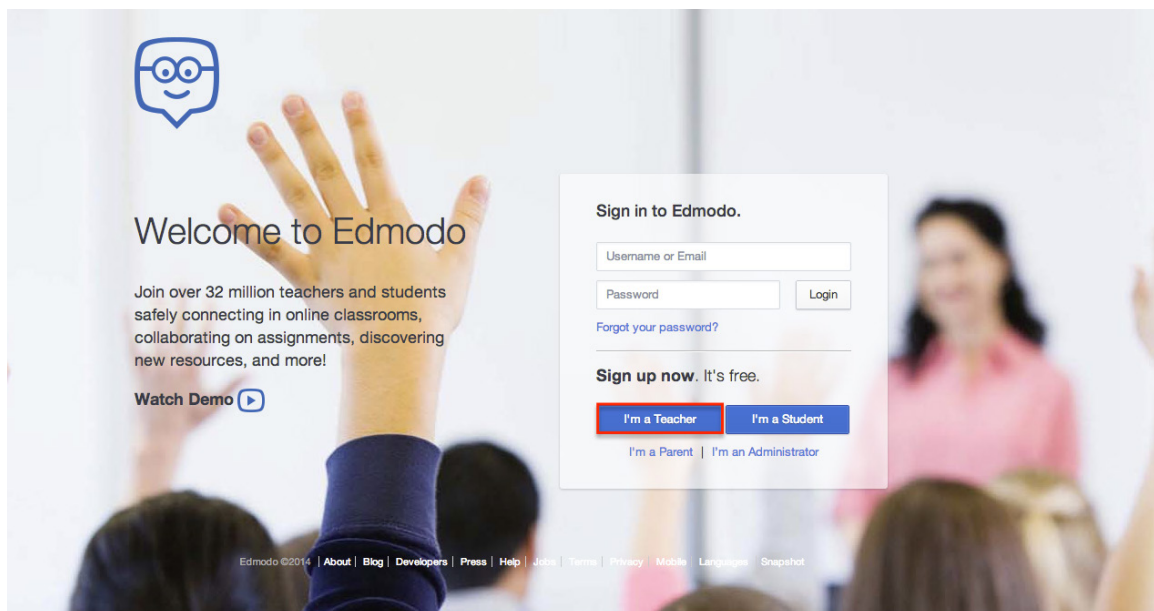
Last Name

Email

Password

☐ You agree to our [Terms of Service](#) and our [Privacy Policy](#).

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The image shows the Edmodo website's 'Sign in to Edmodo.' form. On the left, there is a blue Edmodo logo (a face with glasses) and the text 'Welcome to Edmodo'. Below this, it says 'Join over 32 million teachers and students safely connecting in online classrooms, collaborating on assignments, discovering new resources, and more!'. There is a 'Watch Demo' button with a play icon. On the right, the 'Sign in to Edmodo.' form is displayed. It includes input fields for 'Username or Email' and 'Password', and a 'Login' button. Below these fields is a link for 'Forgot your password?'. Below the login section, it says 'Sign up now. It's free.' and there are four buttons: 'I'm a Teacher' (highlighted with a red border), 'I'm a Student', 'I'm a Parent', and 'I'm an Administrator'. The background of the page shows a blurred image of a classroom with a teacher and students.

Sign in to Edmodo.

Username or Email

Password

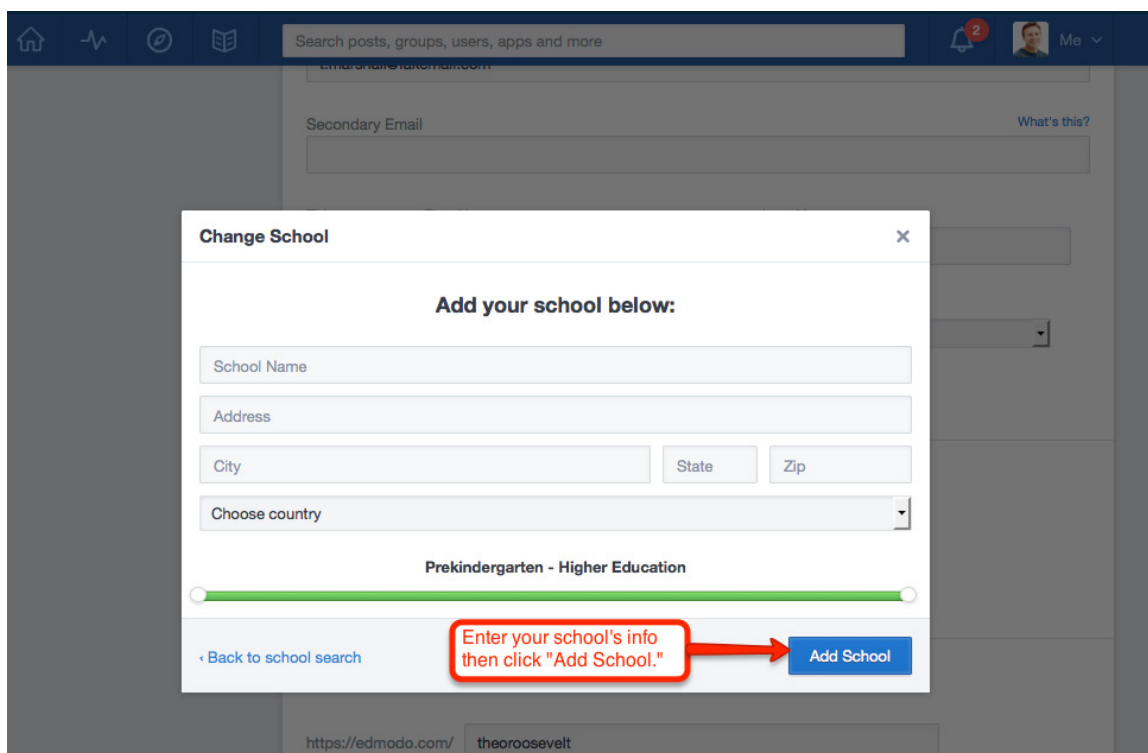
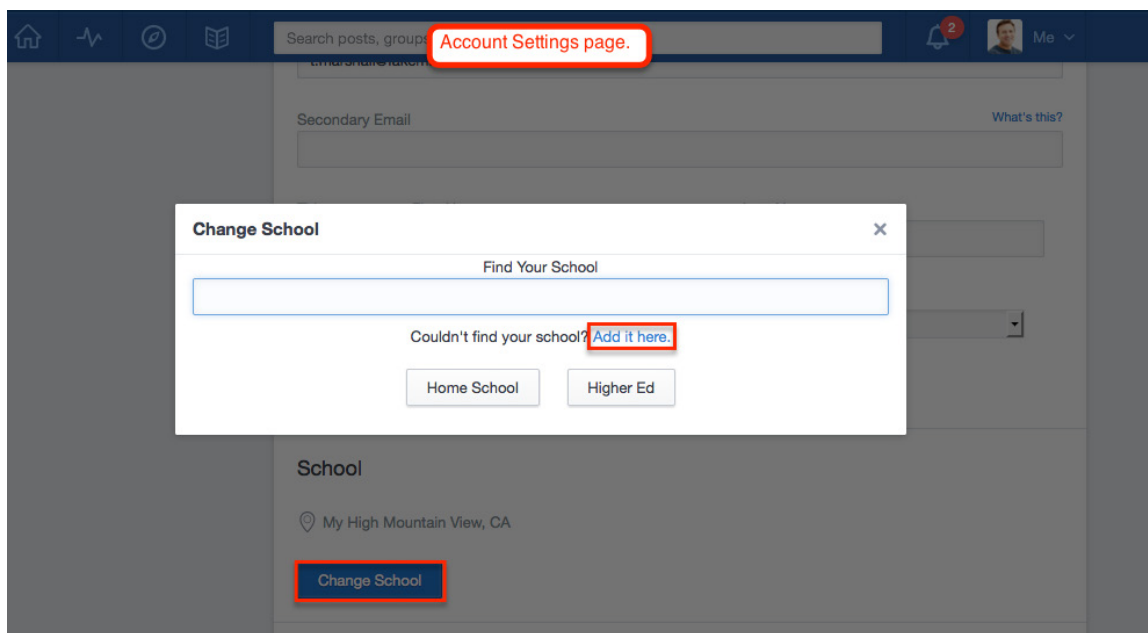
[Forgot your password?](#)

