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Professional Development Needs of Faculty Members in an International University in Thailand

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Loïse Jeannin

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2016

Abstract

Professional Development Needs of Faculty Members in an International University in

Thailand

by

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MSc, Paris School of Economics, 2010

BSc Economics, University Panthéon-Sorbonne, 2007

BSc Management, École Normale Supérieure (Cachan), 2007

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

In an international university in Thailand, with students coming from 92 different countries, faculty members reported a need for professional development (PD). The purpose of this study was to understand faculty members' needs and preferences in the undergraduate department to help the administration offer appropriate PD programs. In accordance with the situated cognition theory, professional learning was approached as a social process embedded in workplace interactions. Research questions pertained to teachers' perceptions about their learning needs, program preferences, and the relationship between PD and student learning outcomes. In this descriptive case study, data were collected from fulltime faculty members via a focus group of 5 participants and 8 individual face-to-face and email interviews. In accordance with a maximum variation sampling strategy, the sample included faculty members from varied academic and cultural backgrounds and diverse lengths of experience in the university. Thematic coding analysis revealed 4 themes: (a) a desire to learn specific content such as classroom management techniques, pedagogy for university-level students, assessment design, and instructional technology; (b) a desire to observe and apply new techniques to better engage diverse students in large classes; (c) a desire to learn collegially to share context-relevant information; and (d) expectations from the university administration. As a result of this study, tailored recommendations for this university were derived to contribute to social change. Appropriate PD programs can enable faculty members to hone their pedagogical skills and improve student learning experience in this multicultural setting.

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Section 1: The Problem

Introduction

The increasing mobility of students and teachers worldwide leads to the development of international campuses accommodating highly diverse stakeholders. Diversity is defined in terms of languages, sociocultural backgrounds, genders, ages, work experiences, learning styles, and readiness to learn (Campbell, 2007; De Vita, 2001; Pham, 2012; Walker, 2015). This increasing diversity of students in class (Florian, 2012) requires teachers to adapt and learn innovative pedagogical approaches (Gopal, 2011). In universities hosting many different nationalities, teachers face challenges to make teaching materials and instructional strategies relevant to diverse students who have been accustomed to different teaching styles and cultural perspectives (Bertrand & Lee, 2012; De Vita, 2001; Pimpa, 2009). In multicultural settings for example, the literature reported that teachers and students do not share the same habits with regards to teaching and learning; there are differences in perceptions of what students' and teachers' roles should be (Kainzbauer & Hunt, 2014), what should be taught in class (Merriam & Kim, 2011; Pimpa, 2009), and what constitute the appropriate instructional practices (Ma, 2014; van Tartwijk, den Brok, Veldman, & Wubbels, 2009). Different learning and assessment activities should be combined to accommodate diverse learning preferences (Santangelo & Tomlinson, 2009), and teachers should ensure that no culturally dominant group let minority students feel excluded (Houshmand, Spanierman, & Tafarodi, 2014).

Regarding changes in educational contexts, Mizell (2010) argued that new and experienced teachers are required to adapt to the changing expectations of various

stakeholders (governments, institution leadership, students, parents, communities) with the risk of being overwhelmed by their competing agendas. For example, teachers are required to use new technologies in class and endorse new administrative and research roles (Mizell, 2010). While those educational changes are well documented in the literature, researchers provided less clear-cut results on how to support teachers in their learning and adaptation process to international and changing contexts.

According to research literature (Avalos, 2011; Shaha, Glassett, & Copas, 2015; Vescio, Ross, & Adams, 2008), professional development can increase teachers' effectiveness and can positively influence student learning outcomes. As a result, some universities propose professional development activities in the hope of offering up-to-date and effective educational services. In the situated cognition theory, Brown, Collins, and Duguid (1989) explained that professionals learn from each other in the workplace. Knowledge is socially constructed and job-embedded, and learning occurs through interactions (Brown et al., 1989). As a result, a qualitative approach was in accordance with the situated cognition theory and was relevant to study teachers' perceptions of learning needs in the particular setting of this study.

In this project study, I explored the needs and preferences of faculty members in an international university in Thailand to recommend adequate learning opportunities for teachers. The professional needs were defined as knowledge and skill gaps perceived by faculty members. Through a descriptive case study design, based on a focus group and interviews, I investigated how teachers perceived their professional development needs and the relationship between professional learning and student learning outcomes. The

university under study was international, gathering students and teachers from 92 different nationalities, with various language and cultural backgrounds, and offering international curricula and exchange partnerships with foreign universities.

After analyzing the data through thematic coding analysis, I combined the qualitative findings with the current literature results to derive strategies for the university administration to promote the development of tailored professional development programs. Prior to reviewing the professional and scholarly literature that underpinned the study, I present in Section 1 an overview of the local problem, the research questions, and the conceptual background.

Definition of the Problem

The problem reported by teachers in the university under study was the need for professional development opportunities. The administration was willing to meet their demand, but did not know the preferences of teachers in terms of professional development content and delivery modes. This study aimed to address this gap in practice by informing the administration about teachers' needs and preferences related to professional development.

The research took place in an international university in Thailand where students and teachers hailed from 92 countries and 15 countries respectively. The university includes two campuses and offers various programs in English language, business, liberal arts, and information technology. Its mission is to provide interactive learning opportunities in a multicultural environment and equip students with the practical skills they will need in their professions. The particularity of this educational setting arose from

the fact that the university belonged to a Western educational network but complied with the Thai educational quality and employment regulations. On the Bangkok campus, 70% of teachers and 35% of students in undergraduate programs were foreigners.

To meet the increasing demand for international programs in Thailand, the Human Resources (HR) department had been hiring faculty members from various countries and different backgrounds over the previous years to develop and teach on international programs. During the period of 2012-2014 for example, the university hired 91 new teachers (HR manager, personal communication, May 13, 2015) bringing about the need for induction and professional development. To comply with the requirements of the annual faculty performance evaluation, faculty members had access to online courses and webinars provided by the educational network. In addition, teachers could access online degree programs with tuition reduction offered by the university network; however, teachers did not receive professional development opportunities related to the context of the university, and they pinpointed the lack of in-service professional development opportunity in an employee survey held in 2013 in the university.

As reported in current literature, professional development enabled teachers to increase their sense of self-efficacy (Avalos, 2011) and increase their ability to teach students effectively (Carini, Kuh, & Klein, 2006; Shaha et al., 2015; Vescio et al., 2008). In international contexts specifically, professional development could help faculty members create inclusive teaching environments (Lee, Poch, Shaw, & Williams, 2012), broaden their perspectives, and improve the fairness of student assessment (Gay, 2010; Santangelo & Tomlinson, 2009). As a consequence, helping faculty members adjust to

changing educational contexts could contribute to improvements in their effectiveness (Mizell, 2010). To meet those professional learning needs, various formal and informal professional development opportunities could be offered, and this research aimed to determine which programs would align with teachers' needs and preferences in the university under study. Consequently, I researched how teachers perceived their learning needs and preferences to enable administrators to design appropriate professional development programs.

Rationale

Evidence of the Problem at the Local Level

According to the employee engagement survey for 2013, only 50% of respondents (including teachers and staff) acknowledged receiving enough training and development programs to meet student demands. This small endorsement rate was one of the three least endorsed statements, the other two being related to the quality of services offered to students. As a result, the Human Resources department and managers in the university shared their willingness to take action to provide professional development opportunities for new and experienced teachers (Academic manager, personal communication, March 6, 2015).

Additionally, the results of two student surveys corroborated the need for teachers' professional development. Annual student satisfaction surveys in 2012 and 2013 revealed a need to improve the student academic experience at the Bangkok campus. The Net Promoter Score (NPS) surveys aimed to understand how to enhance student experience. They relied on closed and open-ended questions to determine how

likely students were to recommend the university. With regards to their academic experience, students expressed negative comments on program quality and faculty teaching in both years 2012 and 2013, encouraging the university to improve teachers' effectiveness in class. These results, confirmed by the employee engagement survey described above, invited the administrators to improve faculty effectiveness and enhance student learning experience in the university. To this end, I collected the perceptions of faculty members to help administrators address this gap in practice via the design of adequate professional development opportunities.

Evidence of the Problem from the Professional Literature

The professional literature documented various environmental changes that had created a demand for teachers' lifelong learning. These changes include technology (e-learning, online simulation, gamification), pedagogy, curriculum, and the increasing diversity of student needs in higher education (Burns & Lawrie, 2015; McLean, Cilliers, & Van Wyk, 2008; Organisation for Economic Co-operation and Development [OECD], 2014). With regards to technology, Jennings and Weatherly (2013) and Ng (2015) encouraged teachers to increase their use of information technology and social media, although Lupton (2014) highlighted teachers' issues with the use of social media, such as time commitment, privacy, and risks for their credibility and careers.

Regarding the increasing cultural diversity of students in class, Lee et al. (2012) argued that teachers should develop their intercultural competency to offer inclusive education. The growing mobility of students and educators and increasing access to higher education led to students with various prior knowledge, learning styles, and

readiness to learn being placed together in the same classroom (Altbach, Reisberg, & Rumbley, 2009). Teachers may not be ready to include students who received a different quality of education in their prior study (Altbach et al., 2009).

To promote teacher learning, the OECD (2014) supported the development of in-service professional development to enhance teachers' competences and classroom practice. Recognizing that preservice training is no longer sufficient for an effective teaching career, the OECD encouraged countries and institutions to support faculty members in updating their digital skills and in developing inclusive teaching strategies for students with diverse learning needs. Such training could increase teachers' preparedness and improve student learning outcomes (Hénard, Diamond, & Roseveare, 2012).

Even though the professional literature has reported the importance of updating teachers' skills throughout their entire teaching career (Alfred & Nafukho, 2010; Collins & Halverson, 2010; Mizell, 2010), it also documented a lack of teachers' preparedness to a degree that could hamper student learning (Mizell, 2010; National Comprehensive Center for Teacher Quality [NCCTQ], 2011). Despite the recognized necessity of teachers' continuous learning, some countries reported zero to minimal participation of teachers in professional development programs (OECD, 2014). To explain this lack of participation, teachers referred to conflicts in their work schedule and a lack of incentives (OECD, 2014). However, participation in itself is not sufficient, as short-duration programs have been criticized for failing to produce tangible changes in teachers' practice (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Long and

sustained programs with several opportunities to experiment and reflect have produced better results (Darling-Hammond et al., 2009; DeMonte, 2013; Hunzicker, 2011).

The link between faculty professional development and student learning outcomes has been investigated by scholarly and professional literature (Gulamhussein, 2013; NCCTQ, 2011); however, this relationship is not automatic. Guskey and Yoon (2009) suggested improving the quality of research investigating the link between professional development and student learning despite the difficulty of measuring causal relationships in educational settings. However, there is a consensus based on the premise that professional development can increase student learning outcomes (DeMonte, 2013; Gulamhussein, 2013) under certain circumstances (Darling-Hammond et al., 2009; NCCTQ, 2011). Students can actually benefit from faculty professional development if their teachers effectively change their practices and/or attitudes (Desimone, 2011; NCCTQ, 2011); as a consequence, professional development programs should include opportunities for experiential learning, reflections, and follow-up discussions among the faculty to sustain instructional changes (DeMonte, 2013; NCCTQ, 2011).

The professional literature has highlighted the importance of faculty professional learning to remain abreast of instructional and technological changes (Gadio & Carlson, 2002) and to effectively support student learning. Prior to providing professional development opportunities, the university administration expected to better understand faculty members' needs to ensure that programs could enhance teachers' effectiveness in the classroom. This project study uncovered teachers' needs and preferences for professional development in the context of the university. Through the qualitative study, I

identified teachers' perceived needs and preferences for professional development to design appropriate and timely programs supporting their pedagogical effectiveness. I focused on teachers' perceived needs because teachers' buy-in was reported as crucial for the effectiveness of professional development programs (NCCTQ, 2011). Having their perceived needs heard was expected to increase teachers' engagement in professional growth. The results of this study could spur positive changes in teachers' pedagogical practices through the implementation of professional development programs and the subsequent enhancement of student learning outcomes (DeMonte, 2013; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007).

Definitions

For clarity purposes, I present the definition of the specific terms used in this study.

International university: A university whose members come from different countries. It also refers to the university's links with the rest of the world. Those links include exchange programs, international content curriculum, international accreditations, and foreign partnerships (Andrews, n.d.; De Wit, 2011; Hénard et al., 2012).

Multicultural university: A university accommodating teachers, students, and administrators from different ethnical, cultural, and language backgrounds. A multicultural university also refers to the university's mission and policies that encourage and respect cultural diversity (Olson, Evans, & Shoenberg, 2007; Rosado, n.d.).

Professional development (PD): Formal and informal activities for in-service teachers that lead to professional learning and growth (Mizell, 2010; Steinert, 2010).

Professional development programs aim to increase teachers' performance in their different roles by developing their knowledge, skills, and attitudes.

Professional development effectiveness: When professional development programs lead to changes in teachers' skills, knowledge, beliefs and attitudes, and subsequently increase student learning outcomes (Desimone, 2009, 2011).

Professional learning: Formal and informal situations where teachers report having learned (Webster-Wright, 2009). It can happen with and without professional development programs.

Student learning outcomes: Students' changes in skills, knowledge, and attitudes resulting from attending a class and assessed by student achievement measures (Abbott, 2013).

Teacher effectiveness: A teacher's ability to enable each student to achieve the learning objectives in a particular context (Ladson-Billings, 1995a).

Significance

To enhance student learning outcomes in this international context, it was of the utmost importance to understand the challenges faced by teachers and to provide appropriate support. Providing teachers with instructional techniques validated by research could increase student outcomes (NCCTQ, 2011). As a result, this project study was pivotal to understand teachers' needs and preferences in the purpose of offering professional development programs that could meet their interests and expectations. I investigated faculty perceived links between teacher and student learning in this multicultural educational context. Regarding professional development content, the

literature demonstrated that teachers faced challenges in meeting student diverse needs (Lee et al., 2012; OECD, 2014), using technology appropriately (Collins & Halverson, 2010), and remaining abreast of the most effective ways to teach their subject (Darling-Hammond et al., 2009). As a result, professional development opportunities should meet the specific needs of faculty members in the organization, which is possible through a conscientious evaluation of their needs and preferences (Caffarella & Daffron, 2013). The research aimed to enable administrators to understand how to support instructors by providing satisfactory professional development opportunities that could ultimately improve student learning outcomes.

Guiding/Research Questions

The research questions (RQ) pertained to faculty perceptions of their professional development needs and preferences to become more effective teachers in the university. I investigated how teachers related their professional development needs to their effectiveness in class to better understand how to support their learning. The research questions for the study were:

RQ 1: What do teachers perceive they need to learn to be more effective educators in this international educational setting?

RQ 2: How do teachers understand the relationship between their professional development and student learning outcomes?

RQ 3: What are teachers' preferences in terms of professional development?

Answering these questions required exploring teachers' perceptions of their learning gaps and the relationship between their learning and student learning outcomes

in this international context. I answered the three research questions by adopting a qualitative approach. To support the administration in offering appropriate professional development programs, I described how teachers perceived their needs and preferences to improve their effectiveness in class.

