

## Teacher Motivation Toward Professional Development Following Emergency Remote Teaching Experiences

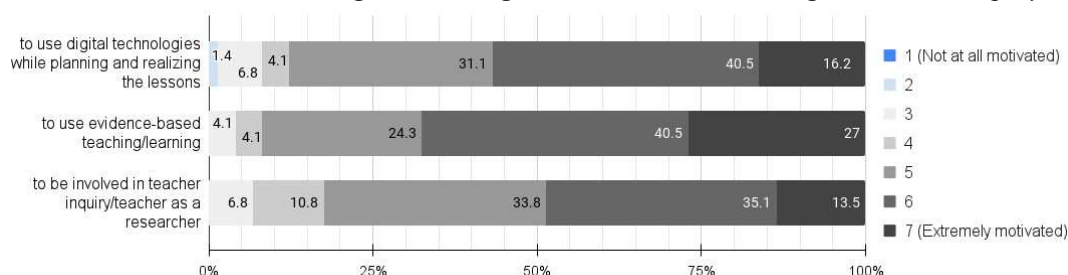
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**Abstract:** This paper presents a study of teacher motivation related to the design of a professional development programme. Seventy-four schoolteachers in Spain participated. Results show that teachers are more motivated to use evidence-based teaching and learning strategies over teacher inquiry for professional development. Yet, teachers seem motivated by the collaborative aspects of teacher inquiry. These results provide insights for adapting professional development approaches following experiences with emergency remote teaching.

Emergency remote teaching took place in response to the COVID-19 pandemic and led to increased teacher exposure to technology, experience with sharing resources among peers, and recognition of a need to improve pedagogical usage of technologies (Beardsley *et al.*, 2021). Hence, a European project (Illumine) was initiated to build upon teacher experiences from emergency remote teaching and contribute toward a sustainable and teacher-driven professional development (PD) approach for advancing pedagogical usage of technologies. The Illumine PD approach is a convergence of learning design, teacher inquiry, and Japanese Lesson Study. Learning design supports teachers in becoming designers of learning, able to take design decisions grounded on evidence and to share their designs among communities of practice (Laurillard, 2012). Teacher inquiry is a process of searching for tacit and practical knowledge and solutions to local problems of practice by applying a progressive problem-solving procedure based on evidence (Ermeling, 2010). Teacher inquiry is based on teachers adopting a teacher researcher mindset (Gray & Campbell-Evans, 2002). Lesson study is a PD approach that has been used for over a century in Japan. It is led by teachers (bottom-up), relies on teacher inquiry and collaborative learning design, and addresses specific problems teachers are facing (Fujii, 2019). However, lesson study has been difficult to sustain outside of Japan due to teachers' lack of time, research knowledge, and bias toward immediate results over gradual improvements (Lim-Ratnam *et al.*, 2019). This paper presents a survey research study that investigates teacher motivation related to aspects of a lesson-study inspired PD approach. These topics include the use of evidence-based teaching strategies, technologies for teaching and learning, and teacher inquiry for professional development. The aim of the study is to inform the programme's design, development, and messaging; and to act as a baseline for a pre-post evaluation of the programme.

Seventy-four teachers in Spain responded to the survey (female = 75.7%). Respondents were teachers at various school levels: 16.2% in post-secondary schools (>18 yo), 31.1% in upper secondary (16-18 yo), 47.3% in lower secondary schools (12-16 years old), and 29.7% in primary education (6-12 yo). Teaching experience also varied among respondents: 10 or more years (78.4%), between 6 and 10 years (13.5%), and 5 or fewer years (11%). In comparing teacher level of motivation across the three topics (see Figure 1), respondents marked having higher motivation to use evidence-based teaching and learning strategies (strategies that research studies show have more impact than others) ( $M = 5.82$ ,  $SD = 1.01$ ) over using digital technologies while planning and realizing the lessons with students ( $M = 5.51$ ,  $SD = 1.11$ ), and using teacher inquiry for their PD ( $M = 5.38$ ,  $SD = 1.06$ ).

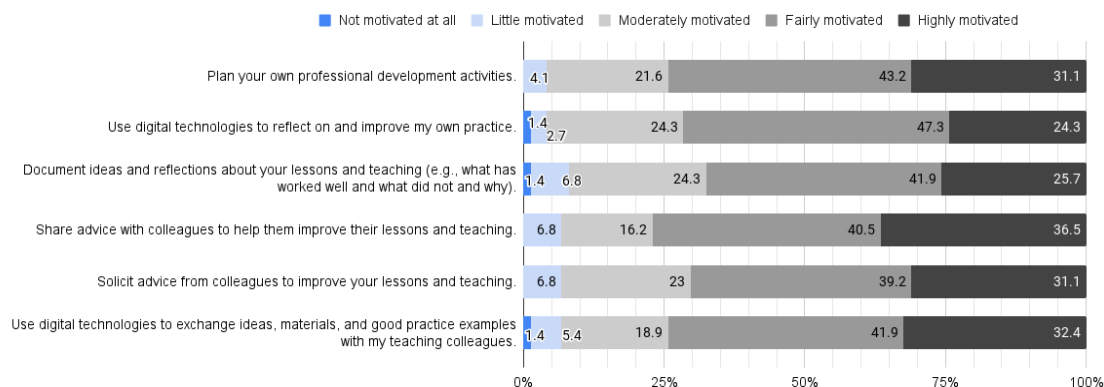
**Figure 1**  
Teacher motivation related to digital technologies, evidence-based teaching, and teacher inquiry



In examining aspects of teacher inquiry (see Figure 2), respondents showed higher levels of motivation for sharing advice with colleagues ( $M = 4.07$ ,  $SD = .9$ ), planning their own PD activities ( $M = 4.01$ ,  $SD = .84$ ),

and exchanging ideas, materials, and good practices with colleagues ( $M = 3.99$ ,  $SD = .93$ ) over using digital technologies to reflect on and improve their practices ( $M = 3.46$ ,  $SD = .91$ ), and documenting ideas and reflections about one's lessons and teaching ( $M = 3.84$ ,  $SD = .94$ ).

**Figure 2**  
*Teacher motivation related to aspects of teacher-inquiry*



A thematic analysis of answers to the open question, “Explain what motivates you to use (or not to use) a teacher as a researcher approach for your professional development” found the most frequently mentioned hindrance to be lack of time ( $f=14$ ). No other hindrances appeared in more than two responses. Reasons to use the approach provided by teachers were to facilitate their continuous learning ( $f=10$ ), improve student learning ( $f=9$ ), better understand the contexts of present-day students ( $f=5$ ), support reflective teaching ( $f=5$ ), improve teaching efficacy ( $f=5$ ), help advance the teaching profession ( $f=4$ ), and increase student motivation ( $f=3$ ). Altogether, results indicate that a teacher PD programme such as Illumine, that aims to foster teacher-researcher mindsets while improving pedagogical usage of technologies, should consider emphasizing teacher learning of evidence-based teaching and learning strategies over learning teacher inquiry for PD. To further appeal to factors motivating teachers, the design of the programme can exploit the collaborative nature of teacher inquiry (in terms of helping other teachers), make apparent ways in which the programme can improve teaching quality, and explicitly devise strategies to scaffold the inquiry process, streamline documentation work, and aid teachers with time management (i.e., managing the demands of the programme on top of their regular teaching work).

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