Sign up now. It's free.

[I'm a Parent](#) | [I'm an Administrator](#)

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2. Add your School



3. Respond to your Notifications

Click to respond to Notifications by category.

When you see an arrow, simply click on the Notification to respond right from the Notification window.

Some Notifications are grouped together. Click on the Notifications to view and respond to the individual Notifications.

Click "Back" to return to all of your Notifications.

You can respond to many types of Notifications directly from the Notification window.

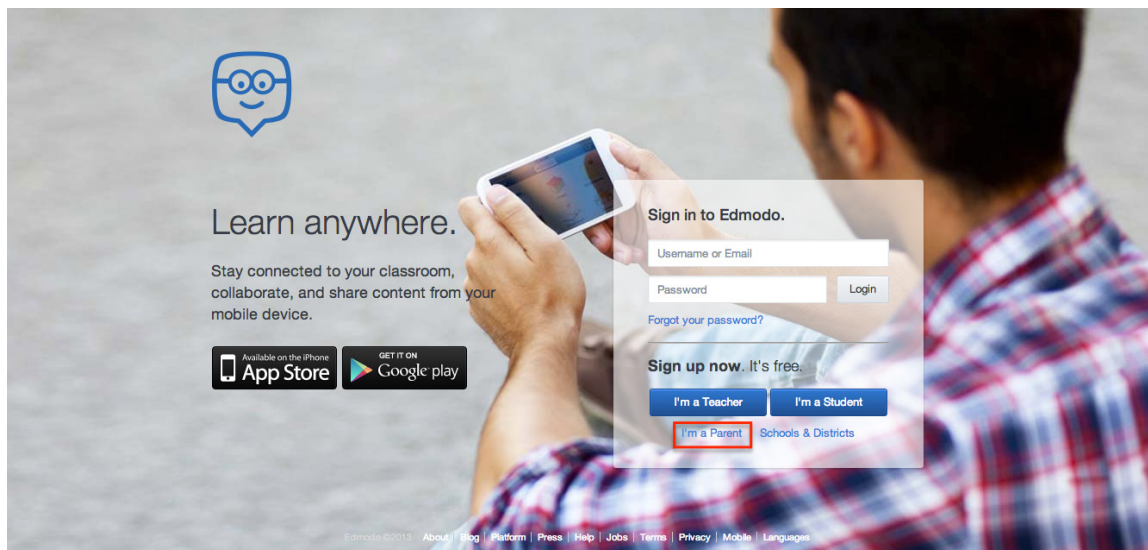
The "gear" icon provides more options specific to those Notifications.

4. Why Use Apps?

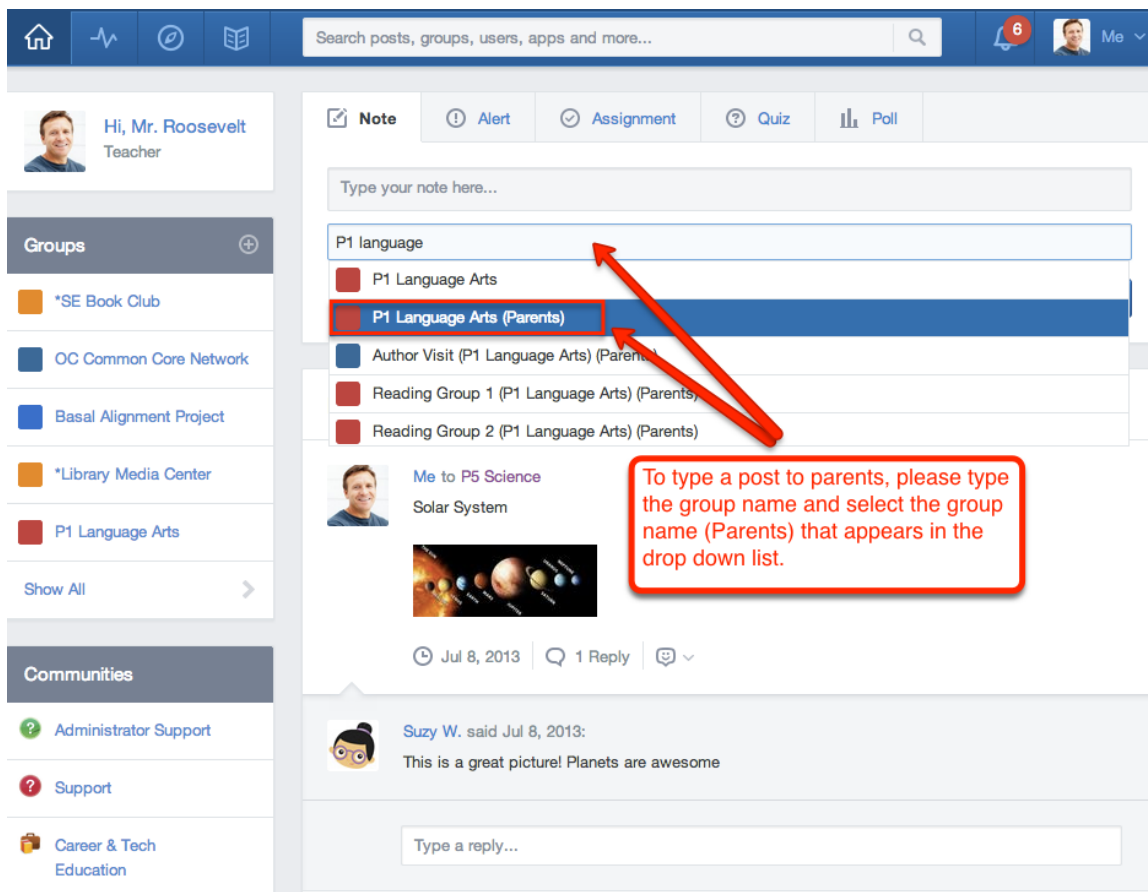
Apps are a great supplement to normal class instruction. They are useful for both reviewing and learning new material. Edmodo's engaging, easy-to-use apps meet a digital generation of students precisely where they are. These apps connect to core features like Badges, Assignments, and the Planner in order to create highly effective learning experiences.



