

LAUNCHING PATHWAY FOR CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FOR COLLEGE PROFESSORS

Mayur R Agravat

Abstract

In the 21st century, the demand of the education, course curriculum, as well as learners have been changed at a paramount level. There is a need of inculcation of professional skills and abilities among students rather than focusing on summative score/evaluation. It is here the role of a teacher is tested and expected to excel the common boundary of just a bound student/teacher. It has, thus, become necessary for the teachers to be continuously developed by learning new courses, being skillful, researchive, updating one's knowledge, changing teaching/learning strategy, goal-oriented, associated with different associations, contributing new to their existing knowledge and taking initiative for the new learning that will bring change into their overall personality, apart from just completing the course curriculum. With the rapid advancement in technology and in the entire competitive field, it has even become more necessary to boost the morale of the students with more pedagogic training, innovative presentations, seminars, workshops, using authentic materials, making more interactive classrooms etc. Teacher should here determine not only the development of the students but their own selves.

The current paper has been designed as a part of survey done on continuing professional development (CPD) of college professors of English in Gujarat. After surveying their professional level a CPD module had been designed and the same was tested on the specific teachers. The current research paper will just focus on the CPD module prepared for teachers along with its features.

Key Words: Continuing Professional Development (CPD), summative evaluation.

INTRODUCTION

It is needless to say that teaching is the only profession that makes all other profession. Probably only teaching has the code of innovation and adrenalin to surpass the common intellect, transform the generation and bring change. Though many teachers believe that they just need to be a teacher and no need to be special or develop or learn new things. Now the question is, are our teachers developed enough to bring change in the current academic field? Are they charged enough to motivate and influence the psychology of the students? Are they willing to change their own selves? Are they keeping themselves involved into various development related programs? The answer would not come upto satisfactory level. It is here the need of teacher's training required to make the 'man-making' (Swami Vivekananda) process.

Gujarat is a booming state in India. It is widely canvassed into education, industry and technology. Here much scope has been harnessed into education,

but because many parts of the state are covered under agricultural area, teachers in schools and colleges are not enough trained, motivated and developed. The reasons are lack of motivation from the management where they work, social background, financial condition, unwillingness from their ownself etc. In the colleges especially, where more rigorous training required from the college teachers, there is a dearth of good language teachers and hence the crowd, passed out, are not worthy enough compared to the students of other country. Thus, it is not only the students who have to be dexterous but teachers who are expected to be multi-dynamic to bring change in students. Here the significance and need for college teachers' continuous professional development (CPD) required a lot. Fortunately, India has now started realizing and considering the value of CPD and many small and big scale schools and colleges have now started persuading and motivating teachers to develop their spirit of CPD.

Considering the need of CPD among teachers and

creating awareness related the same, it was thought to prepare a CPD module. The current paper thus presents the same module that can be presented as a pathway to follow CPD. In actual, this CPD module was carried out upon some college teachers and their answers were recorded who showed a paramount change in their perception about CPD and planned to continue CPD for long to make themselves and education better. The CPD module had been designed with a clear focus on understanding the concept of CPD. Four units have been designed,

1. UNIT-1 Introduction to CPD - Reframing the approach
2. UNIT-2 Exploring Web 2.0-Tools for Classroom Teaching and Professional Development
3. UNIT-3 Continuous Professional Development

for Language Teachers
 4. UNIT-4 Formative & Summative Assessment

A CPD module designed by keeping in mind the modern need of the teacher education. There have been various activities designed under all the units like reading articles based on word and pdf file, videos, scope for self-reflection, filling up questionnaire etc. It had been tried to make the module as interactive as possible to get genuine and interest-oriented responses from the college teachers. At the end of the module, after the analysis, it was seen that the teachers have reflected a lot about their self-hidden-need for CPD. They were rather really happy and contemplative enough about the module and learning that took place throughout completing the module.

Table 1 Time-frame

Unit	Title	Content-Resources-Activities	Time	Check-list Tick-mark
CPD - 1	CPD – Reframing the approach	Researcher's note (word)	15min.	
		Ways of growing your CPDs (pdf)	15min.	
		TESOL – CPD reading (pdf)	30min.	
		Strategies for Professional Development _Jack Richards (video)	01.00-hr.	
		What is CPD? (video)	05min.	
		Professional Development for Busy Teachers (pdf)	05min.	
		10-characteristics of highly Effective Teachers (pdf)	15min.	
			10min.	
		CPD as an Action (ppt)	Total=2hrs	
			35min.	
CPD - 2	Exploring Web 2.0: Tools for Classroom Teaching and Professional Development	Exploring Web 2.0-Tools for Classroom Teaching and Professional Development (word)	10min.	
		Task - 1		
		Description of Web Tools 2.0 (pdf file)	05min.	
		Innovations in Language Teaching (a video)	07min.	
		Introductory videos (1. A Vision of Students today, 2. Networked student)	10min.	
		Task – 2		
		Overview of the tools used in the course	15min.	
		Social networking in Plain English	02min.	
		Blogs [1. Blogging (pdf), 2. Edmodo (pdf& video), 3. Edublogs (pdf& video)]	01.00hr.	
		Using Wiki (pdf& video)	25min.	
Diigo – bookmarking sites (pdfs& video)	10min.			
Voki (ppt& video)	10min.			
	Total=2hrs			
	35min.			
	05min.			
	01.30hrs.			
	(+45 min. of			
	Groups, Membership, Research, Publishers, Portfolio, Specialization, Reflective answers)			
CPD - 3	CPD – Continuous Professional Development for Language Teachers	Regional & Professional Networks (pdf)-(ELTAI, AINET, AITEFL, FORTELL)	10min.	
		The core Principles of Professional Development (pdf)	15min.	
		Webinar (Please watch any-one Webinar of your choice – preferably 3 rd one)	01.00hr.	
			Total=3hrs	
CPD - 4	EFL ASSESSMENT: 'Assessment: Summative and Formative Practices in Language Learning and Teaching'	Researcher's note (word)	45min.	
		Principles of language assessment (ppt)	15min.	
		Traditional v/s Alternative assessment (pdf) (with reference of Formative & Summative)	30min.	
		Types of Assessment & Feedback (pdf)	01.00hr.	
		Formative Assessment (pdf)	15min.	
		Revised Bloom's Taxonomy (word)	05min.	
		Keeping a portfolio (3 files)	10min.	
		My Reflections (word)	01.00hr.	
		Rubrics (Folder with files)	10min.	
		Optional Readings	Total=4hrs	
	10min.			

