

Sampling



Options



- High quality technology use teacher education program
- High quality teacher education program
- Average quality teacher education program

How will you decide?



- Application process
- Identification from previous literature
- Award programs
- Size of institution
- National representation

U.S. Example




- 10 institutions
- PT3 programs (Preparing teachers to use technology tomorrow)
- Variance (size, location, types of programs)
- <http://education.indiana.edu/levtech>

Case studies: sampling and selection of institutions and stakeholders



**POSSIBLE PROBLEMS TO TAKE INTO ACCOUNT AND
HOW TO HANDLE THEM**

NB: These are tentative suggestions and ‘things to think about’, not solutions



Teacher Development Agency review of the OECD proposal –



- a) Yes, there is an interesting gap in the research**
- b) Sampling concerns**
- c) Scandinavia**



- **(incentivisation point – policymakers obsessions with international comparisons)**

What are case studies for?



- **Bob Stake (1995) The Art of case study research – case study is about depth, ‘case study research is not sampling research’**

Implications of this for selection of cases...



- **(In the UK – annual NQT survey, inspection reports on quality of institutions)**

What are our case studies supposed to do: see 3 points on page 1



- **Yes, but also, to complement the questionnaire survey – get at the bits that questionnaires are not good at.**
- **What experiences/resources/ investments/ interventions have been most helpful? (‘Impact’ research)**
- **What mistakes have been made?**
- **To get at research question 2 ‘the technology experiences that graduates of those programs utilise and find meaningful in their classrooms’ (US national study) ‘Payoff’ from ICT?**



- **Which ICT applications are essential/helpful/peripheral/a waste of time**
- **(Plus what govt/agency support for training institutions has been helpful?)**

Things to be careful about



- **Campbell's law**
- **Learn from previous large UK ICT research projects... DfEE biennial surveys/ImpaCT 2/Testbed...**
- **Extracts from Convery paper (2009)**
- **Unexamined assumptions: online test, interactive whiteboards, VLEs, e- portfolios (top down model)**

Some things to keep in mind with reference to the case studies



- **Need for flexibility – the art of the possible**
- **Clarify position on ‘convenience sampling’**
- **Danger of a coverage model (ICT quotient)**
- **Changing needs and priorities (training for tutors, not equipment, Web 2.0? Dedicated time for ICT?)**
- **Generic or subject embedded approaches?**
- **Disparity between pupil and teacher use of Web 2.0 applications (BECTa, 2007)**
- **Use of existing research (TDA, 2009 - 6 case studies)**