5. How Parents sign up for Parent Accounts



6. Send a Post to Parents



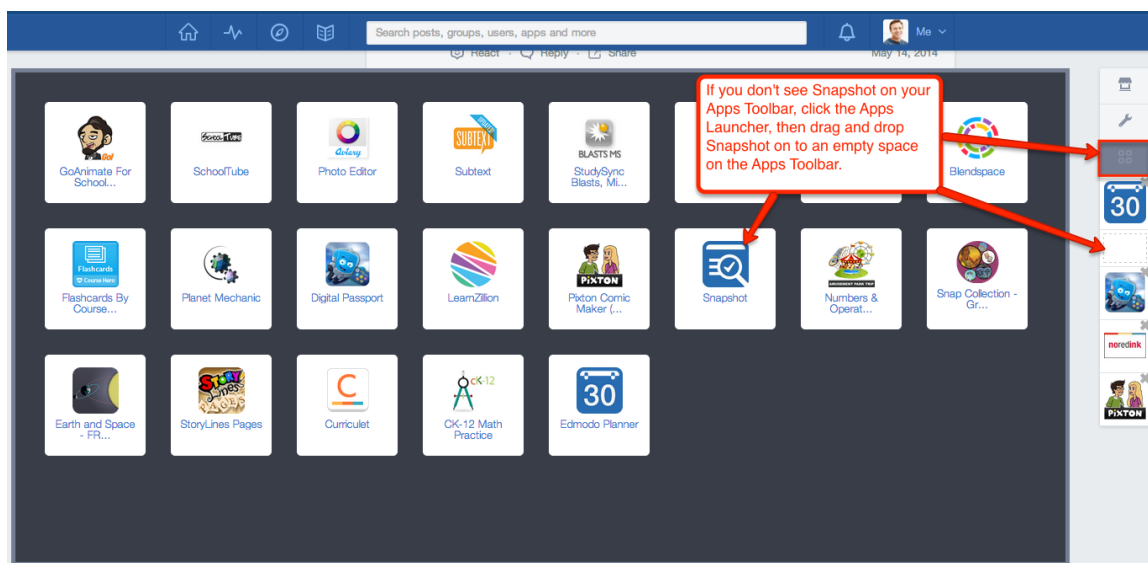
7. Snapshot Quick Start Guide

Looking for an easy way to monitor student progress in Common Core and other state standards. With thousands of standards-aligned questions for grades 3-12 Math and ELA, instant quiz creation, and data you can immediately use to personalize learning, it's the quickest way to see what your students know (and what they don't).

8. Launch Snapshot

The screenshot shows a Facebook group page for 'P1 Language Arts'. The top navigation bar includes a search bar and a user profile. Below the navigation bar, the group's name and settings are visible. The main content area shows a post titled 'Snapshot 1' with a 'See Results' button. A red box highlights the 'Snapshot' tab in the top navigation bar. Another red box highlights the 'Snapshot' icon in the Apps Toolbar on the right side of the page. A third red box highlights the 'See Results' button on the Snapshot post. A red arrow points from the 'Snapshot' icon in the Apps Toolbar to the 'See Results' button. A red box with text points to the 'Snapshot' icon in the Apps Toolbar.

You can launch Snapshot by clicking on the Snapshot tab, the Snapshot icon on the Apps Toolbar, or the button on a Snapshot Post.



9. Create a Snapshot

Select your Group, grade level, and subject.

Student Group(s): P1 Language Arts 2014-2015

Grade Selection: 6th grade

Remove a standard.

Preview a standard.

Choose the standards to assess.

Add More Standards

Add a name, due date, time limit, and optional note.

Snapshot name: Snapshot 4

Due: 07/03/2014

Time Limit: 20 minutes

Assign the Snapshot, or plan it for later.

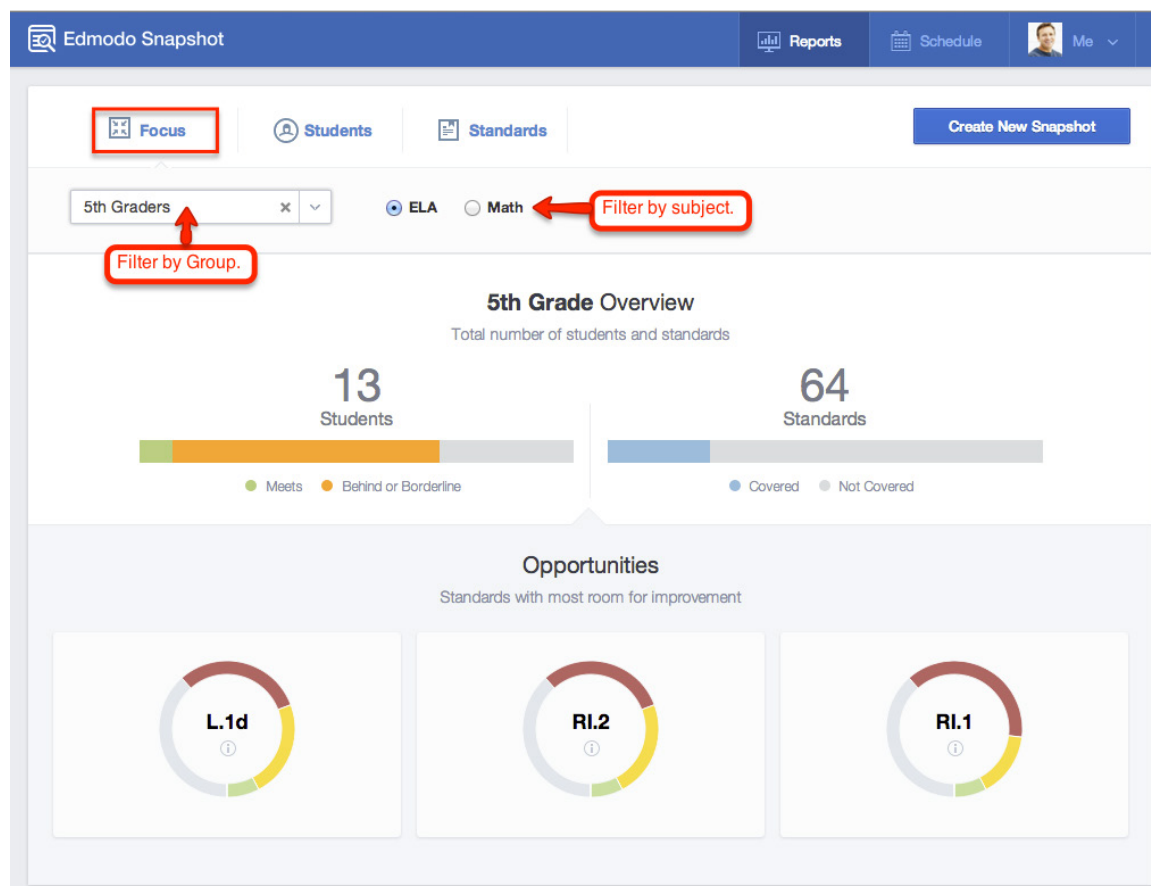
Preview what students will see.