Review of the Literature

Prior to conducting the study, I reviewed the literature on teachers' professional development needs and effectiveness in postsecondary education; it provided key insights to guide the research. To investigate the literature related to the research problem, I researched the following terms on Google Scholar and various databases (ERIC, ProQuest, SAGE, EBSCO), using Boolean (AND, OR) and field limitations:

- *Professional development, learning, training, in-service teacher education*
- *Continuous professional/ teacher learning, adaptation process*
- *Teacher/ faculty effectiveness*
- *Teacher/ faculty perceptions/ needs assessment*
- *Student engagement, learning outcomes, achievement*
- *Situated learning, situated cognition, communities of practice*
- *Transformative/ experiential/ narrative/ reflective learning*

I have combined some of those keywords with *Thailand, Asia/n,* and *international, multicultural, or cross-cultural.* I also scrutinized the reference list of major papers and dissertations on the topic to identify important primary sources. The literature review in this section includes peer-reviewed papers that provided significant insights into faculty learning and training needs in international contexts. It begins with

the conceptual framework for this study and continues with a discussion of faculty effectiveness, challenges faced by teachers in international institutions, and potential needs for professional development. I conclude the literature review by presenting the impact of professional development programs on teachers' effectiveness and student learning outcomes.

Conceptual Framework

Situated cognition theory (Brown et al., 1989) helped to explain the learning process in the workplace. Learning is social, collaborative, and embedded in working situations; as a result, knowledge is negotiated, constructed, and situated (Brown et al., 1989; Webster-Wright, 2009). Referring to the cognitive apprenticeship, Brown et al. (1989) developed the theory of situated cognition to explain how learning occurs from interactions in real or authentic situations. In the university under study, situated cognition theory enlightened the teachers' learning process and their perceived learning needs.

In addition, the situated cognition theory relates to other theories explaining how teachers learn. Situated learning (Lave & Wenger, 1991), communities of practice (Lave & Wenger, 1991; Wenger, 2000), and social development theory (Vygotsky, 1978) presented learning as a collaborative process, based on socialization, observation, imitation, experimentation, and discussions. On this topic, Tight (2015) highlighted that community of practice was initially a theory explaining the process of learning and knowledge construction within a community but now describes a group of professionals with similar interests and issues as described by Wenger (2011).

According to the situated learning and cognition theories, experienced professionals can share their explicit knowledge and guide novice teachers into the exploration of different techniques, as in an apprenticeship relationship. As a result, professional growth is facilitated by the interactions with peer experts. Peer mentoring can help novice teachers learn from their mentors, but mentors can also benefit from a co-construction of knowledge by participating in their mentees' inquiry process (Van Ginkel, Verloop, & Denessen, 2015). Collaborative learning and self-reflection create job-embedded knowledge and behaviors that are anchored in the work context. Through a shared repertoire of words and meaning, and the "circulation of narrative" (Brown et al., 1989, p. 40), a group of practitioners can share local problems to increase their understanding of the context and design job-embedded solutions.

In this project study, I explored professional development needs and the perceived relationship between professional development and student learning outcomes. In accordance with situated cognition theory (Brown et al., 1989), teachers expressed those professional development needs with words embedded in the collective meaning schemes. Before presenting the qualitative methodology in the next section, I review the literature relating to teacher effectiveness and professional development needs.

Teacher Effectiveness

Teaching effectiveness is the ability to enable students to achieve the expected learning outcomes. In the Tripod survey (Tripod Education Partners, 2014) that enables teachers to understand students' perceptions of their teaching practices, teachers effectiveness was evaluated from three perspectives: "content knowledge, pedagogic

skill, and relationship-building skills” (NCCTQ, 2012, p. 11). According to the literature (Buskist, Sikorski, Buckley, & Saville, 2002; Gurung & Schwartz, 2009), teachers’ personalities, knowledge, classroom management, and teaching philosophy impacted their effectiveness as reported by their students. For example, Bain (2004) and Buskist et al. (2002) studied the characteristics of remarkable teachers and described them as professionals with up-to-date knowledge, a diverse set of personality traits (such as being passionate about learning and teaching), and classroom management skills that lead to a nonaggressive, respectful, challenging, and engaging learning environment. Similarly, in a qualitative study with Asian students in Canada, Houshmand et al. (2014) highlighted that creating a nonaggressive environment was particularly important in a multicultural context. This is especially true in a Thai educational setting where nonconflictual relationships are socially and culturally valued (Kainzbauer & Hunt, 2014).

The characteristics of effective teachers depend on historical and cultural contexts, and teachers’ effectiveness requires an ability to adjust to peculiar and changing educational environments (Devlin & Samarawickrema, 2010) but also to the needs of diverse learners (Taylor, 2013). Using interviews with 20 foreign teachers in a graduate school in Thailand, Kainzbauer and Hunt (2014) reported elements of the Thai culture that teachers should know to be effective in Thailand. According to Kainzbauer and Hunt, teachers should recognize how the different elements of the Thai culture can influence the student-teacher relationship to avoid misunderstandings and apply effective teaching strategies. Their findings were important for this study because they showed that

students and teachers negotiated their roles and expectations in class. As a result, this negotiation could impact teachers' professional development needs.

Professional Development Needs

To maintain their teaching effectiveness, faculty members need to update their skills and knowledge regularly (Burns & Lawrie, 2015; L. B. Liu, 2015). The changes affecting universities and the expectations for teachers and students to become lifelong learners encourage faculty members to reconsider their lecturer's role at universities (Jōgi, Karu, & Krabi, 2015). Professional development needs reported in the literature pertained mainly to technology, student engagement, class diversity, skill development, and content knowledge (Collins & Halverson, 2010; Matsubayaski, Drake, Shaw, & DeZure, 2009; Toth & McKey, 2010). In addition, Darling-Hammond et al. (2009) reported that teachers in primary and secondary schools were willing to update their knowledge on the subject taught.

Firstly, learning new technologies to engage and communicate with students, such as learning management systems, social media, and mobile technologies, were reported as crucial to prepare students for 21st century professions and future career changes (Backer, 2010; Collins & Halverson, 2010; Kukulka-Hulme, 2012; Ng, 2015). Students' expectations and teaching practices have considerably changed with the development of digital technologies and Web 2.0 (McLoughlin & Lee, 2008). Collins and Halverson (2010) and Jennings and Weatherly (2013) analyzed the educational changes brought by technology, and they argued that teachers should better prepare students to interact through communication technologies, solve complex problems with computers,

devise relevant questions, and identify credible information. In addition, instructors should teach students to navigate the continuous flow of information and help them become informed and connected lifelong learners (Dogan, 2014; Downes, 2012; Siemens, 2010). According to Collins and Halverson, “with the digital revolution, the focus is more on generic skills, such as problem solving and communication in different media, and on finding resources and learning from them” (p. 23). As a result, teachers need to be prepared to create learning environments that enable students to develop these generic skills.

In a quantitative study of the effect of online faculty training in the Netherlands, Rienties, Brouwer, and Lygo-Baker (2013) argued that teachers should understand the interdependence between technology, pedagogy, cognition, and the subject content to teach effectively with technology. Further, in a New Zealand university, Campbell (2007) maintained that using technology spurred student participation, especially with non-native English speakers. Consequently, while reflecting on the pedagogic use of technology, educators should learn and experiment with ways technology could increase their teaching effectiveness (Ng, 2015).

In addition to technological learning, teachers need to develop effective ways to engage students, as the literature demonstrated that student engagement could enhance student achievements (Carini et al., 2006; Finn & Zimmer, 2012). Carini et al. (2006) reported positive effects of student engagement on student learning outcomes in a quantitative study with 14 colleges and universities in the United States. To increase student engagement and achievements, teachers can draw on innovative pedagogies, such

as blended learning, flipped classroom, problem-based learning, and student-centered teaching; however, before implementing innovative pedagogies successfully, teachers should learn, test, and reflect on those strategies (Avalos, 2011; NCCTQ, 2011). As presented in the situated cognition theory (Brown et al., 1989), educators can develop new skills and grow professionally if they can observe, experiment, and reflect on new teaching strategies.

Additionally, the internationalization process of higher education has created new challenges for teachers; they need adapt to different cultural backgrounds, learning styles, and student expectations (Gopal, 2011; Smith, 2013, 2014; Walker, 2015). More precisely, classes have become more diverse in terms of differences in cultural backgrounds, learning styles (De Vita, 2001), work experiences, English proficiency levels (Campbell, 2007), ages, cognitive abilities, and readiness to learn (Pham, 2012; Santangelo & Tomlinson, 2009), and teachers may feel unprepared to teach in such diverse contexts. They may lack previous experiences or training and need to develop their capacity to meet diverse learners' needs (Bertrand & Lee, 2012; Hénard et al., 2012; Santangelo & Tomlinson, 2009). Florian (2012) and Siwatu (2011) advocated that increased training was necessary for teachers and teacher educators to prepare effectively novice instructors for culturally diverse classrooms. In a qualitative study in Scotland, Florian also reported that training novice teachers on cultural diversity management was challenging for teacher educators when these educators did not experience diversity themselves.

Despite the increasing cultural diversity of students, van Tartwijk et al. (2009) highlighted that some teachers preferred not mentioning student cultural diversity to avoid creating prejudice, in accordance with the Dutch socio-cultural preferences. Using interviews and observations of 12 teachers in several Dutch multicultural schools, the authors explained that referring to cultural differences could be perceived as discriminative in the Dutch culture (van Tartwijk et al., 2009). Conversely, Merriam and Kim (2011) encouraged teachers to recognize different ways of learning in different cultures; they emphasized the importance of recognizing the holistic and experienced-based learning approach in non-Western culture. Because emotions are part of the learning process, they should be taken into account to achieve a balanced development of the mind, the body, the spirit, and the emotions (Merriam & Kim, 2011). Their paper was important to my study as it illuminated cultural differences relating to the learning process that can create challenges for unprepared teachers.

In international contexts, both national and foreign teachers must accommodate a wide range of learning preferences in international classes (Boland, Sugahara, Opdecam, & Everaert, 2011; De Vita, 2001) and adjust their teaching strategies to diverse learning needs (Deveney, 2007; Kainzbauer & Hunt, 2014). Adams and Hall (2002) and Walker (2015) acknowledged that teaching in diverse classes can be disturbing for unprepared teachers who are unaware of their students' expectations and ways of learning. As a result, several authors highlighted that international academic staff could experience disorienting dilemmas and cultural dissonances along their adaptation process to multicultural contexts (Green & Myatt, 2011; Volet & Jones, 2012; Walker, 2015).

Regarding adaptation to multicultural contexts, Volet and Jones (2012) distinguished two ways of conceptualizing adaptation—either as the result of interactions or as a transformation process. In both cases, teachers should be supported in enlarging their perspectives and constructing new identities when teaching in multicultural environments (Smith, 2013).

To be effective in multicultural classes, teachers should increase their cultural awareness, reflect on their assessment methods to evaluate diverse students fairly, and develop their self-reflection and communication skills (Croese, 2011; Gopal, 2011; Hénard et al., 2012). Accordingly, Santangelo and Tomlinson (2009) argued for accommodating student learning preferences and offering diverse opportunities for assessment through written, verbal, and creative modes. In addition to developing cultural and emotional intelligence, learning new instructional practices, such as culturally responsive teaching (Bertrand & Lee, 2012; Gay, 2002, 2010), inclusive teaching (Florian, 2012; Glowacki-Dudka, Murray, & Concepción, 2012), and differentiated instruction (Santamaria, 2009; Santangelo & Tomlinson, 2009) can enable teachers to become more effective in international contexts (Gay, 2002, 2010; Ladson-Billings, 1995a, 1995b). These results are consistent with this research study as faculty members in the international university acknowledged students' diversity and reported a desire to learn more pedagogical skills to meet the needs of their diverse learners.

In Thailand, effective inclusive teaching is possible only if teachers understand how cultural factors impact Asian and foreign student learning preferences. In her study with 29 foreign teachers in Thailand, Deveney (2007) reported that instructors expressed

a lack of cultural training (during their pre-service or in-service years) despite their culturally diverse classrooms. To adjust to the Thai educational context and to their Asian students, Deveney and Kainzbauer and Hunt (2014) suggested foreign teachers to better understand how Thai culture could impact the student-teacher relationship, student learning habits, and student expectations. Additionally, Pimpa (2009) highlighted the need for adjusting international business programs to student learning expectations and needs in Thailand. This cultural awareness could help avoid misunderstandings between students and teachers (Deveney, 2007; Kainzbauer & Hunt, 2014).

Finally, foreign students reported facing culture shock and adaptation issues when studying abroad (D. W. Y. Liu & Winder, 2014) and teachers should facilitate their integration in class and outside, identifying and stopping racial microaggressions in class (Houshmand et al., 2014). When confronted by such difficulties, students may withdraw from academic activities putting at risk their academic success (Houshmand et al., 2014). In international classes, several researchers argued that teachers could achieve inclusiveness by welcoming diverse viewpoints (Bertrand & Lee, 2012), encouraging class participation through different means (Campbell, 2007; Santangelo & Tomlinson, 2009), and supporting cross-cultural group collaboration (Summers & Volet, 2008). Therefore, teachers prepared for cultural inclusiveness could help diverse students develop their own cultural identity by being mindful and supportive of cultural differences in higher education (Jones & Jenkins, 2007; Torres, Howard-Hamilton, & Cooper, 2003). As a result, teachers could learn effective inclusive practices by participating in professional development programs.

Impact of Professional Development on Teacher Effectiveness

Professional development programs contributed to the development of teachers' pedagogical and technical skills, and led to enhanced student achievements as reported by the literature (Avalos, 2011; NCCTQ, 2011; Shaha et al., 2015; Vescio et al., 2008).

More precisely, positive effects on student achievements have been reported as a result of professional learning communities (Vescio et al., 2008) and of professional development programs aligned with teachers' learning needs (Shaha et al., 2015). The OECD (2014) reported that communities of teachers were positively related to faculty adoption of innovative pedagogies. Teachers' autonomy in choosing the topic of their discussion and collegiality in solving issues relating to student learning were valued by the literature (Toth & McKey, 2010; Vescio et al., 2008). For example, some communities of practice have empowered teachers by developing their ability to change their practice (Tam, 2015). Finally, in a 3-year study in 39 schools in the United States, Sun, Penuel, Frank, Gallagher, and Youngs (2013) highlighted positive spillover effects of faculty participation in professional development programs. More precisely, they highlighted the diffusion of effective practices as a result of faculty collaboration.

Additionally, faculty professional development can increase teachers' self-confidence and self-efficacy (Avalos, 2011; Cabaroglu, 2014; Tam, 2015). In a mixed method research, Cabaroglu (2014) demonstrated that preservice teachers, who engaged in professional development through action research, increased their self-efficacy, that is, their beliefs about their own abilities. Furthermore, the OECD (2014) highlighted that lower secondary school teachers in 19 European countries reported greater self-efficacy

when receiving collaborative learning opportunities at least five times a year. Darling-Hammond et al. (2009) added that teachers engaged in professional development programs, such as coaching, displayed a higher sense of confidence. Finally, Rienties et al. (2013) mentioned a 12-week technological training program that increased university teachers' self-confidence in integrating technology with content and pedagogy.

Regarding the effect of professional development on the faculty, Tam (2015) reported that collaborative activities in a Hong-Kong secondary school have developed a sense of community and trust among the faculty. In a study with 12 school principals, Cranston (2011) illuminated how teachers' collaboration and trust were intrinsically related, and how trust among teachers was crucial to foster collaboration. Teachers' increased collaboration can also improve the information flow within the community of teachers, enhance teachers' job satisfaction (Darling-Hammond et al., 2009), and reduce staff turnover (Avalos, 2011; NCCTQ, 2011; Ruud de Moor Centrum, 2011). In addition, trust among the organization can reinforce the effectiveness of professional development as it allows teachers to engage more fully in a trial-and-error process, knowing that they will be supported by their community and their administration (Lunenberg, Dengerink, & Korthagen, 2014; Tam, 2015; Vescio et al., 2008).

