A Proposed Performance-Based System for Teacher Interactive Electronic Continuous Professional Development (TIE-CPD)

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ABSTRACT

The paper introduces Teacher Interactive Electronic Continuous Professional Development (TIE-CPD), an online interactive training system. The framework and methodology of TIE-CPD are designed with functionalities comparable with existing e-training systems. The system design and development literature offers several methodology and framework examples. In the process of designing an e-training system, other system designs may be referenced to provide an overview of the framework and methodology for TIE-CPD. The proposed system are primarily intended to facilitate acceptance and use of electronic training environments for teachers across a broad range of nations. The main function of such a system is to provide a training system for teacher use in enhancing competency, professionalism, skill, and knowledge. A continuing development program based on this system can be interactively conducted online and accessed from anywhere. Thus, online training programs can be improved consistently and the cost in terms of both money and labor for such programs can be reduced.

KEYWORDS
Online, Performance, Professional Development, Teacher

1. INTRODUCTION

Professional development programs and activities are designed to support knowledge and skills development of individual educators over a continuous long-term period (Elmore, 2002). As workplace management works to satisfy a given set of goals and objectives of professional development, it will naturally progress on to more ambitious goals, so there is a need for a formal mechanism to delve into continuous improvement. Wang, Ran, Liao, Yang (2010) proposed a Key Performance Indicator (KPI) approach with the objectives of: (1) aligning learning with organizational mission as well as with trainees’ development possibilities, (2) organizing and managing learning resources consistent with key expertise to be included in the work context, and (3) facilitating knowledge acquisition, application and sharing by linking these activities with relevant expertise or work context.

From the perspective of educators (as trainees), KPI is an indicator defining work performance, skills, and expertise and reflects their learning objectives as trainees in a professional development program. KPI also functions as an empirical form for bridging the gap between an organization and
trainees’ objectives, thereby contributing to overall accomplishment of organizational goals (Ran, Wang & Law, 2008). In this study, KPI defines as performance indicator of skills and expertise; from the educators’ point of views. Whereas from the organization’s point of view, KPI would be a practical form of abstract organizational mission and vision. KPI bridges the gap between organization’s objectives and employees’ target.

2. FEATURES OF E-TRAINING

Using appropriate electronic tools, e-training can assist trainees in accessing a system anywhere and at anytime. Such a system can encourage trainees to conduct independent study in an interactive, flexible, and non-linear manner, permitting individuals to control the pace of their training (Batalla-Busquets & Martínez-Arguelles, 2014; Hamid, Yusof, Ijab et al., 2008; Park, Son, & Kim, 2012; Ramayah, Ahmad & Hong, 2012; Wijakkanalan, Wijakkanalan, Suwanno et al., 2013). Indirectly, web-based training may increase the speed of learning, decrease barriers, dispersal over a geographical range, and reducing costs of knowledge sharing (Chatzoglou, Sarigiannidis, Vraimaki et al., 2009; Mooghali & Mirghaderi, 2012). In addition to being cost-effective and flexible, implementation of e-training contemplates four advantages: (1) freedom to decide when each online lesson will be learned, (2) lack of dependence on time constraints, (3) freedom to express thoughts, and (4) accessibility to a course’s online materials (Ramayah et al., 2012).

Both individual educators and organizations could reap benefits from well-planned training, as asserted by Buckley & Caple (2009). Individual educators virtually-trained via e-training are likely to be digitally equipped, innovative, and capable of making intensive use of information technology, resulting in sequentially-produced highly-qualified human resources who gain integral job satisfaction by competently accomplishing tasks thereby achieving career enhancement and promotion. In addition to organizational activities, productivity-oriented and performance-oriented activities increase with shorter learning time; at the same time, reducing the time for costly training through e-training could serve as a mechanism for organizations in recording and identifying employees’ training needs and priorities and employee evaluation (Batalla-Busquets & Martínez-Arguelles, 2014). This may help organizations to outline appropriate and achievable training goals in designing e-training programs that fulfill employees’ needs and increase their interest and motivation (Chatzoglou et al., 2009).

A research study by Ramayah, et al., (2012) affirms other scholars’ research regarding factors affecting e-training effectiveness while recommending improvement in the ease of use of e-training systems. In a research study by Díaz & Entonado (2009), trainees rated online learning as superior in terms of convenience and self-pacing. Trainees with time management problems and low anxiety may also reap the benefits of online learning. Technology-assisted learning would also improve the acquisition of knowledge via conceptualization and observation and improved interaction and communication (Rafiza & Yusop, 2015). Inayat, Amin, Inayat, & Salim (2013) highlighted the collaborative features of e-learning environments in terms of group activities and trainee communication to enhance the learning experience in terms of satisfaction and adding meaningfulness to the learning process. Various benefits of e-training implementation from different dimensions are summarized in Table 1.

E-training as well as e-learning are emerging as the new paradigm of modern education (Wang, 2009). Due to their extensive benefits, e-training systems have been adopted by organizations to support workplace learning and training activities, including those in institutions of higher learning. However, Ran, et al. (2008) reported that most e-training systems fail to serve organizations’ goals because systems are often incapable of improving individual end-users expertise and further their performance. Because of such problems, a few researchers have proposed integrating key performance indicators into e-learning and e-training systems with focus on individual performance critical to organizational success (Bernardez, 2003; Wang, 2009; Wang, Jia, Sugumaran et al., 2011). Bernardez (2003) defined a performance-based system as one having “the capacity of an organization, teams
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