Student Preview

Assign Now

Plan for Later

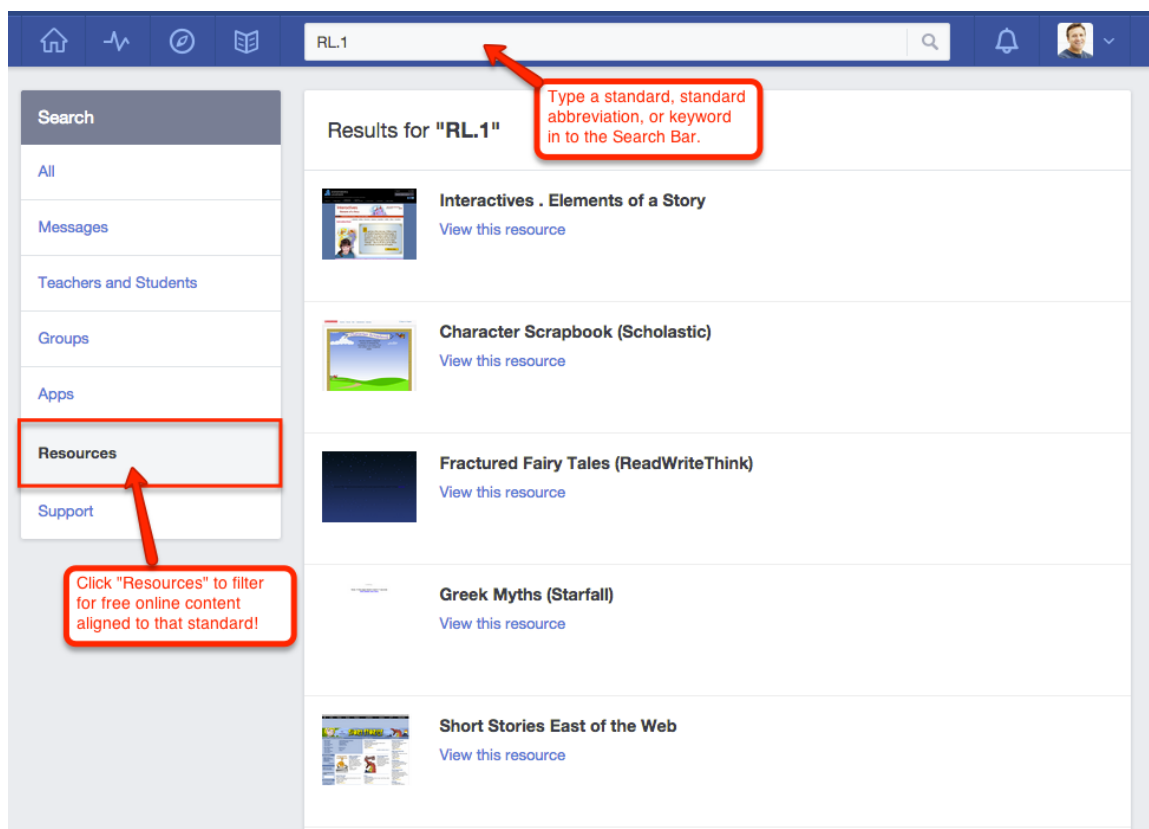
10. View Snapshot Reports



11. Search for Standards-Aligned Resources

Use Edmodo's Search Bar to access free standards-aligned resources (Common Core, TX TEKS, and Virginia VSOL) that you can assign to your students.

These resources include online videos, games, reading, illustrations, activities; lesson plans, and more — all designed to help you lead your students to standards mastery. To access these resources:



12. Following a Topic

Following a topic lets other teachers and your connections know what you are teaching or planning on teaching. This is a great first step in collaborating with others and sharing and finding resources

The screenshot displays the Edmodo user interface. At the top, a navigation bar includes icons for home, a pulse line, a topic icon (circled in red), and a book icon. A search bar is positioned to the right of these icons. Below the navigation bar, the left sidebar contains links for 'Suggestions', 'Communities', and 'Publishers'. The 'Find Content' section is active, showing a search input field with the text 'mito' (highlighted with a red box and a red arrow pointing to it). A dropdown menu is open below the input field, listing search results: 'Mitosis', 'Mitogens', 'Mitochondria', and 'Inner Mitochondrial Membrane'. The main content area features a section titled 'Edmodo Apps picked out just for you...' with a red box containing the text 'Enter the topic you'd like to search for and choose the topic from the drop down list.' Below this, three app cards are displayed: 'Unit Test App (DO NOT ...)' for \$3.00/Unlimited, 'MasteryConnect' for \$159.00/Unlimited, and 'DOGOnes' for \$3.00/Group. Further down, the 'Suggested Links' section is visible, showing links related to 'Events, Sequence of events, Applications of percent'. Two links are listed: 'Wallwisher.com :: Language Arts' (4108 views) and 'Parts of Speech Rap Song' (3249 views).

The screenshot shows a Facebook Topic Page for 'Mitosis'. The left sidebar contains the following elements:

- Mitosis** (Topic Page) - highlighted with a red box.
- Top Content** - with a right-pointing arrow.
- Followers** - with a right-pointing arrow.
- Follow this Topic** section containing:
 - A green **Follow Topic** button - highlighted with a red box and pointed to by a red arrow.
 - Text: "Follow this Topic to receive relevant content suggestions and conversations on your home page."
- Related Topics** section with buttons for: Proteins, Plants, Spores, Reproduction, and Spermatogenesis.

The main content area is titled **Top Content** (Trending All-Time) and lists several posts:

- Control of the Cell Cycle** (279 likes): Tags include nobelprize.org, Nobel Prize, medicine, 2001, the control of the cell cycle, cell division, cell, cdk, cyclin, flash, learning, game, mitosis, educational, edutainment.
- The Cell Cycle & Mitosis Tutorial** (177 likes): Includes a diagram of the cell cycle.
- 6.2 Cell Cycle and Mitosis** (120 likes): Uploaded by gash185 on 2010-11-18. Includes a diagram of a cell in mitosis.
- Mitosis: An Interactive Animation** (113 likes): Interphase: Cells may appear inactive during this stage, but they are quite the opposite. This is the longest period of the complete cell cycle during which DNA replicates, the centrioles divide, and... Includes a screenshot of an animation.
- Cell Cycle, Mitosis, Meiosis** (89 likes): Tags: biology, cdk, cellcycle, cyclin, diploid, educational, haploid, meiosis, mitosis, tutorial. Added by: jblock@rvschools.org on Monday, December 05 2011. Notes: There are no notes for this video. Includes a screenshot of a presentation slide.