13.15 Hours of Module + 45 min of questionnaire = 14 Hours, 3 weeks.

Teaching And Learning Of Cpd Module-Gujarat Based

The module had been designed keeping in mind limited CPD resources available in Gujarat, academic and cultural context of the region, and the fact presented by some of the college professors. It was expected that the proposed CPD module will bring change or atleast create awareness among college teachers of English about the need of professional development related skills in the 21st century. The four modules, presented, comprise of four different categories under CPD that helps to accelerate the spirit of reflective practitioner and will emphasise teachers' role as a multi-tasker. The successful completion of the whole CPD module will affect the psychology of teachers and bring development in the current teaching and learning setting.

The Audience

The module had been presented to college teachers, of Gujarat, for their professional development. The content strongly emphasised on the need and value of professional development activities. Teachers who were in the initial period of their career as well as experienced one will be/were benefitted out of it. Material resources from useful publications, professional bodies and prepared by the researcher were provided to support the theme of CPD and to influence the need of CPD among college teachers.

Aims & Objectives

- To give, bridge the gap, provision for continuous professional development (CPD) for college teachers
- To review roles and responsibilities of college teachers
- To identify priorities and setting goals for CPD
- To introspect and bring change in the current methodologies of teaching and learning
- To accelerate the process of CPD by involving college teachers into various activities
- To know about available avenues in Gujarat and India for CPD
- Integrating technology in classroom as a part of professional development
- Understanding authentic assessment practices by using check-lists and rubrics
- Preparing short-term and long-term CPD plans as a part of CPD module

Cpd Module Reflection

My experience about the CPD Module was like a very first voyage of a sailor. When I started reading the module, I practically found myself as a teacher who needs to learn and apply a lot yet. "CPD Framework-India" made me realize that my journey as a teacher is just on the initial stage. Still I have miles to go. I could differentiate my areas of teaching in awareness, understanding and so on for the quality in the classroom

Four units gradually taught me the real methods of teaching, evaluating, developing and enjoying teaching, Very useful tools like Voki, Diggo, Blogs, Wikies and educational social networking sites like Edmodo, E-mails are like well armed soldier in the war. I decided to use maximum of these relevant tools appropriately in the classroom. Indeed Gujarati – English lecturers are in need of training, seminars related to Professional Development. I do agree with you to make CPD as compulsory subject in all the colleges of Gujarat.

While going through the experience of CPD Module survey, I just remember the few line which hits me, while am attending a seminar, "Before 150 years we were in age of farming, 100 years before – age of mechanism, 50 years before age of Technology and communication and today we are in the age of Information". The Module just proves it right, it bridges the gap between traditional technique of professionalism and upcoming latest version of working area. Information is the basic resource of all profession in current scenario. You have to be updated as we update our electronic devices otherwise it be outdated, we to be outdated.

The material resources of module gives you a chance to be catch the way the world be today. We learn how the mass media & communication, Internet facilities & new easily accessible application be used to get the information running all around the world so easily.

As we all know today's students being tag as cyber-child they are aware and upgraded with all new technology and advancement, psychology and be more impacting and effective in your professional career.

CONCLUSION

CPD module had rightly catered the need of decoding the concept of continuing professional

development, implication and psychological effect so as to ensure quality in teacher education. It's a high time now that we need to shift our attention from learners' assessment to teachers' assessment. Only then the real objective of overall development of education would happen. Here, after the experiment done on college teachers, it was observed that they showed great optimism and change in their attitude at the end of the module. They were of the opinion that they knew about CPD somewhere but never realized the activities/features/components involved under. They also confessed that there was good psychological transformation in comprehending CPD module and feeling the after effect of the same. The module has rightly regaled the growing shift to modern definition of teacher education. It covered some of the unique features like: brainstorming of CPD, importance of Web Tools 2.0, exploring CPD base activities and mastering assessment practices.

Teachers were tested on the basis of their reading, reflection and activities carried out on the basis of the given four modules.

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