As some teachers reported experiencing a culture shock process when teaching in foreign countries (in the Middle and Far East), Smith (2013) advocated for supporting teachers by developing conversations between foreign teachers and local experts. Through such dialogue, faculty members can better decode their teaching context and experience transformative growth (Smith, 2013; Volet & Jones, 2012). Collaboration

between local and international teachers can facilitate the adaptation of foreign faculty in teaching overseas (Smith, 2013), because discussions with experienced peers can facilitate the reflection and transformative process of teachers and help their adjustment to a new environment (Smith, 2013). Similarly, Green and Myatt (2011) advocated for peer mentoring and the development of reflective discussions between expatriate teachers and local stakeholders to support teachers in the transition phase. Those papers are valuable for this research as they reported that peer mentoring and instructional coaching could permit the transfer of best practices between experienced and new teachers (Deveney, 2007) and contribute to student achievements (NCCTQ, 2011).

Finally, Green and Myatt (2011) analyzed the process of adaptation of newly hired foreign teachers in a large research-intensive university in Australia. The authors researched the change in teachers' identity resulting from the adaptation process. They showed that the eight instructors, from six different nationalities, managed to adapt through coping strategies (Green & Myatt, 2011). Green and Myatt characterized the adaptation experiences of faculty members around the following themes: disorienting experiences, resilience and determination, reflection, and creation of ideas for changes. Regarding adaptation process, Smith (2014) interviewed five British educators teaching abroad for short periods. The authors revealed that not all foreign faculty members were willing to adapt to their students, suggesting that the desire to adapt to foreign student needs could be more acute for teachers staying longer than a few weeks or months abroad. Therefore, understanding how teachers desired to learn and adapt in the

university under study, was important to offer appropriate professional development opportunities.

In this literature review, I reported recent research output related to teachers' needs for professional development in international and fast-changing educational contexts and the impact of professional development programs on teachers' effectiveness. The results presented in the current literature enabled me to better understand faculty members' experiences in the study site in Thailand. Illuminated by the literature findings, I researched the specific needs of faculty members in the international university under study.

Implications

Informed by the literature and the research findings, I first considered designing professional development programs to meet the needs and preferences of faculty members in the university. I, however, disregarded this first option as teachers endorsed different topics and delivery modes. More specifically, I could not have covered all topics in one professional development project. In addition, the qualitative results were not adequate to quantify teachers' preferences, and I was unable to prioritize the professional development topics mentioned in the findings. Consequently, I chose to write a position paper to help the administration develop adequate professional development programs and accommodate teachers' diverse needs and preferences. In addition, I recommended conducting a faculty survey to measure the distribution of faculty preferences within the different departments in the university. Through the research findings, I aimed to inform the administration about teachers' perceptions relating to their learning needs and

preferences, and the relationship they perceived between professional development and student learning outcomes.

Summary

The research problem presented in this Section 1 pertained to the lack of faculty professional development opportunities reported by teachers in the study site. This gap in practice was corroborated by students' negative comments about teaching quality in the university. The administrators reported their desire to understand teachers' needs and preferences for professional development to offer adequate professional development opportunities, knowing that improving teacher effectiveness could help increase student achievements. As reported in the professional and scholarly literature, professional development needs of faculty members are diverse as the educational context changes rapidly. Consequently, devising appropriate professional development programs is pivotal to meet the challenges of higher education changes. In Section 2, I will review the qualitative methodology used to analyze the professional development needs and preferences of faculty members. I will then detail the findings. Subsequently, I will present recommendations, reflections, and conclusions in Section 3 and 4.

Section 2: The Methodology

Introduction

In this research study, I adopted a qualitative approach based on a descriptive case study design. Through this design, I explored the unique setting of this international university in Thailand in order to examine teachers' preferences and needs. More precisely, I characterized how teachers perceived the relationships between their professional development and student learning outcomes.

In this section, I will justify the appropriateness of the descriptive case study design to answer the research questions. I will also detail the sampling strategy, the collection process, and the data analysis procedure. I will finally present how I protected participants' rights and ensured the quality of the qualitative findings.

Qualitative Research Design and Approach

In this project study, I investigated the needs and preferences of faculty members for professional development as they reported a lack of professional development opportunities in the university. The research questions were:

RQ 1: What do teachers perceive they need to learn to be more effective educators in this international educational setting?

RQ 2: How do teachers understand the relationship between their professional development and student learning outcomes?

RQ 3: What are teachers' preferences in terms of professional development?

To answer the two first questions, I examined teachers' understanding of the relationship between professional development, teacher effectiveness, and student

learning outcomes. To answer the third research question, I examined preferences relating to program content, delivery modes, and incentives that could be used to encourage teachers' participation in professional development programs. I used the research questions to guide the data collection and analysis processes.

According to a constructivist paradigm, teachers at the university co-construct their realities, which, as a result, can be multiple (Golafshani, 2003). Teachers shape their realities through social interactions (Brown et al., 1989), and qualitative research is suited to unravel the complexity of socially constructed meanings and realities (Bogdan & Biklen, 2007; Creswell, 2012; Patton, 2005). A qualitative approach enabled me to provide a rich and detailed description of teachers' perceptions of their professional development needs and how they expected professional development to increase their effectiveness and their student learning outcomes. As words are the media used to express perspectives, the qualitative approach enabled me to examine the terminology, wordings, and meanings used by teachers from diverse cultural and language backgrounds.

The quantitative methodology was not appropriate to answer the research questions as I intended to examine the complexity of teachers' perceptions. I also rejected other qualitative designs, such as ethnography and phenomenology, because the timeframe of ethnographic design and the unbounded focus of phenomenology would not have been appropriate for this research. The administration needed to meet the urgency of faculty professional development needs in the university and expected to make professional development programs available in 2016.

Descriptive Case Study Design

To investigate teachers' perceptions in a bounded educational setting and a limited timeframe, the case study was the most effective research design (Bogdan & Biklen, 2007; Creswell, 2012). Using a descriptive case study design (Yin, 2012, 2013), I detailed teachers' needs for professional learning and described the relationship teachers perceived between their professional development and their student learning in this particular context. The uniqueness of the site arose from the diverse cultural and socio-economic backgrounds of students and teachers and its Thai-American organizational culture. Because I examined the *what*, *why*, and *how* pertaining to professional development and used a conceptual framework grounded in the literature, a descriptive case study design was more adequate than an exploratory (preliminary research) or explanatory (causal relationship) case study design (Baxter & Jack, 2008; Tobin, 2010; Yin, 2012, 2013).

Setting and Sample

Population and Participants

The population studied included all Thai and international faculty in undergraduate departments with no hierarchical position, but with or without academic responsibility in the development of international curricula and syllabi. More specifically, the population included lecturers teaching English language and academic subjects in the following undergraduate departments: business administration, liberal arts, and information and technology science. Teachers with no hierarchical position but who were responsible for a curriculum, could participate in the study in order to include a wide

sample and obtain rich data for interpretive analysis. I focused only on fulltime faculty (36 teachers) because it was in the interest of the administrators to prioritize their needs compared to adjunct teachers' needs.

Teachers could participate in a focus group, an individual interview, or both. In accordance with a maximum variation sampling method, 10 faculty members who could provide information-rich data participated in the research. Five teachers participated in the focus group, and eight teachers participated in one individual interview. Regarding individual interviews, six participants chose e-mail interviews while two teachers selected face-to-face interviews. Three teachers who attended the focus group participated in individual interviews.

The sample included five female and five male teachers. It represented diverse profiles in terms of years of experience in the university, cultural backgrounds, subjects, and gender. More specifically, the participants included teachers from eight different nationalities, including Asian, North American, and European nationalities. This sample diversity contributed to the depth of inquiry and the quality of qualitative findings. Finally, teachers reported an average of 2 years and 8 months of experience in the university.

Access to Participants and Researcher-Participant Relationship

I received the official approval of the president, the CEO, the human resource manager, and deans of the University for this research. As I have developed a good working relationship with the administration over my 3 years at the university, it

facilitated the recruitment of participants (Namageyo-Funa et al., 2014). In addition, I regularly communicated my research progress to keep stakeholders updated.

Contrary to deceptive practices (Creswell, 2012), I openly shared the purpose of the research with teachers during a faculty meeting. During this faculty meeting, I presented the value of the research and communicated why teachers' open participation was crucial to the quality of the findings. In addition to emphasizing the voluntary nature of participating in the research, I reassured participants about data confidentiality (Namageyo-Funa et al., 2014) by emphasizing that all documents and transcripts would not be disclosed and would be used solely for the purpose of this study. After the faculty meeting, I sent the same information by e-mail and asked participants to document their consent prior to participating in the research. I explained in the consent e-mail that this study was independent from my previous role in the university. Among the 36 teachers invited, 10 of them effectively participated in the study.

Protection of Participants' Rights

As participants were the prime contributors to the research, I paid attention to the protection of their rights, and I received the approval of Walden Institutional Review Board (IRB) for this research on October 1, 2015 under the number 10-02-15-0385458. I also obtained official agreement from the National Research Council of Thailand to conduct research under the project ID 2015/16. The confidentiality of participants' opinions was protected, and I ensured that all data were not released to other stakeholders.

All participants documented their consent by e-mail prior to participating in the research. Participation was strictly voluntary, and teachers could refuse to participate. The consent e-mail contained sufficient information so that teachers could make an informed decision about their participation. For example, I informed potential participants about the time commitment for the focus group (90 minutes) and interviews (45 to 60 minutes) and the type of questions I would ask. For the e-mail interview, teachers and I used personal email accounts (instead of the university account) to protect the confidentiality of information provided through e-mails.

To ensure that participants could not be identified in the research output, I withheld identifying descriptors (Creswell, 2012, p. 211), such as personal characteristics and names. To protect confidentiality, I also asked participants in the focus group to refrain from disclosing their colleagues' opinions outside of the focus group. Finally, I facilitated the discussion in the focus group to maintain a nonthreatening, respectful, and enjoyable environment, while ensuring that all participants could share openly their diverse viewpoints.

Data Collection

To answer the qualitative questions about teachers' needs for professional development, I combined two data sources. More specifically, I used one focus group and eight individual face-to-face or e-mail semistructured interviews. The data collection process occurred in October and early November 2015 after receiving Walden IRB permission.

Focus Group

Five faculty members attended the 90-minute focus group on the Bangkok campus. The purpose of the focus group was to explore teachers' collective understanding of the challenges they were facing in class and the corresponding learning gaps they perceived. Focus group questions enabled me to research participants' professional development needs and to gather contextual information. Peer interactions during the focus group revealed teachers' different opinions and common viewpoints (Stewart & Shamdasani, 2015; Vaughn, Schumm, & Sinagub, 1996).

The data collection proceeded according to the following steps: After collecting consent by e-mail, I thanked all teachers for participating in the focus group and reminded them that the group discussion would be recorded for the analysis of transcripts. I collected demographic information such as the subjects participants taught, their nationality/ies, and their years of experience in the university. Faculty members in the university comprised 15 different nationalities, and the participants represented a mix of subjects, nationalities, and years of experience in the university. As the moderator, I invited participants to share their opinions openly (Stewart, Shamdasani, & Rook, 2007), setting the tone for a safe, respectful, and enjoyable atmosphere (Stewart & Shamdasani, 2015), and adjusting my moderation style to the group mix (Stewart et al., 2007). I also ensured that each teacher attending the focus group could participate equally in the discussion by monitoring speaking time.

As presented in the focus group protocol in Appendix B, the initial questions were open-ended to avoid influencing participants' responses. I responded to social cues to

enable participants to clarify their ideas without suggesting specific answers in the probes (Stewart et al., 2007). After the focus group, participants could sign in for an individual interview.

Individual Semistructured Interviews

Interviews enabled me to gain a deeper understanding of teachers' perceptions and to verify emerging findings (Rubin & Rubin, 2005). During individual interviews, teachers could more easily share contradictory viewpoints (Bogdan & Biklen, 2007; Creswell, 2012). As a result, combining the data from the focus group and individual interviews increased the accuracy and credibility of the findings. For the same purpose, I ensured that the interview questions were relevant and effective to encourage participants to share their thoughts without leading their answers. In order to facilitate teachers' participation and to minimize their burden in terms of time and inconvenience, I proposed two modes of interview, with identical interview questions for both modes of interview as presented in Appendices C and D.

Face-to-face interviews on the Bangkok campus. The two face-to-face interviews lasted 35 and 40 minutes. Informants described the learning and training they needed to become more effective in class. I used probes to encourage participants to elaborate, share more details, illustrate their points of view with an example, or clarify the meaning of their responses (Creswell, 2012; Rubin & Rubin, 2005).

E-mail interviews. As some faculty members were non-native English speakers, I considered their preferred mode of interview (Meho, 2006). Answering questions in a second language and providing in-depth answers verbally can be challenging because it

takes more time to choose the appropriate words to express experiences, emotions, and opinions. Consequently, I offered e-mail interviews to enable a wider range of participants to join the research (Meho, 2006), in accordance with the maximum variation sampling strategy.

For e-mail interviews, I paid particular attention to the wordings of my questions to facilitate teachers' understanding and responses (Meho, 2006), and I specified the expected length of response (one paragraph per question). In addition, as faculty members in this university faced tight schedules, e-mail interviews provided flexibility and convenience without compromising the quality of the data collected. In practice, the asynchronous mode of e-mail interviews have led to rich and meaningful responses as it gave participants more time to reflect on their experience and formulate their responses (Opdenakker, 2006). In addition, I specified in the consent e-mail that teachers could receive a follow-up e-mail with a few questions to clarify the meaning of their responses. In practice, I sent one follow-up question in two cases to elicit further information or obtain precisions. Compared to the two face-to-face interviews, I received a wider diversity of answers by e-mail from six participants all of different nationalities. In general, the answers were more precise by e-mail than in the face-to-face mode, and I used fewer follow-up questions in the e-mail interviews.

The combination of focus group and individual interviews provided sufficient information to explore teachers' perceptions. More specifically, the focus group provided a first immersion into teachers' constructed reality, while the individual interviews enabled me to delve into teachers' opinions, to enrich and confirm the interpretive

thematic framework. I continued the interviews until the point of saturation (Corbin & Strauss, 2014) when information redundancy appeared. As teachers shared their thoughts, feelings, and experience in detail, the focus group and interview responses enabled me to answer the research questions by providing rich context-specific information.

Schedule, Data Management, and Research Journal

Regarding the schedule, the administration required the findings at the end of 2015 or beginning of 2016 to meet the urgency of faculty professional development needs in the university. As a consequence, I started collecting the data upon reception of the IRB approval on October, 2015. To keep track of data, I recorded all interviews using Audacity voice recording software and transcribed them through ExpressScribe. I de-identified all interview transcripts and attached an ID number. The file linking participants' names and ID numbers was protected by a complex password. In terms of data protection and conservation, I saved copies of all data on two external hard drives at home. All data stored on my laptop and on my e-mail account (e-mail interviews) will be deleted after completion of the dissertation to avoid any risk of leakage. Finally, to record the interpretation process, I kept a coding journal with interpretive notes to be able to review the choices I made in the process of analysis.

Role and Positionality of the Researcher

Regarding my positionality, my teaching years in Thailand and France have strengthened my interest in faculty professional growth, especially in multicultural classes. I taught at the university for 3 years, consecutively as a fulltime and part-time

teacher. Starting from July 2015, I no longer worked in the university to dedicate more time to the doctoral research.

This prolonged engagement in the university helped the quality and credibility of the findings, by facilitating my understanding of teachers' experience. Nevertheless, I paid particular attention to minimize the researcher bias arising from my experience in the university. To mitigate the risk of altering the interpretive process toward my own frame of reference, I asked open-ended questions and carefully examined discrepant cases in the interpretive analysis.