Annotations on the page include:

- A red box around the **Mitosis** title in the sidebar.
- A red box around the **Follow Topic** button in the sidebar.
- A red box containing the text "If you would like to follow a topic, click here." with a red arrow pointing to the **Follow Topic** button.

13. Browse Content

The screenshot displays the 'Mitosis' topic page. The left sidebar includes a 'Top Content' link, a 'Followers' link, a 'Follow this Topic' button, and a list of 'Related Topics' (Proteins, Plants, Spores, Reproduction, Spermatogenesis). The main area, titled 'Top Content', has tabs for 'Trending' and 'All-Time'. It lists five items, each with a thumbnail, title, description, and a book icon with a count. Red annotations highlight the 'Top Content' link, the 'Trending' tab, the first item's book icon, and a callout box with the text 'Add content you discover to your library or to a post here.' pointing to the book icon of the second item.

language arts

Mitosis
Topic Page

Top Content >

Followers >

Follow this Topic

Follow Topic

Follow this Topic to receive relevant content suggestions and conversations on your home page.

Related Topics

Proteins Plants Spores

Reproduction

Spermatogenesis

Top Content
Trending All-Time

The Control of the Cell Cycle
Nobelprize.org, Nobel, Nobel Prize, medicine, 2001, the control of the cell cycle, cell cycle, cell division, cell, cdk, cyclin, flash, learning, tutorial, game, mitosis, educational, edutainment 279

The Cell Cycle & Mitosis Tutorial 177
Add content you discover to your library or to a post here.

6.2 Cell Cycle and Mitosis
Uploaded by gash185 on 2010-11-18. 120

Mitosis: An Interactive Animation
Interphase: Cells may appear inactive during this stage, but they are quite the opposite. This is the longest period of the complete cell cycle during which DNA replicates, the centrioles divide, and 113

Cell Cycle, Mitosis, Meiosis
Tags: biology, cdk, cellcycle, cyclin, diploid, educational, haploid, meiosis, mitosis, tutorial Added by: jblock@rvschools.org on Monday, December 05, 2011 Notes: There are no notes for this video. 89

14. Add a Resource to Your Library

The screenshot shows a Chemistry topic page with a sidebar on the left and a main content area on the right. The sidebar includes a 'Chemistry' header, a 'Top Content' section with links to 'Top Content' and 'Followers', a 'Follow this Topic' section with a 'Follow Topic' button and a description, and a 'Related Topics' section with links to 'Atoms', 'Measurement', 'Phases of Matter', 'Atomic and Nuclear Physics', and 'Universe'. The main content area is titled 'Top Content' and has tabs for 'Trending' and 'All-Time'. It displays a list of resources, each with a thumbnail, title, description, and a book icon with a number. A red box highlights the first resource, 'Dynamic Periodic Table', with a callout saying 'Click here to add the resource to your Library.' pointing to the book icon and the number '645'.

Chemistry
Topic Page

Top Content
Trending All-Time

Dynamic Periodic Table
Interactive Web 2.0 periodic table with dynamic layouts showing names, electrons, oxidation, trend visualization, orbitals, isotopes, search. Full descriptions.

Dynamic Periodic Table
Interactive Web 2.0 periodic table with dynamic layouts showing names, electrons, oxidation, trend visualization, orbitals, isotopes, search. Full descriptions.

Chemistry Review Activities at Science Geek
Chemistry Interactive Review Activities These are not graded assignments. They are intended only as practice of concepts and vocabulary that are essential to your success in this course. Most of these

Periodic Table Jeopardy Jeopardy Review Game
The Flash Jeopardy Review Game is a 100% free and customizable flash based review game designed with teachers in mind.

Periodic Table trends video

Follow this Topic
Follow Topic
Follow this Topic to receive relevant content suggestions and conversations on your home page.

Related Topics
Atoms Measurement
Phases of Matter
Atomic and Nuclear Physics
Universe

15. Create a Group

The screenshot displays the Edmodo user interface. At the top, there is a navigation bar with icons for home, activity, groups, and a search bar. The search bar contains the text "Search posts, groups, users, apps and more...". To the right of the search bar, there is a notification bell icon with a red "6" and a user profile icon labeled "Me".

Below the navigation bar, the main content area is divided into two columns. The left column contains a sidebar with a "Groups" section and a "Communities" section. The "Groups" section has a "Create" button (a plus sign in a circle) and a list of groups: "*Library Media Center", "Edmodo in Action Rapid City", "Basal Alignment Project", and "*SE Book Club". The "Communities" section lists "Administrator Support", "Support", "Career & Tech Education", and "Computer Technology".

The right column shows the "Post Posts" section. It includes a "Type your note here..." text input field. Below this, there are tabs for "Note", "Alert", "Assignment", "Quiz", and "Poll". A post by "Me to P5 Science" is displayed, featuring a "Solar System" image and the text "Jul 8, 2013 | 1 Reply". Below the post, there is a comment by "Suzy W." dated "Jul 8, 2013" that says "This is a great picture! Planets are awesome". A reply input field is provided for this comment. At the bottom, another post by "Me to P5 Science" asks "Which planet is the largest in our solar system?". Below this question, a poll result is shown: "Earth 16.67%, 1 vote(s)".

16. Add a Co-Teacher to Your Group

Ever need extra help with grading or an additional set of eyes on your students. A teacher can easily share an Edmodo Group with another teacher by giving them co-teacher access. With co-teacher access, the other teacher or teachers can help grade assignments, monitor discussions and manage members.

The screenshot shows the Edmodo interface for a group named 'P1 Language Arts'. The left sidebar contains a 'Members' link, which is highlighted with a red box. The main content area shows a list of group members. The 'Members' tab is selected, and a search bar is visible. The list includes several members, including teachers and students. A red box highlights the 'More' button next to a member's name. A red text box with an arrow pointing to the 'Co-Teacher' option in the dropdown menu contains the text: 'Once the teacher has joined your group, click here to give them co-teacher access.'

Member Name	Role	Progress	More
Mr. Theodore Roosevelt	Teacher (Owner)		
Jeff Prellwitz	Co-Teacher	Progress	More
Grace Ting	Co-Teacher		
Caitlin Armstrong	Student	Progress	More
Jamie Benson	Student	Progress	More
Liam Boyle		Progress	More

17. Access Your Planner

The screenshot shows the Facebook interface for a group named 'P1 Language Arts'. On the right side of the page, there is a vertical stack of app launchers. A red box highlights the 'Planner' app icon, which is a blue square with a white calendar icon. A red arrow points from the text 'Select your Planner from the right side Apps Launcher to open it.' to this icon. Below the Planner icon, there are other app icons like 'Calendar', 'Gmail', and 'Photos'.

