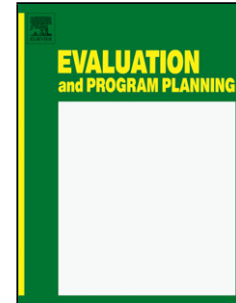


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Title

Technology-enhanced teacher development in rural Bangladesh: a critical realist evaluation of the context

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Highlights

- A critical realist approach to exploring educational context is proposed
- A critical realist research framework is developed and implemented
- Context-based guiding principles for teacher development are suggested

ABSTRACT

This study arose in response to the complexity of implementing technology-enhanced learning for teacher development in a developing country. Bangladesh is a country with growing technological capacity including mobile phone network coverage, yet it faces vast challenges of utilising these facilities in the education sector. As educational change and technological innovation do not happen in a vacuum, the researcher used a critical realist approach to understand the layers of the rural Bangladesh context where technology-enhanced learning will take place. Findings have been drawn from survey data (n = 207) and a series of six focus group sessions with the same six stakeholders, informing future technology-enhanced teacher development programmes. The implications of the study are to suggest principles for pedagogical change and a methodological approach which attends to context.

Keywords: development; evaluation; teacher; context; technology; critical realism

1. Introduction: the power of technology for teacher development

The integration of technology in teacher development can facilitate powerful professional learning experiences for teachers (Passey & Samways, 2016; Fitzgerald et al., 2007). Case studies of teacher development projects in eleven Asia-Pacific countries evidence positive impacts of technological interventions in improving teachers' pedagogical skills, learning strategies and reflective practices (Meleisea, 2008). However,

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