Data Analysis

I recorded interviews using a voice recording software and transcribed the focus group discussion and the two face-to-face interviews after each interview. After removing names or identifiers from the transcripts, I saved all data, including e-mail interview responses, on my laptop (protected by a password) during the time of the research. I applied hand coding to reveal codes and themes, and I used a coding journal to keep track of the interpretive process (Graneheim & Lundman, 2004; Rubin & Rubin, 2005).

Regarding the thematic content analysis (Joffe & Yardley, 2004), I analyzed the data inductively to reveal codes, categories, and themes enabling me to answer the three research questions. I did not apply any predetermined theory to analyze the data, but I revealed a thematic framework of codes and themes through the analysis process. I read the transcripts several times and noted codes, that is, segment of sentences with similar meanings (Bogdan & Biklen, 2007), as they were emerging from the paragraphs. After each interview, I refined the codes and labels to include teachers' diverse perspectives

and identify commonalities (Rubin & Rubin, 2005). The refining process was possible through the comparison of different text sequences from varying interview transcripts (Bogdan & Biklen, 2007; Creswell, 2012; Rubin & Rubin, 2005). Once I had gathered all data, I formally coded the transcripts line-by-line and developed the final thematic framework.

I ensured that I had a consistent framework and an appropriate definition for each code by reviewing all text segments gathered under the same code. After identifying 45 codes and 19 categories, I reduced data to four themes to address the three research questions. The three research questions pertained to the needs and preferences of faculty members and their perceptions of the relationship between teachers' professional development and student learning outcomes. The four themes characterized professional development needs and preferences of faculty members. The first two themes respectively addressed Research Questions 1 and 2, while the last two themes addressed Research Question 3.

Research Question 1: What Do Teachers Perceive They Need to Learn to be More Effective Educators in this International Educational Setting?

Theme 1: Learning specific content for specific purposes. This first theme addressed the question *what?* regarding professional development. Faculty members desired to develop effective classroom management techniques and improve their pedagogical practice for university students. In addition, they expressed their willingness to learn how to better assess students and how to use new technology.

Classroom management techniques. Through the development of classroom management techniques, teachers expected to raise student motivation and engagement. Participant 5 (P5) reported, “I would like to learn more about classroom management skills along with psychology tactics. I feel very confident in my knowledge in my subject but how to motivate, organize, and control students’ behaviors would be very useful.”

Teachers expected classroom management techniques to help them increase student motivation, engagement, but also to better manage emotionally charged situations in class. As teachers emphasized, managing student behaviors in a cross-cultural setting can create challenges and emotions. P5 explained, “At times I have had to do deal with emotional students, I found myself inadequate in what to do.” As a consequence, faculty members intended to gain psychological and multicultural knowledge to maintain respect in class and diffuse potential contentious situations. In an e-mail interview, P5 emphasized:

Having knowledge of psychology would equip me to be able to handle deceitful students. I have found myself at times in arguments with students, which has caused higher emotions and making the issue worse. I have first hand knowledge that many students are very skilled at using their native language and culture to rally support for themselves. Having knowledge about human behavior, or having psychology tactics could create better communication strategies and defuse volatile situations.

Likewise, P3 maintained, “students got a lot in their hand, so, they can rule you.” As a consequence, P3 requested, “some training related to (...) handling cross-cultural students.”

Teachers reported students’ diversity in terms of English language and technology proficiency levels, previous knowledge, ages, and experiences. To accommodate students’ diversity in class, teachers noted that differentiated instruction could help them provide different activities. P1 stated, “I would like to join: Differentiated instruction course [and] classroom management course.” She added, “Since in all of my classes, students are very diverse, (...) I would like to learn/know how to manage these diverse classes effectively from an expert or share experience with other lecturers.” As a result, participants reported their desire to learn classroom management techniques to teach diverse students effectively.

Pedagogy for university-level students. Teachers intended to learn more about pedagogy at university to increase their effectiveness with adult learners. P1 explained, “I need to learn effective activities that I can use to transfer my knowledge to the students.” P10 added, “I wouldn’t mind doing a course like that, to know how to teach in a university.” P9 emphasized, “I would like to learn more about different innovative teaching methods that have already been proven successful.”

Similarly, P4 explained, my “background is not primarily in pedagogy. I would enjoy attending (in-house) seminars in classroom management and teaching methods.” P4 continued, “I think that most teachers are experiencing the same obstacles and hurdles in ensuring that the students meet the learning outcomes. How to motivate students to

learn? How to ensure that everybody (not only the strong students) participate? How do you foster analytical proneness in a cross-cultural setting?” As a result, teachers wanted to learn pedagogical practices that could meet the learning needs of university-level students.

Assessment design. Regarding assessment, teachers in this university were responsible for designing their tests individually. They expected to develop effective, consistent, and fair examinations. Through professional development, they planned to better structure tests and examinations in accordance with their subjects and teaching methods. For example, P6 stated, “I have been trying to assess exactly the way I have been teaching, what I have been teaching.” In the focus group and individual interview, P3, P6, and P10 raised questions relating to the design of tests and assessments. In the focus group, the three participants asked “Different types, different structures of questions have different objectives. So in which case, which type of questions should be used? And in what mixture? (...) How to assess objectively?” These questions were also raised in individual interview: “What portion should be true/false questions? How many true/false question is enough? How many is too much? How many multiple choice question is enough? (...) Should there be four or five choices?”

P6 reported that learning how to design better tests could improve students’ performance. P6 stated:

It has just come up in a few of my classes, you go through your routine, you teach, you do exercises, and then, at the end, when either the midterm or final comes up, you expect the students to have a certain level of understanding and

you ask questions based on that, and that level is not quite there. Is it because of my expectations? Maybe my expectations are too high based on what I am teaching in the classroom? If I had some formal training on designing the proper assessment based on class materials, what has been presented, (...) that may (...) help.

P3 reported difficulties in standardizing tests given that lecturers were teaching different subjects with diverse teaching practices by stating:

If you know how to structure the exam based on the course description of the course, then, the exam would be the same for all, that doesn't matter which teacher teaching, but if it is more teacher-based, every teacher doing it herself, then, it might be different structure for different teachers.

As a consequence, teachers expected to improve their skills in test design to assess students effectively and objectively, and to align examinations with their teaching practices.

Instructional technology. In addition to increasing their knowledge in classroom management and test design, teachers reported their desire to learn new technology. Faculty members expected to gain knowledge in learning management system in order to increase their students' access to learning materials and facilitate teacher-student communication outside the classroom. For example, P2 intended to learn "more skills with the IT in terms of online material design so that students can have the access to the course without the constraint of time and space."

Likewise, P3 considered attending a workshop on learning management system in the university, to be able:

to provide information to the students outside the lecture time (...). This will enable me to be in contact with students outside the contact hours, and enable them to read background information beyond the content of the two-hour lecture that I provide twice a week.

P8 stated, “I need to get more techniques/technology for teaching,” and four participants mentioned their desire to learn blended learning or instructional technology. Therefore, to be more effective educators in this international educational setting, teachers intended to gain knowledge and skills in classroom management techniques, pedagogy at university-level, assessment design, and instructional technology.

Research Question 2: How Do Teachers Understand the Relationship Between Their Professional Development and Student Learning Outcomes?

Theme 2: Observing and applying new techniques to better engage diverse students in large classes. This theme addressed the question *why?* regarding professional development. As a result of their professional development, faculty members expected to apply new techniques after observing different teaching practices. More precisely, they hoped to meet the specific needs of diverse students through differentiated instruction and to increase students’ engagement despite the growing number of students in class.

Observing and applying new techniques. To describe the relationship between teachers’ professional development and students’ learning, faculty members emphasized their desire to apply new techniques in their classes after observing different practices.

For example, P6 participated in an online program in order “to bring that back into the class: the structure, the best practices.” P6 stated, “I know how to do things my way, but that’s not necessarily industry best practices.” P6 further explained, “Not only am I learning the course materials, but I’m learning how to structure an online course. I see how they do it.” Similarly, P9 declared, “I would also like to watch well-known teachers delivering a lecture to learn from them,” because “they can give me ideas for my own classes; thus, I will be adapting my teaching style to the different learning styles better.” As a consequence, teachers expected to observe new practices during professional development events to improve their own practice.

Differentiated instruction. Teachers explained that learning new pedagogical techniques could enable them to offer diverse activities in class to better meet students’ learning needs in accordance with differentiated instruction. In the e-mail interview, P9 reported willing to “learn more about different innovative teaching methods” to “adapt [her/his] teaching style,” which would enable students “to learn through different techniques that would allow [them] to open [their] mind and understand the teachers’ ideas from other perspectives.” In accordance with differentiated instruction, teachers expected to offer a wider range of activities in class to better engage their diverse students.

Student engagement and motivation in large classes. One participant reported that new pedagogical practices could help teachers develop students’ analytical thinking skills and increase student motivation and class engagement. P4 explained that students could benefit from their teachers’ professional development because “[the teacher] would

help [students] understand why and how it is important to think critically. He would ensure that [students] get motivated to learn and that classes are more fun and interactive.” P5 described how teachers’ professional development could benefit students by helping the teacher to become “inspirational.”

Finally, some teachers mentioned that the increasing number of students enrolled in class could be detrimental to student engagement. P3 highlighted, “the number of students is growing day by day (...), so it is hard to get things done and hard to engage students all of them at the same time.” P2 emphasized:

Sometimes, the number of students is big in class (especially in the lower levels, a lot of time there are over 30 students), and students do not feel that they get enough attention from the teacher.

As a result, faculty members related their professional development to their ability to apply new techniques in class after having observed these practices during professional development programs. In accordance with differentiated instruction, they related their professional development to their ability to meet diverse students’ learning needs and to facilitate class engagement despite the increasing number of students in class.

Research Question 3: What are Teachers’ Preferences in Terms of Professional Development?

Theme 3: Collegial learning to share context-relevant information. This theme and the following addressed the question *how?* regarding professional development. Teachers expected to learn context-relevant information collegially in structured events onsite. In addition, faculty members wanted to learn informally from

their peers provided they could receive more information about their colleagues' core competencies.

Learning from peers. Teachers perceived they could learn from their peers because they acknowledged sharing the same teaching context and challenges. For example, P4 praised “in-house seminars where we utilize the experiences of all current faculty.” P5 underlined the advantages of collegial learning and a mentorship system:

I think that we have a lot of experience and “best practices” among our collegiate faculty that we could and should share with each other (...). In addition, I have found some of the best teaching tips and instructional advice has come from other teachers. As these people are in the exact same conditions as me, they understand issues that I am facing. Having an exchange program such as a mentor system where one term a teacher can come and co-teach a subject together for a week would be a great benefit.

Teachers wanted to learn from their colleagues' expertise in this particular setting, and they reported specific expectations regarding the delivery modes, as described in the following subsections.

Structured group sharing with context-relevant information. Faculty members expressed their preferences for structured group sharing events as they expected context-relevant and useful information. Participants noted that such formal events could be facilitated internally or by an external consultant. P4 asserted:

I think that most teachers are experiencing the same obstacles and hurdles in ensuring that the students meet the learning outcomes. How to motivate students

to learn? How to ensure that everybody (not only the strong students) participate? How do you foster analytical proneness in a cross-cultural setting? There are all issues that I think could be at least partially overcome by having formalized experience sharing within the faculty, perhaps supervised or moderated by consultants (internal or external) with formal background in pedagogy.

Teachers reported they expected to receive credible and useful information that could emanate from their peers or from external experts. For example, P1 stated, “I would like to learn (...) how to manage these diverse classes effectively from an expert or share experience from other lecturers.” P7 explained, “as long as it is useful information, that can help you in the classroom, again, new learning techniques, or something like that, I would be in for that.” In addition, P7 offered to present one technological tool in class: “I wanted to introduce this at one of the staff meeting.” Finally, P3 stressed that faculty members should be able to trust the credibility of information shared during faculty meetings. P3 named one colleague and stated, “we know he is an expert and we would learn from him. Otherwise, it needs to be an expert.” Therefore, teachers reported a desire to learn collegially while emphasizing the quality of information they expected from their colleagues.

Information about teachers’ core competencies. Furthermore, several faculty members reported that identifying and listing teachers’ core competencies could facilitate informal collaboration among the faculty, as teachers would know whom to work with to solve specific problems. P6 claimed, “I would be comfortable working with anybody who I thought could teach me something.” For example, P7 reported having taught another

faculty member about a technological tool. P7 stated, “I’m always open to collaborate or help someone.” P6 highlighted, “faculty members will know [that] if they have a problem dealing with that area, they will have someone to go to,” and “the fact that you know (...) that there is somebody there that you could go to if you have that problem is enough.” As a result, teachers expected to be better informed about their peers’ core competencies to facilitate faculty collaboration.

Train-the-trainer model. P6 advocated for a “train-the-trainer model” where one or several teachers could be sent to an external professional development program to gain specific knowledge. In this model, the university administration could identify beforehand who will attend the external event and who will benefit from the subsequent peer sharing. P6 illustrated the train-the-trainer model:

Let’s say we, as a school or faculty, decided that (there) is a problem, we need an assessment expert, that person is identified, a proper training regiment is identified and implemented, that person goes off, gains the knowledge but then, when they come back, instead of informally sharing it, at least, once or twice, there should be a formal training session.

As P6 explained, this train-the-trainer model would enable faculty members to collaborate and build upon teachers’ new and past learning experiences. After participating in professional development programs, newly trained faculty members would share their knowledge with their colleagues. P6 continued:

You have to get the best training you can, the right person to get the best training you can, and then, you have to bring it back and you have to share it with those key people who are going to implement it.

As a result, the majority of faculty members intended to learn context-relevant knowledge from their colleagues during formal group sharing events onsite. They expected to receive credible and useful information, and they reported that information about teachers' core competencies could facilitate their collaboration. Finally, a few of them mentioned their desire to participate in programs offsite instead of attending events onsite.

Program location. Faculty members strongly advocated for organizing professional development opportunities (such as workshops) onsite, during the term breaks because of their tight schedule. P2 explained:

I have to teach four courses (16 hours) a week. If we put together the hours of preparation and assignment/project checking with the actual teaching hours, the spare time for participating in professional development program is scarce.

Nevertheless, not all teachers advocated for onsite faculty sharing; a minority of faculty members mentioned their desire to attend external events within the university network or elsewhere. P6 explained the advantages of external events:

It would be external, and it would have to be sort of separate from everything else. If you do something internally onsite, you're constantly going to be distracted by this, by that. If you go off site, just in a hotel in Bangkok, or some

place in the immediate area, you don't have all those distractions. You're off site.

You're focused on one thing.

Advocating for offsite training, P6 added, "it gives you a sense of freedom; you are not worried about being watched." Consequently, although a few teachers mentioned the possibility to attend external events, the majority of them advocated for onsite programs.

Theme 4: Expectations from the university administration. Teachers expressed preferences with regards to the access to information and encouragements from the administration. They reported a preference for being self-directed in the choice of their professional development programs. Regarding financial incentives, they formulated recommendations for the administration.

Access to information. The majority of teachers perceived a lack of information relating to professional development programs available onsite or online. As P4 stated, "except for enrolling in the PhD program (...), I am not aware of any further professional development program that I could attend." Faculty members explained they would participate if opportunities were offered. P7 asserted, "if opportunities were there, I would take advantage of them (...) an hour-long workshop on this, I'll do."