18. Link Google Drive to Your Library

The screenshot shows the Google Drive interface. On the left side, there is a sidebar with a list of items: 'Library Items', 'Folders', 'Attached to Posts', and 'Google Drive'. The 'Google Drive' item is highlighted with a red box. A red arrow points from the text 'Click here to connect your Google Drive account' to the 'Google Drive' item. In the center of the page, there is a large blue button that says 'Connect with Google Docs'. A red box highlights this button, and a red arrow points from the text 'Click here to connect your Google Drive account' to it. Above the button, there are several colorful icons representing different Google Drive file types (e.g., document, spreadsheet, presentation).

19. Create and Send a Poll

Hi, Mr. Roosevelt
Teacher

Groups

- *SE Book Club
- OC Common Core Network
- Basal Alignment Project
- *Library Media Center
- P1 Language Arts

Show All

Communities

- Administrator Support
- Support
- Career & Tech Education

Note Alert Assignment Quiz Poll

Question...

Answer #1

Answer #2

Add Answer

Send to...

Cancel or Send

Schedule a time for the poll to be sent or click "Send" for the poll to be sent immediately.

If you'd like to add answers choices to your poll, click here.

Send a poll to students, connections, groups, or the parents associated with a group here.

Solar System

Jul 8, 2013 1 Reply

20. Post a New Assignment

The screenshot displays the Edmodo user interface. At the top, a navigation bar includes icons for home, activity, create, and book, along with a search bar and a user profile dropdown. Below this, a sidebar on the left shows the user's profile 'Hi, Mr. Roosevelt Teacher' and a list of groups including '21st Century Learners Symposium', 'P3 Elem Math', 'P4 Social Studies', 'P5 - Science', '*Book Club', 'District 8th Grade Teachers', and 'Basal Alignment Project'. The main content area features a tabbed interface with 'Note', 'Alert', 'Assignment', 'Quiz', and 'Poll'. The 'Assignment' tab is selected and highlighted with a red box. A red arrow points to this tab with the annotation 'Click the "Assignment" tab.'. Below the tabs, the 'Assignment' form is visible, containing a title field 'Book Report', a 'Load Assignment' button, a 'due date' field with a calendar icon, and a text area with the prompt 'Choose a mystery and write it up in our Book Report format'. A checkbox labeled 'Lock this assignment after its due date' is present. Below this, a green tag 'P1 Language Arts' is shown. A red box highlights the bottom section of the form, including an 'Attach items.' button with a plus icon, a 'Cancel or' link, and a 'Send' button. A red arrow points to the 'Send' button with the annotation 'Click "Send" when all details are entered.'. Another red arrow points to the 'Attach items.' button with the annotation 'Attach items.'. A third red arrow points to the 'Lock this assignment after its due date' checkbox with the annotation 'Check this box to disable turn-ins after the due date.'. Below the form, a post from 'Mrs. Tipton to Digital Citizenship' is visible, followed by a post from 'Jill Florant to 21st Century Learners Symposium'.

Click the "Assignment" tab.

Check this box to disable turn-ins after the due date.

Attach items.

Click "Send" when all details are entered.

21. Grade an Assignment

Hi, Mr. Roosevelt
Teacher

Search posts, groups, users, apps and more...

Assignment title Load Assignment due date

Latest Posts

You can use "Filter posts by" to find all of your Assignment posts.

Filter posts by

Assignments Date Posted Coming Due

Me to P5 - Science
Green House - Article Review Questions

Turned in (26) Due Aug 4, 2013

Please read the article, "Cold House, Hot House, Green House" that was posted earlier, and answer the attached review questions.

cold_house_article_review_questions.docx
DOCX File

Click the "Turned in" button on the Assignment post to be taken to the Assignment Overview, where you can grade all students' assignment submissions.

Aug 4, 2013 · Reply

Green House - Article...
Due Aug 4, 2013

Showing: All

P5 - Science

Jane Addams

Sophia Andrews

Trey Armstrong

Thomas Borer

Liam Boyle

Anne Brandis

Jonah Buttons

Kristen Carneal

Ben Franklin

Sienna Gomez

Mark Graham

Liam Boyle
Submitted on Aug 4, 2013 2:24 PM

Grade Clear

Very interesting article!

cold_house_article_review_questions_2_1.doc
DOC File

Let Liam Boyle know what you thought of this submission...

Type your note here...

Select a reaction and type a note to give feedback. You can also attach items to your feedback.

Enter the grade here and click "Grade."

Click a student's name in the students list to view their assignment submission.

Add Comment

22. Create and Send a New Quiz

The screenshot shows a user interface for a teacher named Mr. Roosevelt. The top navigation bar includes icons for home, activity, notifications, and a search bar. The 'Quiz' tab is highlighted in the top navigation bar. Below the navigation bar, the 'Create a Quiz' button is highlighted. The main content area displays 'Latest Posts' with a post about the solar system and a quiz question: 'Which planet is the largest in our solar system?'. The quiz results show 'Earth' as the correct answer with 16.67% of the votes.

Search posts, groups, users, apps and more...

Hi, Mr. Roosevelt
Teacher

Groups

- *SE Book Club
- OC Common Core Network
- Basal Alignment Project
- *Library Media Center
- P1 Language Arts

Show All

Communities

- Administrator Support
- Support
- Career & Tech Education

Note Alert Assignment **Quiz** Poll

Create a Quiz or Load a previously created Quiz

Latest Posts [Filter posts by](#)

Me to P5 Science
Solar System

Jul 8, 2013 1 Reply

Suzy W. said Jul 8, 2013:
This is a great picture! Planets are awesome

Type a reply...

Me to P5 Science
Which planet is the largest in our solar system?

Earth 16.67% 1 vote(s)

23. Send a Note

Search posts, groups, users, apps and more...

Hi, Mr. Roosevelt
Teacher

Note Alert Assignment Quiz Poll

Type your note here...

Send to...

Cancel or Send

Attach files, links, or resources from your library.

Schedule a time for the note to be sent or click "Send" for the note to be sent immediately.

Send a note to an individual student, a connection, a group, or parents associated with a group.

Basal Alignment Project

*SE Book C

*Library Med

P1 Language Arts

Show All

Communities

Administrator Support

Support

Career & Tech Education

Computer Technology

Me to P5 Science

Solar System

Jul 8, 2013 1 Reply

Suzy W. said Jul 8, 2013:
This is a great picture! Planets are awesome

Type a reply...

24. Send an Alert

Hi, Mr. Roosevelt
Teacher

Groups

- Basal Alignment Project
- *SE Book Club
- *Library Media Center
- P1 Language Arts

Show All

Communities

- Administrator Support
- Support
- Career & Tech Education
- Computer Technology

Note Alert Assignment Quiz Poll

Type your alert (140 character max)...

