Teachers as Designers

Joke Voogt, University of Twente, Netherlands, j.m.voogt@utwente.nl
Susan MKenney, Open University/University of Twente, Netherlands, S.E.Mckenney@utwente.nl
Yael Kali, University of Haifa, Israel, yael.kali@edtech.haifa.ac.il
Alain Breleux, McGill University, Canada
Rebecca Cober & Jim Slotta, University of Toronto, Canada
Bat-Sheva Eylon, Weizmann Institute of Science, Israel
Rebecca Itow, Indiana University, USA
Karen Könings, Maastricht University, Netherlands
Therese Laferrière, Université Laval, Canada
Marcia C. Linn, University of California Berkeley, USA
Lina Markauskaite, University of Sydney, Australia
Richard Reeve, Queen's University, Canada
Ornit Sagy, University of Haifa, Israel
Hyo-Jeong So, National Institute of Education, Singapore
Vanessa Svihla, University of New Mexico, USA
Esther Tan, Ludwig-Maximilians-Universität, Germany
Camillia Matuk, University of California, Berkeley

Abstract: Design of (technology-enhanced) learning activities and materials is one fruitful process through which teachers learn and become professionals. To facilitate this process, research is needed to understand how teachers learn through design, how this process may be supported, and how teacher involvement in design partnerships with researchers impacts the quality of the artifacts created, their implementation, and ultimately, student learning. This session speaks to that need by bringing together diverse researchers who, together with practitioners, have explored various affordances of (technology-enhanced learning) design activities for facilitating teaching, learning, curriculum innovation and teacher professional development.