Although the majority of teachers expected the university to provide more information, P6 asserted, "that definitely couldn't hurt. But I think most people who would be interested in doing something like that, are already seeking it for themselves. It's not hard to find." As a result, teachers perceived differently the lack of information pertaining to online professional development opportunities.

Self-directed learning. Faculty members emphasized that their participation in professional development should be self-directed, because they enjoyed the freedom of learning content they are interested in, and they could identify some knowledge gaps they would like to fill through professional development. For example, P4 noticed, “My (as well as many colleagues’) background is not primarily in pedagogy. I would enjoy attending (in-house) seminars in classroom management and teaching methods.” Furthermore, P6 explained, “my weak point is industry experience,” and “I have taken upon myself (...) to get some certifications, but honestly, that’s half for myself, and half for work.” P2 mentioned appreciating the administration flexibility enabling teachers to attend a conference. P2 stated that the university:

is already very good at encouraging the faculty members to attend professional training. Even though my work load is big, there is freedom that if I notify my supervisor in advance, I can pretty much organize my classes well, in order to attend for example an international conference.

As a result, faculty members reported a desire to be self-directed in the selection of professional development programs.

Encouragement from administration. Several teachers commended their leadership support but explained that the administration could encourage them through the assessment of their professional development needs (with recommendations for improvements) and the organization of workshops. P4 stated that the university “should coach employees to understand which professional gaps each employee has and how to fill that gap.” P4 perceived, that the university “does provide sufficient encouragement,

but it needs to be formalized within the organizational process.” Although participants were satisfied, they reported a desire to receive more support from the administration through the assessment of their learning needs and the organization of workshops.

Financial incentives. Several teachers stated that tying their professional development with their performance evaluation and their key performance indicators (KPI) would be a strong incentive, as it could impact their financial bonus. As P4 emphasized, professional learning needs assessment “could be done in formalized development discussions with superior (...) and with a clear tie-in to KPI and reward systems.” For example, teachers mentioned that obtaining certificates for participating in face-to-face or online program could be part of their KPI. For example, P6 reported applying for an online certification: “I wrote it into my KPI. I made that part of my KPI. But it wasn’t forced at all, it was my suggestion. I was the one who push it, I picked the classes, and my manager validated it.” As a result, participants advocated for including their participation in professional development programs into their KPI as it could impact their financial bonus.

Interpretation of Findings

Through data analysis, I captured teachers’ needs and preferences for professional development in this international university, and I distinguished four distinct themes. Through the analysis process, I carefully reviewed all participants’ perspectives, and I paid particular attention to report discrepant cases such as teachers’ varying perspectives. These findings were consistent with the theoretical framework based on the theories of situated cognition (Brown et al., 1989), situated learning (Lave & Wenger, 1991), and

communities of practice (Wenger, 2000, 2011). In accordance with these theories, participants expected to learn collegially as they acknowledged their peers' competencies and hoped to receive context-relevant information from them. These findings, and especially the train-the-trainer model, resonated with the results of Sun et al. (2013) as the researchers showed that teachers' collaboration spread the benefits of participation in professional development programs through the faculty. More specifically, Sun et al. identified positive spillovers when teachers shared their newly acquired knowledge and skills with their peers.

Furthermore, in accordance with Knowles' (2005) andragogy principles, participants expected to be self-directed in the selection of professional development programs. Their involvement in the choice and design of professional development programs could increase the program effectiveness (Geldenhuis & Oosthuizen, 2015). The professional development topics that teachers identified (such as classroom management techniques, pedagogy for university-level students, assessment design, and instructional technology) were consistent with the university changes identified in the literature (Burns & Lawrie, 2015; McLean, Cilliers, & Van Wyk, 2008; OECD, 2014). In addition, participants expressed their desire to learn new pedagogical practices for university-level students which resonated with the discussion of results of Jögi et al. (2015) regarding university teachers' roles in a context of change and lifelong learning.

Finally, the themes and subthemes constituted a thematic framework that described the needs and preferences of teachers with regards to professional development needs, faculty sharing, access to information, and expectations from the administration.

In the following section, I will present how these findings informed the recommendations derived for the university administration after assessing the credibility and accuracy of the findings.

Accuracy and Credibility

The credibility and accuracy of qualitative findings deal with the quality of the data collection and interpretation processes (Graneheim & Lundman, 2004). I collected data from culturally diverse teachers, with varying lengths of experience in the university, and teaching different subjects, to embrace the complexity of teachers' perspectives in this university. The focus group, face-to-face, and e-mail interviews enabled me to ensure that the findings were consistent across the sources and that several voices were included in the research (Creswell, 2012). At the end of the analysis, I checked that all ideas relating to the phenomenon were associated with a code or a category to avoid overlooking any relevant information (Graneheim & Lundman, 2004). I paid attention to different perspectives and discrepant cases to ensure I included diverse paradigms in the research findings.

When diverse viewpoints appeared after analyzing the focus group, I searched for confirming or disconfirming perspectives in the subsequent individual interviews. The follow-up interviews with three teachers who attended the focus group enabled me to verify my understanding. In addition, I sent the interview transcripts to the two teachers who participated in face-to-face interviews to enable them to add clarifications. I also sent a follow-up e-mail to two teachers who participated in an e-mail interview to obtain further clarifications. In the follow-up e-mail, I asked teachers to elaborate or clarify

some aspects of their answers to ensure I understood them correctly. As a consequence, these procedures enabled me to validate the accuracy of my understanding and thematic framework.

Furthermore, the absence of personal relationship with the participants contributed to the credibility of the findings. I had no personal or power relationship with teachers, and I emphasized in the consent email that this research was fully independent from my previous role to ensure that participants would not modify their discourse to please me. Participants' frank responses and researcher-informant trustful relationship were crucial to guarantee the credibility and accuracy of the qualitative findings (Bogdan & Biklen, 2007). I attach the focus group and individual face-to-face interview protocols, and a sample of e-mail interview in Appendices B, C, and D to document the dependability of the findings.

Outcomes

The problem studied in this research was the lack of professional development opportunities revealed by employees and corroborated by student satisfaction surveys. In the qualitative findings, I described the needs and preferences of faculty members with regards to the content and the modalities of professional development programs they would like to see offered in the university. The four themes that emerged from the data analysis addressed the *what* (Theme 1), *why* (Theme 2), and *how* (Themes 3 and 4) with regards to professional learning in this specific university. A logical outcome of the findings was to write a position paper to provide precise recommendations to the

university administration and contribute to positive social change in this international organization.

Theme 1 was related to professional development topics: Faculty members intended to learn classroom management techniques, pedagogy for university-level students, assessment design, and instructional technology. They desired to improve their pedagogical practice, manage difficult situations in class, and increase students' engagement in culturally diverse classes. In addition, they expected to better design examinations and to use more effectively technology to increase students' access to learning materials. As a result, a logical recommendation for the university would be to confirm these preferences through a faculty survey and to offer onsite programs to learn and discuss these specific topics.

Theme 2 pertained to the relationship teachers perceived between their professional development and student learning. Through professional development, faculty members expected to observe different practices that they could bring back to the class. Teachers intended to offer new activities in class to accommodate diverse students through differentiated instruction. They also expected to raise student engagement despite the growing number of students in class. As a consequence, faculty discussions focusing on differentiated instruction and student engagement could facilitate best practices sharing among the faculty. Faculty sharing has indeed been praised by participants and validated by the literature as an effective source of professional learning (Brown et al., 1989; Sun et al., 2013; Wenger, 2011).

Theme 3 described teachers' preferences with regards to learning events. As they worked in the same context, faculty members intended to learn collegially in structured events onsite (like in the train-the-trainer model) and to learn informally from their peers, provided they could receive more information about their colleagues' core competencies. Regarding information quality, teachers expected to receive credible and useful information from their peers or from external experts. The majority of teachers reported their preferences for onsite professional development opportunities although some teachers noted the possibility to attend external events. Consequently, the administration should accommodate teachers' preferences by offering learning opportunities during the term breaks because of their tight schedule (576 hours of teaching per academic year), and communicate teachers' core competencies to facilitate collaboration.

Theme 4 detailed faculty members' desire for information, self-direction, encouragement, and incentives. Teachers expected to receive more information about professional development opportunities available for them. As they identified some of their learning gaps, they intended to be self-directed while receiving the support of the administration through individual needs assessment and the organization of professional development workshops. Regarding incentives, teachers supported tying their participation in professional development to their KPI (documented by a certificate). They perceived that the financial bonus attached to their KPI could promote their participation in professional development programs. This last theme informs the administration about the specific expectations of faculty members and resonated with the recommendation of the NCCTQ (2012) to link teachers' performance evaluation

framework with professional development objectives. As a result, recommendations for the administration can be derived to improve the access to information and develop effective encouragement and incentives framework.

Conclusion

In this section, I presented how I analyzed teachers' perceptions in this international setting. After collecting data via one focus group and eight individual interviews, I applied thematic coding analysis to reveal professional development needs and preferences of faculty members and to explain how teachers perceive these professional development programs as capable of increasing their effectiveness and enhancing student learning outcomes in this international university. Regarding the findings, four themes emerged from the data analysis that permitted the design of four strategies to foster professional development in the university. I will describe these four strategies in the position paper presented in Section 3.

Section 3: The Project

Introduction

The project is a position paper to enable the university administrators to develop effective professional development programs in order to meet the needs and preferences expressed by faculty members. In this white paper, I formulated precise recommendations to support the professional growth of faculty members. As explained in Section 2, professional development program effectiveness is defined as a change in teachers' knowledge, beliefs, or practice conducive to an increase in student learning outcomes (Desimone, 2009) that can be measured via different indicators (grades or students' satisfaction rate). In accordance with Kirkpatrick's evaluation framework (Kirkpatrick & Kirkpatrick, 2006), altering teachers' practice constitutes one stage of a program's effectiveness while other stages include changes in student experience and learning (Kirkpatrick, 2007; Ruud de Moor Centrum, 2011). Therefore, in this section, I will relate the recommendations presented in the position paper to a literature review focusing on professional development effectiveness. I will also devise an implementation plan and a program evaluation strategy for the university under study.

Description and Goals

As presented in the problem statement in Section 1, the university's employees reported a lack of professional development that was corroborated by students' satisfaction gap in faculty teaching and program quality. This study aimed at understanding faculty needs in terms of professional development. As a result, the project was a position paper to inform and advise the administration about the needs and

preferences of faculty members. By undertaking professional development focusing on students' learning needs, faculty members will be able to improve their practice to the benefit of their students. As presented in Appendix A, I designed a clear action plan for the administration in order to implement appropriate professional learning programs in a timely manner.

Rationale

The problem investigated in this study was a lack of professional development opportunities for teachers at an international university in Thailand. The qualitative findings enabled me to understand teachers' perceived needs for professional development. This qualitative research study constituted a first insight into teachers' needs. Through the position paper, I directly addressed the local problem to help the administration develop relevant and timely professional development programs. According to Caffarella and Daffron (2013), the development of a program should start with an understanding of the context and an assessment of potential participants' needs to achieve an effective transfer of learning. To this purpose, I investigated how faculty members related their desire to grow professionally to the impact they expected on their students' learning. Faculty members highlighted their desire to learn classroom management techniques, pedagogy for university-level students, assessment design, and instructional technology. They reported expecting to learn new practices to offer differentiated instruction and engage their diverse students in classes. In accordance with the situated cognition theory (Brown et al., 1989), faculty members acknowledged their peers' context-relevant knowledge and advocated for formal and informal faculty

sharing. Furthermore, they requested to receive more information about their peers' core competencies and the existing opportunities for professional learning. Teachers expressed their desire to select professional development programs in which they could partake. They finally commended the leadership for its encouragement, but noted the importance of tying their professional development to their performance evaluation.

These findings constituted a rich description of teachers' needs and preferences and they enabled me to inform the administration. To this purpose, I chose to write a position paper to inform administrators' decision-making and guide their resources allocation. Project alternatives were less relevant than the position paper to advise the university administration. For example, developing a unique plan for professional development would not have been sufficient to accommodate teachers' diverse needs for professional development. Furthermore, program evaluation and the development of a curriculum were inadequate to address the local problem.

In the position paper, I encouraged administrators to develop teachers' access to information and professional development programs. More specifically, the administration could facilitate collegial collaboration and organize workshops onsite after measuring the distribution of faculty members' preferences via an online survey. Furthermore, the administration should support professional development in the university by including it in the performance evaluation framework. In addition to proposing individual needs assessments, the administrators could also encourage action research in the university.

Throughout the development of the white paper, I incorporated the recommendations from the literature relating to program characteristics reported as contributing to program effectiveness. For example, Hunzicker (2011) and Desimone (2009) argued that programs should focus on student learning, encourage faculty collaboration, build on active learning, and offer several meeting opportunities over the academic year. Hunzicker added the importance of teacher self-reflection, as the literature highlighted the crucial alignment between teachers' beliefs and teaching philosophy, professional development objectives, performance evaluation framework, and the university's mission, values, and policies (Avalos, 2011; Desimone, 2009; NCCTQ, 2012). Taking into account the specific international and multicultural context of the study site, I emphasized the necessary coherence between the program objectives, the teaching evaluation standards, the university culture and mission, and teachers' beliefs, as recommended by Desimone. Through such alignment, teachers will perceive professional development programs as being relevant and authentic, which in return, will increase their engagement in learning and change (Hunzicker, 2011; Webster-Wright, 2009). In addition, proposing formal and informal collegial exchange, in accordance with the situated cognition learning theory (Brown et al., 1989), will help teachers to adjust to the international and fast-changing context of the university.

Review of the Literature

In order to develop the position paper, I compared the research findings with the current literature on professional development. In this literature review, I focused on theories and research results that guided me in the development of the project. I

organized this literature review around adult learning theories, contextual factors, and program characteristics impacting program effectiveness. I conducted a search on ERIC, Google Scholar, and ProQuest using the following keywords: *professional development, in-service teacher education, continuing/continuous professional development, training, program effectiveness (including factors, characteristics, challenges), faculty learning community/network, community of practice, peer coaching/ mentoring, and faculty sharing*. I also combined these keywords with *international, multicultural, and cross-cultural* to extend the search to culturally diverse environments.

Adult Learning Theory

Pursuant to Knowles' andragogy assumptions, adult learners engage in learning if it enables them to achieve their life objectives (Knowles, Holton, & Swanson, 2005). Similarly, adult learners will subscribe to the learning objectives and activities if these contribute to their professional performance (Knowles, Holton, & Swanson, 1998) and goals. Relying on self-direction, program planners can build on teachers' intrinsic motivation rather than extrinsic motivators (Knowles et al., 1998) and can effectively support adult learners in the development of their professional skills. For example, Ng (2015) developed a framework for self-regulated professional learning program to facilitate the adoption of technology for instructional purposes. In addition, Cabaroglu (2014) reported a good example of faculty participation in program design. Prospective teachers at a Turkish university were asked to use action research to develop and enhance their skills. Cabaroglu relied on participants' autonomy to build on their intrinsic motivation in professional growth. As a result, preservice teachers took part in the design

of learning objectives and reported an increased sense of self-determination and self-efficacy (Cabaroglu, 2014). Through action research combined with field experience, preservice teachers developed their sense of self-efficacy and problem solving skills (Cabaroglu, 2014).

In accordance with Knowles' andragogy assumptions (Knowles et al., 1998), adult learners can leverage on their professional experience and confront what they learn in professional development programs to their accumulated knowledge. In addition, adults can also learn through experience by reflecting on their practice, as developed in experiential learning (Kolb & Kolb, 2005) and transformative learning theories (Mezirow, 2012). By experiencing a disorienting dilemma conducive to self-reflection, adult learners can grow personally and professionally by broadening their frame of reference (Mezirow, 2012).