Send to...

Cancel or Send

Schedule a time for the alert to be sent or click "Send" for the alert to be sent immediately.

Send an alert to an individual student, a connection, a group, or parents associated with a group.

Late

Solar System

Jul 8, 2013 1 Reply

Suzy W. said Jul 8, 2013:
This is a great picture! Planets are awesome

Type a reply...

Edmodo. (2014).

APPENDIX F

ARABIC VERSION OF INFORMED CONSENT LETTER FOR TEACHERS



نموذج الموافقة للمعلمين

عنوان المشروع: إدارة وتصميم النظام التعليمي: استخدام الانترنت وبناء شبكات التعلم الاجتماعية كأداة لدعم معلمين المرحلة الثانوية في الكويت

الباحث: أحمد الفيكاوي، قسم تكنولوجيا التعليم

هاتف: 269-267-7934 إيميل: alfa8201@bears.unco.edu

المشرف: ديفد كندريك، قسم تكنولوجيا التعليم

هاتف: 970-351-2888 إيميل: david.kendrick@unco.edu

أنت مدعو للمشاركة في استبيان سيساعد في وصف و تقييم كيف يمكن أن تتم أنشطة التطوير المهني للمعلم في مواقع شبكات التعلم الاجتماعية. ويستند الاستبيان التي سيتم استخدامه في هذه الدراسة على بنود الاختيار المتعدد، وينقسم إلى ثلاثة أقسام رئيسية. حيث أن القسم الأول، مدى وضع المشاركين من التفاعل مع شبكات التعلم الاجتماعية ومشاركتها في التنمية المهنية للمعلمين. أما القسم الثاني، تقديم المزيد من المعلومات فيما يتعلق بكيفية استخدام Edmodo عن أنشطة التطوير المهني للمعلمين. ويسعى القسم الأخير للحصول على معلومات عامة عن المشاركين. هذا وسوف يستغرق 10 دقائق لإكماله.

المشاركين

مشاركتك في هذا الاستبيان هي تطوعية. يمكنك أن ترفض المشاركة في البحث أو إغلاق الاستبيان في أي وقت بدون أية عواقب.

الفوائد

لن تتلقى أية فوائد مباشرة من المشاركة في هذه الدراسة البحثية. لكن، رداً (استجابتك) قد تساعدنا على معرفة المزيد عن كيف يمكن أن تتم أنشطة التطوير المهني للمعلم في مواقع شبكات التواصل الاجتماعية.

المخاطر

لا يوجد أية مخاطر متوقعة من المشاركة في هذه الدراسة عدا تلك التي نواجهها في حياتنا اليومية.

الخصوصية

لن يتم إرفاق اسمك بالاستبيان، من الرغم من أنني لا يمكن ضمان من أن مشاركتكم ستكون سرية بسبب استخدام الأدوات الإلكترونية في جمع البيانات، وسوف نبذل كل جهد ممكن لتحقيق أقصى قدر من السرية من ردودكم. الوصول للبيانات سوف يقتصر على البروفيسور ديفيد كندريك ولي أنا فقط من خلال استخدام كلمات السر. أيضاً، سيتم تأمين محركات الأقراص الصلبة حيث سيتم تخزين البيانات الإلكترونية بشكل آمن في الخزانة. أستطيع أن أقول لكم أن ردكم يمكن إدراجه في ورقة في ختام هذه الدراسة؛ ومع ذلك، سوف تكون ردودكم مجهولة الاسم ولا أحد يمكن الاتصال بكم.

مشاركة تطوعية. قد تقرر عدم المشاركة في هذه الدراسة، وإذا بدأت المشاركة قد لا يزال لديك القرار في وقف والانتها في أي وقت. سيتم احترام قرارك ولن يؤدي إلى فقدان الفوائد التي يحق لك خلاف ذلك. بعد قراءة ما سبق ويعد أن كان لديك أية فرصة لطرح أي أسئلة، يرجى ملء الاستبيان إذا كنت ترغب في المشاركة في هذا البحث. من خلال استكمال الاستبيان،

وسوف تعطينا الإذن لمشاركتكم. تستطيع الحفاظ على هذا النموذج للرجوع إليها في المستقبل

إذا شعرت بأنه لم تتم معاملتك وفقاً للوصف في هذا النموذج، أو أن حقوقك كمشارك في البحث لم يتم تكريمها خلال مسار هذا المشروع، أو لديك أي أسئلة، مخاوف، أو شكاوى تريد توجيهها لشخص ما غير المحقق، يمكنك التواصل مع،

Sherry May, IRB Administrator, Office of Sponsored Programs, 25 Kepner Hall, University of Northern Colorado Greeley, CO 80639;
970-351-1910

APPENDIX G

ENGLISH VERSION OF INFORMED CONSENT LETTER FOR TEACHERS



CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF NORTHERN COLORADO

Project Title: Education Management and Design System: Use of Internet Based Social Learning Network as a Tool to Support High School Teaching Staff in Kuwait

Researcher: Ahmad Alfaiakawi, Educational Technology Program

Phone Number: (269) 267-7934

e-mail: Alfa8201@bears.unco.edu

Researcher Advisor: Dr. David Kendrick, Educational Technology Program

Phone Number: (970) 351-2888

e-mail: David.Kendrick@unco.edu

I am researching how teachers' professional development activities can be carried out within a social networking site. You are therefore invited to participate in the study through providing answers to the question on a questionnaire. The questionnaire that will be used in this study is based on items and is divided into three main sections. The first section finds out the extent at which the participants have been in a position to interact with social learning networks and their engagement in teachers' professional development. The second section allows the participants to provide further information with regard to how they would use Edmodo as teacher professional development activities. The last section seeks to obtain the general information about the respondent. This will take approximately 10 minutes to complete.

Participation

Your participation in this questionnaire is voluntary. You may refuse to take part in the research or exit the questionnaire at any time without penalty. You are free to decline to answer any particular question you do not wish to answer for any reason.

Benefits

You will receive no direct benefits or payment from participating in this research study. However, your responses may help us learn more about how teachers' professional development activities can be carried out within a social networking site.

Risks

There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life, which includes inconveniences and creating some time to participate in the study.

Confidentiality

Your name will not be attached to the questionnaire and though I cannot ensure that your participation will be confidential because of the use of electronic data collection, I will make every possible effort to maximize confidentiality of your responses. Accessibility of the data will however be limited to Dr. David Kendrick and me only through use of passwords. Also, the hard drives where the electronic data will be stored will be locked securely in a cabinet. I can tell you that your response may be included in the paper I will write at the conclusion of this study; however, your responses will be anonymous and nobody can connect your responses with you as an individual.

