

A Study of Elementary School Teachers' Professional Development Status Quo and Attitudes in Online In-service Training

Chi-Hui Lin * Jen-Di Tsai **

The purpose of this study is to investigate the current conditions of elementary school teachers' online in-service training and their attitudes toward professional development online training. A questionnaire was conducted to collect the data. Random sampling from MOE 2005 elementary schools list was used to select the 300 participant schools in the study. Six teachers of the participant schools were invited to fill in the questionnaire. Among the 1,549 participant teachers, 1,433 valid responses were collected. The results of the study found that the major purpose of teachers' using online in-service training is to obtain the required professional development training credit hours. Teachers are highly motivated in online in-service training which can serve as a supplement to the traditional training. The contents of online in-service training should focus on professional knowledge, and the quality of the online course played the most critical role on teachers' willingness of participating in the online in-service training. The study also found that the current situation varied for teachers with different backgrounds. There were significant differences between genders and among teachers with different administrative positions regarding their attitudes towards online in-service training. Besides the findings, suggestions are given for further administrative legislature and study.

Keywords: in-service training, e-Learning, online in-service professional development training

* Professor, Department of Education, National Hsinchu University of Education

** Teacher, Wu-Nan Elementary School, Taichung County