Reviewing the literature related to education, health, business, social sciences, and sciences, and drawing on the contributions of Dewey, Mezirow, Vygostky, Schön, and Wenger, Webster-Wright (2009) recommended approaching professional learning as an on-going self-directed process, based on practice, rather than a unilateral and discrete transfer of knowledge between one expert and participants. Webster-Wright approached faculty members as self-directed professionals who are eager to learn and grow rather than teachers with a knowledge deficit. According to Webster-Wright, researchers should empower professionals by identifying the situations in which learning occurs. Webster-Wright argued that researchers should examine how professionals learn in the workplace (or outside) to better support their authentic continuous professional learning. For

example, Webster-Wright explained that teachers could learn through informal discussions among colleagues, experiences, and reflections in or outside the working environment. My research findings were consistent with Webster-Wright's recommendations as faculty members expressed their desire to increase formal and informal faculty sharing in the university.

Conditions Promoting Program Effectiveness

Several criteria have been reported in the literature as crucial to ensure that faculty development programs actually meet the desired learning outcomes. These conditions pertain to the context in which the program takes place and the characteristics of the program. I describe these factors of effectiveness in the following subsections.

Program alignment with the university's mission and policies. Professional development programs should consistently fit into the university's culture, mission, and policy (Darling-Hammond et al., 2009; Desimone, 2009). If faculty members perceive that their learning is consistent with the policies and culture of the educational site, they will be more likely to engage in professional growth (Desimone, 2009, 2011). Similarly, Avalos (2011) argued that the effectiveness of professional development programs was dependent on the alignment between the purpose of the programs and the school culture. In the international university under study, professional development programs should focus on student-centered and inclusive teaching practices because its mission is to provide practical, interactive, and student-centered learning to local and international students.

In addition to aligning programs with the university's culture, mission, and policies, program planners should also align professional development programs with the performance guidelines and standards used to assess teachers. The NCCTQ (2012) encouraged school leaders to rely on teacher evaluation standards for both performance accountability and professional development because teachers would more likely engage in professional development if it could contribute both to their learning and performance. To comprehend and endorse the performance evaluation framework, the NCCTQ argued that teachers should receive training on standards, instruments, and measures of performance to be able to meet the teaching objectives. In accordance with the literature (Desimone, 2009; NCCTQ, 2012), I emphasized the crucial alignment between professional development objectives, teachers' performance evaluation framework, and the university's goals and mission in the position paper.

Shaha et al. (2015) studied 292 schools in 27 states of the United States and provided a good illustration of the effective alignment between recommendations for improvement (after class observations) and the learning opportunities provided to teachers (online remedial programs). The authors found that the alignment between expected teaching improvements and professional development programs impacted students' achievements in reading and math. Shaha et al. further explained that the effect on student learning was positive even though it was impossible to distinguish the role of class observations from the role of the professional development program itself. In accordance with these results, I recommended the administration to organize personalized

needs assessments and to inform faculty members about the opportunities to fill their gaps in practice.

Leadership support. The administration should value participation in professional development programs to encourage teachers partaking in the development of their skills, knowledge, and attitudes (Geldenhuis & Oosthuizen, 2015). By endorsing training and learning programs, the leadership can generate the necessary momentum for teachers to engage in practical changes (Avalos, 2011; McLean et al., 2008; Nir & Bogler, 2008; Tam, 2015). McLean et al. (2008) emphasized that faculty managers should inspire and support teachers in their professional growth. In addition, Desimone (2009) stressed that the support of the administration in terms of resources, time allocation, focus, expectations, and facilitation was essential to the effectiveness of professional development programs. For example, Avalos (2011) expounded that administrative and financial support could affect the sustainability of pedagogical changes by impacting the frequency and intensity of faculty learning opportunities. Finally, because teachers are expected to embody the roles of instructor, scholar, leader, and advisor, the administration should envision professional development as human capital investment because each of these roles can contribute to improvements in student learning outcomes. As faculty members in the university commended their leadership support, I recommended continuing their efforts through the enhancement of information channels, the organization of workshops, and the possibility for teachers to receive personal needs assessment.

Program alignment with teachers' beliefs, knowledge, and philosophy. As presented in the literature, professional development effectiveness depends on the consistency between the purpose of the programs and faculty teaching philosophy and beliefs (Avalos, 2011; Desimone, 2009; de Vries, Jansen, & van de Grift, 2013). If teachers' prior beliefs are aligned with the professional development program, or at least accounted for, teachers can relate to its content and engage more easily in the activities. Driel and Berry (2012) emphasized that teachers held strong beliefs on what should be their role and practice and how their student learn. These beliefs impacted their willingness to learn certain skills and knowledge. Therefore, Driel and Berry underscored the importance of including faculty members in the development of professional development, innovative instructional techniques, and reflection practice to accommodate teachers' prior beliefs.

De Vries et al. (2013) surveyed teachers in four secondary schools in the Netherlands as part of measuring their participation in professional development and collecting their teaching beliefs. Teaching beliefs were measured from two perspectives: a student-centered constructivist approach and a transmissive content-matter approach. The authors found a positive relationship between participation in continuous professional development (CPD) and teachers' beliefs related to student-centered teaching and learning. More specifically, de Vries et al. demonstrated that teachers who reported participating more in CPD were more likely to express beliefs related to student-centered teaching as compared to teachers with low participation in CPD. In accordance with Driel and Berry's (2012) results, de Vries et al. highlighted the importance of

considering teachers' prior beliefs in the development of professional development programs. This relationship should be further researched; however, to take into account faculty members' prior beliefs and teaching philosophy, I recommended including self-reflection activities in workshops and group discussions relating to the alignment between the university's mission and teachers' role in the university.

Program Characteristics Promoting Effectiveness

Teacher Needs Assessment. Understanding teacher needs for professional development is the first step to effectively impact teacher practice and effectiveness (Gulamhussein, 2013; Hunzicker, 2011). As discussed above, the needs assessment should uncover faculty members' teaching beliefs in order to understand where teachers stand and how they could benefit from the training (de Vries et al., 2013). In their model of program planning, Caffarella and Daffron (2013) advised program planners to carefully assess participants' needs in order to derive a clear statement of learning goals and objectives, and prioritize programs. In accordance with the learning needs, appropriate instruction should favor the transfer of learning in different domains: knowledge, skills, and attitudes (Caffarella & Daffron, 2013). Finally, Caffarella and Daffron, and McLean et al. (2008) advocated for an alignment between the learning objectives, the activities, and the program evaluation standards. Such alignment would enable evaluators to compare participants' actual learning with the stated learning goals and objectives.

In a teacher need assessment study in the United States, Matsubayaski et al. (2009) reported faculty preferences relating to content, program delivery, day/times, and

methods of communications of 239 participants in 17 colleges. They showed that teachers wanted to learn more about critical thinking, syllabus design, technologies to enhance teaching effectiveness, effective writing assignments, teaching students how to learn, and motivating students. Teachers also reported formal presentations, group works, and discussions as their preferred delivery modes (Matsubayaski et al., 2009).

Additionally, Toth and McKey (2010) used a case study in a nursing school in Canada and detailed three predominant themes describing the learning needs of 17 faculty members: content knowledge, pedagogical skills, and organizational issues.

Asking teachers to report their needs in-group and individually, which was the design of this study, was a form of needs assessment, and the qualitative themes that emerged from the analysis were partially similar to the results mentioned earlier (Matsubayaski et al., 2009; Toth & McKey, 2010). Faculty members expressed a desire to learn classroom management techniques, pedagogy for university-level students, assessment design, and instructional technology. In addition, asking teachers to report verbally their needs can increase their engagement and buy-in, because teachers' self-direction has been reported as increasing professional development effectiveness as compared to imposed external programs that led to disengagement and defiance (Geldenhuis & Oosthuizen, 2015; Straub, 2009).

In the position paper, I recommend surveying faculty members to quantify the distribution of their self-reported learning needs because Cabaroglu (2014) and Geldenhuis and Oosthuizen (2015) confirmed that engaging faculty members in the design of professional development programs, through needs assessment and scheduling,

could increase their buy-in and subsequently contribute to the program effectiveness. The faculty-wide survey could be inspired by the questionnaire used by Matsubayashi et al. (2009), and the results could enable the administration to confirm and quantify teachers' preferences among the different departments in the university.

Another example of teachers' needs assessment was reported by Darling-Hammond et al. (2009). They aggregated the results of several surveys from 2003 to 2008 on primary and secondary schools in the United States. They showed that teachers valued programs focusing on the subjects they taught. More precisely, teachers ranked course content, classroom management techniques, special needs students, and technology as their preferred topics for professional development (Darling-Hammond et al., 2009). Finally, Desimone (2009), Hunzicker (2011), and Lydon and King (2009) reported that a focus on course content was prominent to increase teacher knowledge and student achievements, especially in primary and secondary schools.

A focus on student learning needs. To effectively impact student learning outcomes, programs should focus on students' success and students' learning challenges, using local data, in order to develop appropriate teaching strategies (Darling-Hammond et al., 2009; Desimone, 2009; Hunzicker, 2011). As Darling-Hammond et al. (2009) and Vescio et al. (2008) pointed out, using student data was effective in formulating concrete solutions impacting student outcomes. Darling-Hammond et al. recommended teachers to focus on the learning objectives they expect from students, in terms of knowledge and skills, and to anticipate student learning challenges with regards to those learning objectives. They reported that adopting a student focus, such as using samples of student

work to identify common errors, were effective to change teachers' practice and improve student achievements.

In their review of research, Vescio et al. (2008) noted that professional learning communities have led to the development of student-centered instructional strategies that could better accommodate the needs of various learners. They found however that faculty learning communities increased student achievements when explicitly focusing on student learning. When the focus was not on student learning, professional learning communities did not show significant impact on student achievements (Vescio et al., 2008). These results could encourage the administration to develop workshops based on students' learning needs as faculty members acknowledged students' diversity in the university and intended to apply differentiated instruction.

In a reflection paper, Driel and Berry (2012) argued that teachers should understand how students learn their subject and increase their flexibility to adjust to those needs. Professional development should be tailored to the characteristics of students and their learning needs to help teachers develop appropriate mindset and enhance their pedagogical practice. As multicultural environments can be disconcerting for novice or foreign teachers (Haley, Steeley, & Eqab, 2015; Sleeter, 2008; Smith, 2014), specific training should help teachers to include diverse learners in their classes. In multicultural classes, understanding students' needs is pivotal to improve teacher effectiveness, as learning needs and habits vary with cultural backgrounds (Campbell, 2007; De Vita, 2001; Gay, 2010).

Similarly, Sleeter and Owuor (2011) provided a good example of professional development activities related to multicultural learning context. Reviewing literature from 1980 to 2009, they explored how preservice teachers could be prepared for teaching in diverse classes through the development of cultural awareness and inclusive teaching practices. Sleeter and Owuor showed that well-planned multicultural courses, with structured field experiences and self-reflective techniques, could help preservice teachers to increase their cultural awareness. Preservice instructors had to write autobiographies and reflective journals on their experience to examine their beliefs and increase their awareness of the White privilege (Sleeter & Owuor, 2011). The authors explained that class immersion helped preservice teachers to observe the conditions of their minority students and critically reflect on society's oppressing structures.

Although Sleeter and Owuor (2011) examined only the literature on prospective and novice teachers, they brought an interesting perspective to my research. After reporting limited impacts of short-duration trainings, they recommended field immersion as studied by Barnes (2006) and Walker-Dalhouse and Dalhouse (2006) and interactions with experienced teachers and members of the local community. In the current literature relating to culturally responsive education, teachers were encouraged to involve in communities' activities and engage in collaborative teaching practices, because such activities could help them broaden their exposure to various learning styles and contexts (Richards, Brown, & Forde, 2007; Sleeter, 2008; Wiggins, Follo, & Eberly, 2007). To summarize, customizing professional development programs for teachers (through needs assessment), facilitating their interactions with local communities, and focusing the

program on students' learning needs and challenges in a particular context are essential to create effective professional development programs in international settings. As a result, I incorporated these recommendations in the position paper.

Active learning. The third condition for effective professional development is to provide active learning opportunities related to job-embedded contents (Darling-Hammond et al., 2009; Desimone, 2009; Driel & Berry, 2012; Gulamhussein, 2013; Hunzicker, 2011). Hunzicker (2011) listed various activities, such as problem solving, simulations, and role playing, to engage teachers physically, cognitively, and emotionally in professional learning. According to Darling-Hammond et al. (2009) and Vescio et al. (2008), encouraging teachers to test out new practice was a good approach to bring about changes. In those example, learning required active participation because it happened through practice in a contextualized context (Hunzicker, 2011; Webster-Wright, 2009). Such active learning opportunities enabled teachers to observe, discuss, and experiment new instructional practices (in professional learning communities), which in return increased teachers' effectiveness and students' achievements (Vescio et al., 2008). As these recommendations are also consistent with the principles of andragogy (Knowles et al., 1998), I highlighted the necessity to include active learning activities in the development of workshops onsite.

Collaborative learning. In current literature, scholars advocated for the development of collegiality as an effective way to improve teachers' effectiveness and student learning (Driel & Berry, 2012; Gulamhussein, 2013; Webster-Wright, 2009). According to the NCCTQ (2010), teachers collectively own the knowledge that is

contextually relevant, and faculty members should be encouraged to spread their job-embedded wisdom. In accordance with the theoretical framework related to situated cognition (Brown et al., 1989) and communities of practice (Lave & Wenger, 1991; Wenger, 2000, 2011), collegiality can help faculty members to receive support and feedback, exchange ideas to keep up with pedagogical innovation, and critically reflect on their practice (Glowacki-Dudka et al., 2012).

Acknowledging teachers' isolated practice, Darling-Hammond et al. (2009) and Gulamhussein (2013) recommended professional learning communities as a way to improve teachers' practice and ultimately increase students' learning outcomes. Likewise, Avalos (2011) stressed the effectiveness of faculty sharing, class observations, and peer feedback to enhance faculty teaching. Encouraging faculty collegiality can indeed spread the benefit of professional development through collaboration and best practice sharing (McLean et al., 2008; Sun et al., 2013).

In a program evaluation in an American university, Glowacki-Dudka et al. (2012) assessed the effectiveness of a four-meeting seminar, spanning over 3 weeks, related to pedagogy, excellence, and diversity. Adopting a constructivist and transformative learning perspective, the authors analyzed participants' experience and implementation of changes after the seminar through open-ended surveys, interviews, and informal discussions (Glowacki-Dudka et al., 2012). Glowacki-Dudka et al. emphasized the importance of faculty discussions. As a result of the seminar, participants reported reflecting on their roles and preconceptions on different learners' capabilities and

considering more critically their teaching practices to achieve inclusive classes (Glowacki-Dudka et al., 2012).

The participants also reported mixed results regarding the effects of the seminar and requested more collegiality to sustain their transformation (Glowacki-Dudka et al., 2012). After pinpointing the low effectiveness of standalone seminars, Glowacki-Dudka et al. (2012) recommended mechanisms to sustain long-lasting changes. They argued for regular coaching sessions, the creation of communities of inquiry, and faculty ongoing dialogue as effective catalysts for faculty transformation.

Through a 3-year longitudinal study in the United States, Sun et al. (2013) identified spillover effects related to instructional practices between participants and non-participants in professional development programs. Teachers benefited directly or indirectly from their colleagues' learning through professional interactions. More specifically, participants spread their knowledge within the community by offering professional advice to their colleagues (Sun et al., 2013). This paper demonstrated that the participation of a few faculty members in a professional development program could positively impact the whole teacher community and their instructional practices. It showed that nurturing faculty collaboration could be effective to spread the benefits of faculty professional development.

