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Component 2 - Research Report

Contents

1.	Introduction.....	3
2.	Research design.....	4
2.1.	Research Question.....	4
2.2.	Method.....	5,6
2.3.	Ethical Considerations.....	7
3.	Results.....	8
4.	Discussion.....	9
5.	Conclusion.....	10
6.	Reference List.....	11
7.	Appendix A – A blank copy questionnaire.....	12

1. Introduction

Digital technology has disrupted organizations, especially teachers, in an irreversible way. Digital transformation organizations, environments, and job processes create new challenges that need to be tackled by leaders. Finally, the results of a Eurobarometer survey show that most respondents believe that digitalization has a positive impact on the economy (75%), quality of life (67%) and society (sixty-four%). Indeed, in the past decade, digital technologies have completely transformed people's daily lives and Business activities people and people's [1]. Digital transformation of an organization 4339 refers to the adoption of a type of technology such as 4344 Internet of Things (IoT), digital platforms, 4344 social media, artificial intelligence (AI), learning (ML) and big data. At the macro level, the transition to modern 4044 technology identifies new competitive mechanisms, new structures, new working systems, and new interactions that 4044s may emerge from. At the micro level, digitization affects the dynamics of organizations, their processes, and employees' demand for new skills from top to bottom [2]. Based on the above, leaders are an essential pillar in the evolution of the digital culture of a modern organization [3].

And in this research report we will talk about Research design, Research Question, Ethical Considerations, Results, Discussion, Conclusion.

2. Research design

2.1. Research Question:

How student teachers and their trainee teachers perceive learning outcomes obtained during an online internship and how constructive is the coursework affected by the shift of the internship from physical interaction to online interaction?

It is a case study whose design was inspired by an explanatory sequence approach. The sequential approach is characterized by tracking quantitative results with qualitative data (Edmonds & Kennedy, 2017). First, a qualitative survey it was conducted to assess student-teacher perceptions of online practice. Arrive To better understand student-teacher feedback, we conducted qualitative focus group interviews with training associate teachers.

2.2. Method

It is a case study whose design was inspired by an explanatory sequence approach. The sequential approach is characterized by tracking quantitative results with qualitative data (Edmonds & Kennedy, 2017). First, a qualitative survey was conducted to assess student-teacher perceptions of online practice. Arrive To better understand student-teacher feedback, we conducted qualitative focus group interviews with associate teacher trainees.

Survey of trainee teachers

Out of a group of 82 student teachers, 27 chose to do an online internship. Of these, 22 student teachers responded to the survey, giving a response rate of 81.5%. The survey was conducted in the spring of 2021 and includes both The questions use sentences on a five-point Likert scale (see appendix). For all items, it is You can also select the "I don't know" option. This option is only used by students for one of the entries. Because the survey requires respondents to respond for all items, the overall results gave us a good overview of where respondents were on each

Thing. The survey was conducted using an online survey tool called Nettskjema. Nettskjema is developed by the University of Oslo and has an elevated level of security and privacy (UiO, 2022). The survey was distributed during an online conference on Zoom,

Last day of internship. For those not attending the conference, a link

Surveys are delivered through the university's learning management system

"Canvas" directly to students who have not yet attended the course. The result of

Likert scale reports were analysed using descriptive statistics, while open-ended questions were ranked using topic analysis. Open-ended questions are important because it allows for deeper and more nuanced insight. As Terry et al., (2017) claims, the researcher is never a blank slate and will bring their theoretical lens to the analysis. Since we as researchers were partially part of the process researched, the thematic analysis was characterized by being deductive-oriented. Our developed theoretical concepts and theories

gained through developing the learning activity “provided a foundation for ‘seeing’ the data, for what ‘meanings’ are coded, and for how codes are clustered to develop themes; it also provides the basis for interpretation of the data” (Terry et al., 2017). Acknowledging the deductive-oriented process, we also strived to inductively analyse the data bottom up, using the data as a starting point to develop unforeseen themes as well as building on existing theories and expected themes.

2.3. Ethical Considerations

Norwegian Research Data Centre (NSD) provides data protection services to Norwegian educational and research institutions and must be informed if data is collected in a research project. The goal is to ensure legal access to the personal data required for the study. The survey conducted as part of this study did not do not collect personal information and therefore we have not informed users. Students are informed that the survey is voluntary and conducted anonymously and that the results can be published and used for research purposes. Based on this, Informed consent was obtained through oral communication at a digital conference.