Participation is voluntary. You may decide not to participate in this study and if you begin participation you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above and having had an opportunity to ask any questions, please complete the questionnaire if you would like to participate in this research. By completing the questionnaire, you will give us permission for your participation. You may keep this form for future reference. If you have any concerns about your selection or treatment as a research participant, please contact Sherry May, IRB Administrator, Office of Sponsored Programs, 25 Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

APPENDIX H

INSTITUTIONAL REVIEW BOARD APPROVAL

UNIVERSITY of
NORTHERN COLORADO



Institutional Review Board

DATE: December 14, 2014

TO: Ahmad Alfaiakawi
FROM: University of Northern Colorado (UNCO) IRB

PROJECT TITLE: [678345-2] Education Management and Design System: Use of Internet Based Social Learning Network as a Tool to Support K-12 Teaching Staff in Kuwait

SUBMISSION TYPE: Revision

ACTION: APPROVAL/VERIFICATION OF EXEMPT STATUS
DECISION DATE: December 14, 2014

Thank you for your submission of Revision materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

Thank you for providing clear revisions. Your patience at this time in the semester is much appreciated.

Best wishes with your research and please don't hesitate to contact me with any IRB-related questions or concerns.

Sincerely,

Dr. Megan Stellino, UNC IRB Co-Chair

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Sherry May at 970-351-1910 or Sherry.May@unco.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.

APPENDIX I

RESEARCH QUESTION ONE ITEMS

Research Question One Items

How often do you use Social Learning Network Websites?

Please indicate your level of agreement with each statement below regarding your use of a social...-I am skeptical of social learning network and do not use it at all

Please indicate your level of agreement with each statement below regarding your use of a social...-I am curious about social learning network but have not used it yet

Please indicate your level of agreement with each statement below regarding your use of a social...-I have tried social learning network but am not comfortable with it

Please indicate your level of agreement with each statement below regarding your use of a social...-I have tried social learning network but am just now beginning to use it personally

Please indicate your level of agreement with each statement below regarding your use of a social...-I am using social learning network and consider myself a "beginner"

Please indicate your level of agreement with each statement below regarding your use of a social...-I am using social learning network more often now and I am comfortable with it.

Please indicate your level of agreement with each statement below regarding your use of a social...-I use social learning network tools and consider myself an "advanced" user

Please indicate your level of agreement with each statement below regarding your use of a social...-I use social learning network as a regular part of my work or professional development

Please indicate your level of agreement with each statement below regarding your use of a social...-I consider myself an "expert" when it comes to social learning network

For each item below, indicate the purposes for which you use a social learning network related to...-Twitter

For each item below, indicate the purposes for which you use a social learning network related to...-Google Plus

For each item below, indicate the purposes for which you use a social learning network related to...-Edmodo

For each item below, indicate the purposes for which you use a social learning network related to...-Facebook

For each item below, indicate your level of agreement with the purposes for which you use a social...-Connect with other teachers in my region/ professional networking

For each item below, indicate your level of agreement with the purposes for which you use a social...-Exchange of information with peers/other teachers

For each item below, indicate your level of agreement with the purposes for which you use a social...-News and information

For each item below, indicate your level of agreement with the purposes for which you use a social...-Personal professional development

Please indicate your level of agreement with each statement below regarding your use of a social...-I am unable to access social learning network while at work

Please indicate your level of agreement with each statement below regarding your use of a social...-My school prohibits access to social learning network at work

Please indicate your level of agreement with each statement below regarding your use of a social...-My school allows limited access to social learning network at work

Please indicate your level of agreement with each statement below regarding your use of a social...-My school encourages access to social learning network for work purposes only

Please indicate your level of agreement with each statement below regarding your use of a social...-My school encourages the use of social learning network

Please indicate your level of agreement with each statement below regarding your use of a social...-I believe my position requires the use of social learning network

Please indicate your level of agreement with each statement below regarding your use of a social...-My school has NO policies governing the use of social learning network

Please indicate your level of agreement with each statement below regarding your use of a social...-My school uses existing policies to govern the use of social learning network

Please indicate your level of agreement with each statement below regarding your use of a social...-My school has specific social learning network use policies

Please indicate your level of agreement with each statement below regarding your use of a social...-My school has a social learning network strategy / plan

APPENDIX J

RESEARCH QUESTION TWO ITEMS

Research Question Two Items

Please indicate your level of agreement with each statement below regarding your use of a social...-I have received support from social learning network websites

Please indicate your level of agreement with each statement below regarding your use of a social...-I anticipate how some members will react to certain questions or issues in social learning network websites

Please indicate your level of agreement with each statement below regarding your use of a social...-I get a lot out of being in social learning network websites

Please indicate your level of agreement with each statement below regarding your use of a social...-If there I have a problem I can get fellow teachers who can solve it in social learning network websites

Please indicate your level of acceptability with each statement below regarding how you prefer t...-Facebook group

Please indicate your level of acceptability with each statement below regarding how you prefer t...-Edmodo group

Please indicate your level of acceptability with each statement below regarding how you prefer t...-Twitter Page

I have had questions that have been answered by social learning network websites.

It is very important to me to be a member of social learning network websites.

APPENDIX K
RESEARCH QUESTION THREE ITEMS

Research Question Three Items

Please indicate your level of agreement regarding the extent to which you think the following Ed...-Discussion Board as an interaction tool

Please indicate your level of agreement regarding the extent to which you think the following Ed...-The cloud-based Edmodo library

Please indicate your level of agreement regarding the extent to which you think the following Ed...-Professional groups where peers can share and receive guidance

Please indicate your level of agreement regarding the extent to which you think the following Ed...-Ability to form a learning community

Please indicate your level of agreement regarding the extent to which you think the following Ed...-Ability to share learning materials

Please indicate your level of agreement regarding the extent to which you think the following Ed...-Ability to create professional and personal relationship with other teachers

Please indicate your level of agreement regarding the extent to which you think the following Ed...-Real time chat

For each item below indicate your level of agreement regarding the reasons you would choose Edmo...-It is simple to learn and follow

For each item below indicate your level of agreement regarding the reasons you would choose Edmo...-I can easily share information with my peers

For each item below indicate your level of agreement regarding the reasons you would choose Edmo...-I can access Edmodo with my PDAs, Tablets, and Mobile devices

For each item below indicate your level of agreement regarding the reasons you would choose Edmo...-I can access valuable resources

For each item below indicate your level of agreement regarding the reasons you would choose Edmo...-I can interact with my students

For each item below indicate your level of agreement regarding the reasons you would choose Edmo...-Most of my colleagues have joined Edmodo

For each item below indicate your level of agreement regarding the reasons you would choose Edmo...-I can share valuable resources with my colleagues

For each item below indicate your level of agreement regarding the reasons you would choose Edmo...-It is accepted by the school administration as a professional development site

For each item below indicate your level of agreement regarding the reasons you would choose Edmo...-I can get faster feedback on my questions

For each item below indicate your level of agreement regarding the reasons you would choose Edmo...-I can access Edmodo at any time I want

For each item below indicate your level of agreement regarding the reasons you would choose Edmo...-Richer discussions