The fact that the current literature highlighted faculty collaboration and collective inquiry in order to overcome students' learning challenges confirmed that a situated learning framework was relevant to this research (Driel & Berry, 2012; NCCTQ, 2010; Webster-Wright, 2009). Pursuant to the situated learning theory (Lave & Wenger, 1991),

peer discussions, mentoring, class observations, and study groups can enable teachers to experiment and refine their practice as teachers are considered the best experts to express their learning needs and develop their pedagogical skills. In the international university under study, collegiality could enable teachers to exchange pertinent and effective knowledge to engage their diverse students and manage multicultural classes.

Reflective learning. Reviewing the literature on teacher learning, Avalos (2011) and Hunzicker (2011) reported that combining practical learning opportunities with reflection was a source of effective faculty development as it combined the implementation of techniques with self-assessment. Furthermore, reflective activities were regularly praised in the literature related to culturally responsive teaching because it nurtured cultural awareness and sensitivity in multicultural settings (Sleeter & Owuor, 2011). Given that self-reflection is crucial for transformative learning (Mezirow, 2012), programs should offer reflective activities such as self-assessment, personality tests, journaling, and experience sharing.

Finally, de Vries et al. (2013) determined that reflective activities could be under-used in professional development programs compared to collaboration and skill updates. Because self-reflection can help teachers to reconsider their preconceived beliefs towards a more student-centered and inclusive teaching (Lee et al., 2012; Richards et al., 2007), the university under study could consider including reflective practice in professional development workshops organized onsite.

Sustained and on-going training. Providing sustained learning support of appropriate length is critical to obtain long-term changes in teachers' practice (Avalos,

2011; Gulamhussein, 2013; Hunzicker, 2011; McLean et al., 2008). It enables teachers to consolidate their new practice and scaffold their learning. For example, Desimone (2009) mentioned programs spanning over a semester and including at least 20 hours of contact hours. Yoon et al. (2007) argued for a minimum of 14 hours to effectively impact student learning. In a review of professional development practice in the United States and abroad, Darling-Hammond et al. (2009) highlighted the relationship between teachers' participation in intensive professional development and an increase in student achievement, for substantial training only. They suggested that the training should be sufficiently long (30 to 100 hours) and should last from half to 1 year (Darling-Hammond et al., 2009).

After reviewing the literature on professional development, DeMonte (2013) reported that professional development programs could increase student learning if the program's duration was sufficiently long and included opportunities for follow-up discussions. Offering follow-up opportunities and leadership's support is essential for teachers experimenting new practices as changes can generate stress and frustrations (Gulamhussein, 2013; Kotter, 1996). Similarly, Lydon and King (2009) and Hunzicker (2011) pointed out the necessity to offer sustained, repetitive, and cumulative learning sessions. In the recommendations I derived for the university, I advocated for the development of both formal and informal faculty sharing events in addition to improving faculty access to information relating to existing professional development opportunities (online and onsite).

Facilitators' role. Trainers' facilitation skills are important for formal and informal training programs (Borko, 2004; Coles, 2013; Lunenberg et al., 2014) as they both require facilitators to maintain a high level of engagement from faculty members. Furthermore, trainers should encourage faculty members to experiment and reflect on their new practice. Desimone (2009) noted that the high expectations of facilitators have been reported as an important factor to effectively sustain changes in teachers' practice but that more impact studies were needed.

In a program evaluation paper, Lydon and King (2009) explored the effectiveness of 90-minute workshops in the United Kingdom in the early 2000's. The workshops aimed not only to increase secondary teachers' knowledge, understanding, critical thinking, and confidence in teaching earth science, but also to provide practical ideas to teach science. Lydon and King maintained that a well-structured workshop animated by an experienced practitioner with coaching skills could create lasting practical changes, even in the case of a single 90-minute workshop. They found that just after the workshops, 90% of the 274 participants reported positive impacts mentioning their intent to include more practical work in earth science (Lydon & King, 2009). Teachers also reported new ideas for teaching, increased knowledge, understanding, and confidence in teaching earth science after attending the workshop (Lydon & King, 2009).

According to Lydon and King (2009), the workshop had the particularity to focus on one element of the science curriculum (rock identification, plate tectonics) presented by a skilled expert with good pedagogical skills. It involved the whole science department, thereby creating further discussions amongst the faculty. Their results

brought another piece of understanding to my research by showing that short training focusing on one practical teaching activity could enhance faculty knowledge providing the facilitator presented good coaching skills.

Empowering, self-directed approach. Avalos (2011), Hunzicker (2011), and Webster-Wright (2009) stressed the importance of empowering faculty members through participating in the design of professional learning and collaboration. If the content is organized around teachers' needs and preferences, and receives teachers' full support, professional development programs can empower faculty members, as they become the main actors of their learning. This empowering approach however is not suited to all contexts as some teachers may be reluctant to partake in professional programs due to their prior beliefs and experiences (de Vries et al., 2013).

Similarly, to build on teachers' agency, Ng (2015) pointed out the possibility of relying on self-regulated learning to integrate technology into classes in order to enhance student learning. Presenting a learning framework focusing on teacher's technology adoption, Ng recommended teachers to start building their knowledge by sharing their interest with the faculty, before implementing the chosen technology in class. Advocating for the development of self-paced digital literacy, Ng argued that self-regulated learning based on trial and reflection on a sustained period of time could profoundly change teachers' technological habits and self-efficacy. Finally, a self-directed approach could enable program planners and administrators to build upon teachers' intrinsic motivation by allowing them to customize programs to their own needs (Gamrat, Zimmerman, Dudek, & Peck, 2014); however, further research is needed to clarify what *empowering*

professional development is, and how it compares with traditional professional development in terms of teachers' practice and student learning outcomes.

Throughout this literature review, I highlighted how I combined the research results and the current literature to guide the development of the position paper and derive appropriate recommendations for the international university under study. To summarize the contexts and characteristics conducive to effective professional development, good facilitators should encourage teachers' participation in program design. The program should include active learning activities, focus on student learning needs, and encourage faculty sustained dialogue (Avalos, 2011; Hunzicker, 2011; Ng, 2015). Professional development programs should also include self-reflection activities (Hunzicker, 2011) and enable teachers to be self-directed (Webster-Wright, 2009) to increase their engagement in professional development (Geldenhuys & Oosthuizen, 2015).

Professional development programs can have positive outcomes on teacher effectiveness and student learning outcomes if they focus on student learning and are sufficiently long with repeated opportunities for interaction (Darling-Hammond et al., 2009; Yoon et al., 2007). Furthermore, professional development programs were reported effective if teachers could collaborate (Avalos, 2011; DeMonte, 2013), if the content was job-embedded (NCCTQ, 2010), and if teachers' needs had been previously assessed (Gulamhussein, 2013; Mizell, 2010). In addition to being supported by the leadership, professional development programs should fit in the school culture and assessment framework, allowing teachers to approach instructional innovations as consistent with the

performance evaluation framework (NCCTQ, 2012) and achievable in the educational context (Avalos, 2011; Darling-Hammond et al., 2009). If professional development programs include the critical conditions reported in the literature, teachers will be able to engage in a learning process that will be consistent with their beliefs, their interests, the educational context, and the institutional objectives (Avalos, 2011; Darling-Hammond et al., 2009; NCCTQ, 2011, 2012).

Project Description and Implementation

The project includes measures that could encourage teachers' participation in professional development programs through the improvement of teachers' access to information, individual needs assessments, the development of workshops and group discussion onsite, and a performance evaluation system. To build on teachers' intrinsic motivation and meet their demand for self-direction, teachers could select the programs that could meet their needs and interests and engage in action research. Action research could indeed facilitate teachers' self-reflection and contribute to the skill development of faculty members in the university.

Faculty members could collaborate with their colleagues provided they receive more information about their peers' core competencies (through a list of pedagogical skill experts). In addition, the administration could facilitate both formal and informal faculty sharing in the university (during the term break) in accordance with teachers' request and the current literature. A train-the-trainer model could be implemented to facilitate faculty excellence through collegial sharing. Finally, to leverage on teachers' extrinsic motivation, professional development should be included in the performance evaluation

framework and tied-in to the yearly bonus. In accordance with the literature, it is crucial to align professional development purposes with teachers' performance evaluation framework and the university's goals and mission. Aligned with those, a teaching skills framework should enable teachers to comprehend the expectations of the administration with regards to their pedagogical practices in this international university.

I will present the recommendations to the administrators and explain how these measures complement each other in the purpose of increasing teachers' effectiveness. I will then be able to collaborate with the director of professional and pedagogical development at the university to conduct an online survey and extend need analysis to the whole university using a census sampling strategy. Starting March 2016, the director of professional and pedagogical development will implement a program for teachers in the undergraduate department.

Potential Resources and Existing Supports

Technical support and contextual factors. Administrative, technical, and technological resources are needed to develop workshops onsite and cover the topics reported by faculty members, such as instructional technology, pedagogy for university-level students, classroom management techniques, and assessment design. To anticipate and overcome technological issues, continuous support from the department of information technology is crucial to mitigate dissatisfaction related to computer errors (Ng, 2015). Such technical and technological support could be provided face-to-face or remotely. In addition to technical support, Straub (2009) also reported that contextual

factors, such as budget, security, and regulations are important to facilitate the adoption and diffusion of new practices.

Peer support. Several authors reported the significant role played by peers and colleagues in the development and diffusion of innovative practice (Deveney, 2007; Sleeter & Owuor, 2011). For example, Ng (2015) recommended peer and expert sharing related to the pedagogical integration of new technologies. Face-to-face or online coaching could also support teachers throughout the process of change (Gamrat et al., 2014).

Potential Barriers

Resistance to change. The first potential barrier is stakeholders' resistance to change emanating from administrators, teachers, or students. Resistance to change occurs when a change is perceived as altering stakeholders' power status, changing the distribution of wealth, honors, and compensation, affecting recognition or reputation, and generating new costs (Ford, Ford, & D'Amelio, 2008; Self & Schraeder, 2009). Adaptation costs comprise monetary costs, efforts, and time and effectiveness losses occurring throughout the implementation stages (Gadio & Carlson, 2002).

Changes bring about affective and psychological risks for participants (Straub, 2009), as a result, resistance to change can reveal teachers' vulnerabilities and insecurities such as teachers' fear of failing or making errors. Low self-efficacy can make teachers' practice impervious to change (Self & Schraeder, 2009), as teachers may refuse to change their practices by fear of failure. As a consequence, I promoted action research

in the university as it has been shown to increase teachers' self-efficacy (Cabaroglu, 2014), which in return, can promote teachers' changes in practice.

To mitigate resistance to change and engage teachers in instructional innovations, the leadership should communicate the importance and urgency of change (Kotter, 1996). Hence, throughout the implementation process, the administration should communicate their commitment to teachers' learning. In addition to emphasizing communication and transparency throughout the process of change (before, during, and after the implementation), the leadership should identify and reward change agents whom other teachers will follow. Through managers' discourse and participation in learning events, the administration can impart their support to professional development programs, hence encouraging teachers to actually partake in professional growth (Nir & Bogler, 2008).

Finally, as Ford et al. (2008) highlighted, resistance to change is not necessarily negative. Change agents should use functional conflicts and criticisms throughout the process of adoption to engage stakeholders, address program shortcomings, and anticipate future problems (Ford et al., 2008). Ford et al. suggested approaching conflicts as warning messages regarding potential risks attached to the project, creating opportunities for prevention. Solving conflicts collaboratively can enable teachers to engage in the project (Amason, 1996). Furthermore, resistance to change reveals that teachers care about their jobs and the quality of their work, as they want to contribute to the success of their organization.

If stakeholders are not convinced, not intrinsically motivated, or not supported, they may revert to traditional teaching practices. As highlighted by Ng (2015), organizing

a technological training program that does not enable teachers to test the technology nor reflect on the interactions between the technology and the pedagogy would be inefficient. To overcome the risk of reverting to previous teaching habits, the administration should encourage teachers to test out new practices and anticipate the challenges generated by teaching innovations, such as technical issues and students' resistance to change.

Teachers' ability to apply changes. Contextual barriers can limit teachers' ability to be actors of change (Sleeter & Owuor, 2011). In their literature review, Sleeter and Owuor (2011) showed that preservice teachers reported facing barriers preventing them from applying the culturally relevant pedagogy they learned during their preparation. For instance, preservice teachers reported wrestling with school policies, standardized curriculum and tests, and administrative resistance to change (Sleeter & Owuor, 2011). These barriers undermined their ability to integrate multicultural contents into their course or to become change agents.

Finally, Sleeter and Owuor (2011) explained that raising preservice teachers' cultural awareness were often not sufficient to develop culturally relevant curriculum, to teach inclusively, or to challenge social inequalities. Referring to Kirkpatrick's model of program evaluation discussed below, it means that the programs reviewed by Sleeter and Owuor led to changes in *learning* but did not significantly impact the levels of *behavior* and *result* (Kirkpatrick & Kirkpatrick, 2006). Hence, Sleeter and Owuor questioned the relationship between cultural awareness and cultural responsive practice, calling for comparative research to identify which components in teachers' preparation were the most important to move beyond cultural awareness stage and effectively impact teaching

practice.

Proposal for Implementation and Timetable

I present the timetable in Figure 1. To rapidly address the lack of information perceived by teachers, the administration should disseminate information about existing online programs accessible on the learning platform as soon as possible. In addition, the information about the inclusion of participation in professional development into teachers' performance evaluation framework, the teaching skills framework, and the list of pedagogical skill experts should be communicated rapidly. Subsequently, the director for professional and pedagogical development should launch an online faculty survey to prioritize workshops' topics and offer individual needs assessment. Class observations could be organized at the beginning of the year 2016, while workshops could be planned starting from March 2016.

This proposal for implementation is consistent with Kotter's (1996) strategy for change management. The leadership should communicate the importance of change and support actors of change onsite. More specifically, faculty members who are interested in partaking in online or face-to-face programs should be encouraged to share their learning and best practices with their peers, as I recommended in the position paper.

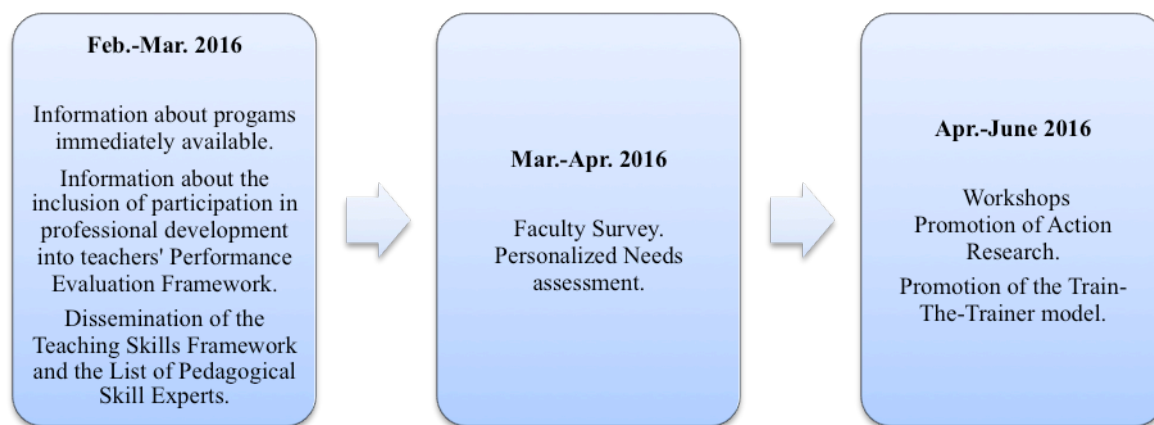


Figure 1. Timetable for strategy implementation.