3.Results

Learning outcomes assessed by students' teachers

After completing the three-week online course, 81.8% of student teachers agree that online internships contribute to skills development considered useful against the challenges of the pandemic. No student teachers consider themselves neutral or disagree with it. In total, 95.5% student teachers agree with the statement "I consider facilitating meetings and monitoring through online devices an important skill for my future career" (77.3% agree and 18.2% tend to agree). We noted that 90.9% of students teachers claim to have acquired skills that they would not have acquired practice regularly (81.8% agree and 9.1% tend to agree). During the investigation, if it depends on context, only 9% disagree with the statement that learning outcomes of online placements should be taken in conventional placements regardless of the pandemic, while 72.7% agree or partially agree with the proposal regarding the facilitation of learning outcomes from online placements in the future. In the open-ended question section, the student teacher was asked to complete what they experienced as the most relevant learning outcome. Their content the responses are categorized into five different learning outcomes, with a digital meeting Digital management and collaboration with kindergarten staff are emerging as appropriate learning outcomes.

4. Discussion

Compare student-teacher performance with goals learning outcomes

Regarding pedagogical leadership for a certain group of staff, student teachers have accumulated experience and some expected learning outcomes have been achieved.

obtained through an online course. Student teachers have accumulated experience with and knowledge of how management and communication influence employee engagement processes. Teachers and students can experiment with related methods and tools

is the foundation for human resource management and organizational development in kindergarten. The pandemic situation has provided teachers and students with insight into how different political practices may affect kindergarten operations and missions. Student teachers

also develop skills in how to manage, plan, conduct, and evaluate a project organization development in kindergarten. They supervise employees and engage in critical reflection on preschool practice. Through this process, they had to partner with staff to have an impact on children on their project.

Limits and premise of learning outcomes

In an online course, the student teacher is limited to participating in

Some daily chores in kindergarten compared to being physically ready during placement time. This affects their ability to achieve learning outcomes related to

physical interactions with children, parents, and outside agencies. In our research, student teachers who completed an online practice program highlighted the importance of teachers' active practice in using digital platforms such as

means of carrying out the task. This was also reflected in the survey results. Like

Thorpe (2002) explains that in COL activity, substance and meaning are determined by people working together online. Let their interns play a very direct role

Their supporting role in their projects shapes these interactions. Supports and prepares interpersonal connections, "group experiences" and a sense of "we"

in online meetings is the focus (Kaptelin et al., 2021).

Lack of constructive coherence in the assessment process

When the internship is done, the student teacher's academic performance is assessed by

Train teachers to determine how good and how good they are

At learning outcomes. When moving from a traditional online learning concept

platform, it is important to prepare participants to adapt to their expectations as the context changes. Prins et al., (2005) point out that computer-aided cooperative learning is not simply a matter of technological change. This requires a

redesign of the learning environment, including assessments. When learning is not only supported by computers but only online, the need for

the redesign evaluation becomes clear. Some trainee teachers find it difficult to

student teachers' evaluation, for the lack of connection between online learning

activities and traditional assessment practices. Like we do not know what

expected learning outcomes are, no changes to the assessment framework

related to an internship at it. Because the actual learning outcomes of students turned out to be

Primarily concerned with digital and media leadership, the initial documentation for student assessment is inconsistent with the learning being undertaken. Give me twice

trainee teacher, there seems to be a reluctance to look beyond

What are the limits of what a traditional internship entails for an online internship?

potential learning outcomes.

One of the scepticism of interns toward online internships concerns the limited opportunities for interns to develop interpersonal communication skills.

Interpersonal communication skills are specialized aspects of early childhood education

for training and physical interaction with the nursery, including children,

parents and staff. Our aim is to contribute to the development of knowledge about how educational institutions can facilitate learning in related expertise when physical interaction is not an option. Our research also shows that the development of future teachers

digital competencies are relevant to their future careers in kindergarten and should

integrated as a planned learning outcome in the process

internships to prepare them for the future.

5. Conclusion

Because the student's learning activity in teacher positions has changed from based on physical presence for online interaction, premise for purpose learning outcomes change. This leads to some lessons learned expected learning outcomes, but also some unsatisfactory learning outcomes. The Expected learning outcomes are outcomes as gained experience with Manage a team of employees and undertake a joint project to develop the practice. In beyond expected learning outcomes, some unexpected lessons are valuable results were also mentioned. For example, developing professional digital skills needed to manage employees in online interactions and gain knowledge about How the digital context affects the premise of communication. Wide The use of digital technology has been described as an abrupt learning process for both student and trainee teachers, but the need for professional digital skills in day-care has been understood. is an integral part of kindergarten. practice when communicating and collaborating with colleagues and students' parents. In times of social distancing, this form of the internship is considered better optional, compared to previous written assignments as an alternative to internships.

6. Reference List

Introduction

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