Roles and Responsibilities of Student and Others

Communication and trust. On-going communication between the leadership, teachers, and students can reinforce trust among stakeholders and facilitate the adoption of technological and pedagogical practices by reducing conflict and pursuing a common goal. Ng (2015) studied the effective adoption of technology and showed the complex interactions between teachers, the leadership, technical experts, students, and communities necessary to support long-term changes. Stakeholders should have the opportunity to negotiate the purpose, application, and implication of changes. Ng reported that trust was beneficial to ideas sharing, communication, faculty ownership, and student responsible behaviors. Furthermore, teachers should communicate their willingness to improve their practice with their students, asking for their feedback (Leigh, 2012) in order to engage them in the process. Finally, in addition to communicating and

reinforcing trust, leveraging students' interests in technologies and pedagogical innovations can facilitate teachers' instructional changes by creating a virtuous circle (Kriek & Grayson, 2009).

Alignment and leadership support. The university administration should check the alignment of professional development purposes with teachers' evaluation guidelines, the university's goals and mission, and student course evaluation. Such alignment will ease the adoption of new practices by faculty members, because professional learning will improve teachers' performance and student learning experience, even if participation in professional development is not mandatory. Furthermore, Straub (2009) explained that teachers needed to feel supported by the administration along the process of change. Key stakeholders are the director of professional and pedagogical development and the director of research who can implement the recommendations I listed in the position paper. Teachers will buy in professional development if they are convinced that it will help their students, their university, and themselves, and if the leadership praises teachers' professional learning.

Project Evaluation

To evaluate professional development programs, I would apply the model of Kirkpatrick and Kirkpatrick (2006) to assess the program's impacts on teachers' reaction, learning, and behavior, and on students' learning and satisfaction (as a result of the program). Teachers, students, and the administration are the three main contributors and/or benefiteres of the program. Through the evaluation plan, I would compare those program effects with the organizational goals, that is, student learning improvement and

student satisfaction increase. The related outcomes of the program would be changes in teachers' instructional practice and content knowledge.

Adopting an outcome-based approach, I present below how I would assess the workshop effectiveness. The purposes of the workshops would be defined in advance through the expected learning outcomes, and specific indicators could measure the effect of the program on the following four components: reaction, learning, behavior, and results. Applying this evaluation framework (Kirkpatrick & Kirkpatrick, 2006), I would measure teachers' immediate reactions after participating in the workshop with a satisfaction survey. Teachers' feedback related to the content, the facilitators, or the delivery methods will enable the organizers to improve future workshops. The cycle of improvements and refinements is an iterative process that includes participants, organizers, and managers through on-going discussions.

Furthermore, in accordance with the model of Kirkpatrick and Kirkpatrick (2006), I would assess teachers' learning (in terms of content knowledge) and behaviors. In this purpose, I would use class observations followed by an individual interview. These measures would enable me to assess changes in instructional practice and attitudes in class, benchmarked with the teaching skills framework.

Finally, student satisfaction surveys and student achievement scores could inform the administration about the overall teaching improvements. Nevertheless, this last level of evaluation is difficult to implement as many factors interact and impact student learning and satisfaction. As pure experimental research is not feasible in an educational

setting, quasi-experimental research could be considered to compare classes whose teachers did and did not participate in professional development programs.

As professional learning is an on-going process based on continuing trial and errors, changes in beliefs, and combined with individual and collective reflection, the timeframe of evaluation should be sufficiently long. One year could be necessary to observe changes in teachers' behaviors and student satisfaction. For example, Ng (2015) proposed a 2-year program for developing teachers' digital literacy and technological competency. As a result, I would chose the timeframe depending on the level of evaluation mentioned previously (reaction, learning, behavior, and result).

Change is a movement that can be deep and sustained if the leadership promotes such changes. It requires the director of professional and pedagogical development and HR managers to lead the changes. The leadership, including the university's board, deans, and the director of research should also support teachers' professional development to nurture a culture of change and lifelong learning in the university. Increasing teachers' access to professional development could considerably enhance teachers' job satisfaction and students' learning experience as explained in the following subsections.

Project Implications Including Social Change

Local Community

In this international university, professional development tailored to teachers' needs can encourage faculty members to become lifelong learners, acquire or refine their pedagogical and technological skills, update their content knowledge, and maintain a

culturally inclusive environment. As a consequence, the social change component of this research draws on the possibility for teachers to improve their teaching proficiency. By improving their pedagogical skills and testing innovative practices, teachers can increase their student learning and create an engaging environment for diverse learners. In addition, action research could reinforce teachers' sense of self-efficacy, and teachers' new practices could subsequently raise students' satisfaction.

Kriek and Grayson (2009) maintained that teachers who did not update their content knowledge lost their motivation for teaching, affecting their desire to experiment innovative practice. They highlighted the importance of supporting on-going learning and creating a virtuous circle of professional learning and teaching enjoyment. To this end, this position paper will help the administration overcome the lack of professional development by proposing a clear action plan to bolster teachers' learning and job satisfaction.

Nir and Bogler (2008) showed that several characteristics could increase teachers' satisfaction with the professional development program and thus their desire to engage in learning: Programs tailored to faculty members' needs and offered on the educational site by an educator who maintains a close relationship with teachers (through direct feedback) are more likely to increase teachers' satisfaction. Acknowledging teachers' needs can increase their motivation and commitment to change, despite potential resistance to change from students, colleagues, or administrators. In addition, as stressed by Nir and Bogler and the NCCTQ (2011), professional development can increase teachers' satisfaction and retention.

Even if changes in organizational cultures are difficult to measure, developing professional development opportunities contributes to creating an environment where lifelong learning and peer collaboration are praised and valued. As demonstrated in the literature, cooperative professional networks where teachers collaborate on collective issues can increase teachers' self-confidence (Avalos, 2011; Darling-Hammond et al., 2009), improve students' learning outcomes (Vescio et al., 2008), and student retention (Gulamhussein, 2013). Such positive approaches to lifelong learning and self-improvement can contribute to the development of an effective and well-prepared faculty, who will better meet the challenges of a fast-changing and culturally diverse environment. By developing skills and attitudes that excel in the local and international cultures, teachers can improve their student motivation, satisfaction, and retention. As a consequence, this study promoting professional learning and teaching excellence can benefit to the local site and the larger community by improving student learning experience.

Finally, in the 2008-2022 plan for education of the Ministry of Education in Thailand, professional development is considered as a tool to increase the quality of education in the context of internationalization of higher education (Office of the Higher Education Commission, 2013; Pimpa, 2011). The development of high quality educational services through faculty development can affect the attractiveness and competitiveness of Thailand. This competitiveness increase would benefit Thailand in the context of creation of the economic community of the Association of Southeast Asian Nations (ASEAN), with an official launch in December 2015.

Beyond the Local Community

This research and the attached position paper can support teachers in their quest for professional growth and skill improvements. Teachers' aspiration for learning is a seed that administrators should nurture to better serve students and contribute to the development of a learning society. In-service teacher learning can impact society at large by better preparing future generations for changing technological and cultural contexts. For example, learning how to learn and how to locate reliable information are crucial skills for the 21st century. If society expects teachers to help students develop those skills, it should encourage teachers to become lifelong learners themselves.

In a study in an Estonian university, Jõgi et al. (2015) reported that teachers perceived education in university in a developmental rather than a transmissive approach. As a result, professional development should enable teachers to learn andragogical techniques that would be consistent with such developmental purposes. As emphasized by Kukulska-Hulme (2012), teachers are expected to be role models for their students (in terms of professionalism and work ethics), and lifelong-learner teachers could have a lasting impact on their students. They can inspire them to learn continuously and remain open to changing technological and cultural contexts.

This research study illustrated the complexity of teachers' work in a multicultural university in Thailand and teachers' learning expectations to meet teaching challenges. As Geldenhuys and Oosthuizen (2015) emphasized, teachers interact in an ecosystem that includes students, administrators, parents, communities, and regulators. Stakeholders pursue their own interests and agendas. To continuously meet the requirements of these

various stakeholders while maintaining strong work ethics, teaching excellence, and inclusiveness, teachers need to be supported through access to high-quality professional development and leadership support. Finally, by shedding new light on teachers' needs and preferences in a fast-changing and multicultural university in Thailand, this research could inspire the inquiry and decision-making process of researchers, practitioners, and administrators in similar contexts.

Conclusion

In Section 3, I have combined the research findings with the literature on professional development effectiveness to derive tailored recommendations for the university. These recommendations pertained to increasing teachers' access to information, the organization of workshops, the facilitation of informal faculty sharing opportunities, the inclusion of participation in professional development into teachers' performance evaluation framework, and the promotion of action research. In addition to proposing an implementation plan, I assessed potential resources and anticipated potential barriers. I finally presented the social change components of the research, advocating for teachers' continuing professional growth as a way to develop their proficiency, serve their community, and inspire their students on the path of lifelong learning. In the following section, I will share reflections regarding my experience and learning throughout the doctoral program.

Section 4: Reflections and Conclusions

Introduction

The purpose of this qualitative research was to reveal teachers' needs and preferences for professional development in the university. In this section, I review the project's strengths, limitations, and potential alternatives. In addition, I present reflections related to my professional growth as a scholar, a practitioner, and a program developer. The doctoral journey was a rich and intense experience that enabled me to grow professionally and to gain new competencies. Throughout the program, I have broadened my teaching philosophy towards increased consideration for social change.

Project Strengths

Through this project, I combined the recommendations presented in the current literature with my qualitative findings to guide the design of appropriate faculty development programs. I derived the recommendations presented in the position paper from participants' perceptions and current literature on professional development needs and program effectiveness (Darling-Hammond et al., 2009; Desimone, 2009, 2011; Hunzicker, 2011; NCCTQ, 2012). To achieve a comprehensive understanding of this international educational context, I combined information from 10 teachers, benefiting from their diverse perspectives. I developed tailored recommendations for the administration to inform their decision-making processes.

Regarding the project strengths, the recommendations in the position paper were concise and included concrete and practical examples, enabling the administration to implement changes in a timely manner, such as increasing the access to information and

promoting action research in the university. The recommendations detailed in the position paper were clear, specific to the context, and achievable. For example, I detailed workshop components that contribute to program effectiveness, such as active learning activities, reflection, and self-direction (Desimone, 2009; Hunzicker, 2011). The project strengths drew on the possibility of immediately implementing changes as presented in the implementation plan of Section 3. The administration expected recommendations in early 2016 to meet the learning needs of faculty members in the undergraduate department, and I provided findings and recommendations in a timely manner.

Recommendations for Remediation of Limitations and Alternative Approaches

The project's limitations are derived from the scope and nature of the qualitative research. The case study design is time-limited and space-bound, leading to findings and recommendations that are embedded in a particular time and space. If the teacher population evolves in the study site, faculty members' needs and preferences will change, outdated the recommendations. In addition, the qualitative findings did not allow a survey of faculty preferences in the undergraduate department.

To overcome these limitations, the qualitative findings could be supplemented by quantitative results derived from a faculty survey. Through an online survey, based on a census or random sampling, the administration could quantify teachers' endorsement of different professional development programs (in terms of content, delivery modes, and incentives). In this survey, teachers would be able to select and rank the programs that would best meet their needs and preferences. Descriptive statistics, representing the percentage of endorsement for each program characteristics, could enable the

administration to compare the distribution of needs and preferences among the different departments at the university. Additionally, such quantitative results could help the administration prioritize different programs and budget allocation based on teachers' preferences. As a consequence, adding a quantitative section to these qualitative findings would inform the university beyond the scope of this project.

Furthermore, the local problem could have been addressed through class observations to externally assess teachers' effectiveness in class and provide tailored recommendations for improvements. Evaluating teachers' practices through an observation protocol enables teachers to reflect on their own performance and practice. Furthermore, I could have asked teachers to take self-assessment tests to help them reflect on their teaching beliefs, knowledge, and attitudes as a preliminary step before discussing their needs and preferences.

Finally, the local problem could have been addressed by gathering students' experience and ideas. As an annual survey is conducted every year to monitor students' satisfaction in the university, I could have used this data source to analyze students' perspectives. In addition, I could have conducted group and individual interviews with students to collect their ideas for improving their learning experience.

Scholarship

The scholarship of teaching and learning (SOTL) is the on-going development of knowledge and practice through research and collaboration in the purpose of improving teaching and learning (Hutchings, Huber, & Ciccone, 2011). Hence, this study regarding teachers' professional development embeds in the SOTL. Through the literature reviews,

the research itself, and the dissemination of results, I participated in the SOTL and highlighted where the research findings stood with regards to the current literature on professional development.

My experience of scholarship throughout the program is that it is an on-going process that requires perseverance, collaboration, and several revisions to produce a high-quality research. Patience is required to pass each step of the doctoral program. Throughout the research and the development of the project, I had the opportunity to collect and analyze qualitative data, but also to derive thorough recommendations that could contribute to social change in the university.

Project Development and Evaluation

Project development is based on persistence, collaboration, and anticipation. Being proactive and collaborating actively are critical to pass the different doctoral stages. Throughout the process, I learned how crucial it was to clearly define the local problem and the boundaries of the research. The definition of the local problem occurred through a negotiation process that included committee members, the university's stakeholders, and myself.

Throughout the research, I intensified collaboration with a range of stakeholders. For example, the administrators of the university were key contributors to the research as they provided access to the study site. Walden committee members, participants, and reviewers were also prominent contributors as they guided me through their advice, experience sharing, and insights.

Finally, as four reviewing committees have scrutinized the research study, that is, the Walden EdD committee, the National Research Council of Thailand, Walden form and style committee, and Walden IRB, I increased methodological precision and my ethical awareness with regards to the research process. The revision process enabled me to consider potential issues and take preventive actions to protect participants' privacy. More specifically, the ethical review helped me to examine many different situations to minimize risks for participants. This experience enabled me to confirm that integrity, professionalism, transparency, and communication should pervade research and project development.

Leadership and Change

Throughout the project, I honed leadership and managerial skills because I was required to seek help, anticipate potential setbacks, and receive feedback. I realized how organized I needed to be, anticipating committee reviews, following up with stakeholders, and monitoring my progress with the help of my committee. Rigor was also crucial to successfully complete the research and receive methodological, ethical, and form and style committees' approvals.

Regarding change management, I had to adapt to organizational changes. When I started the research project, professional development was not much discussed in the university, even though local evidence regarding the problem existed. It has been much more discussed in the university during the time of this research. A director of professional and pedagogical development has been appointed and was asked to conduct part of the research I suggested. It was indeed impossible for me to collect data rapidly as

I had to receive the URR and IRB approvals beforehand. To adapt to such changes and guarantee access to the study site, I had to participate more actively in the discussion on the campus, while respecting my commitment of not collecting data prior to the IRB approval. However, the administration was clear I had to report research findings in early 2016.

Finally, I hope this professional doctoral degree will help me achieve a training or leadership position in higher education. In addition to strengthening my commitment to professional development and lifelong learning, this doctoral journey enabled me to confirm my joy of working in the educational sphere. After working in France and Thailand, I relocated to South Africa at the beginning of 2016, and I am confident this new life will be a source of learning and inspiration. Relocating is a transformative experience that brings not only disorienting dilemmas but also tremendous opportunities for personal and professional growth. Becoming a teacher trainer will enable me to live a meaningful life by helping preservice and in-service teachers to grow and develop their potential.

Analysis of Self as Scholar

Reflecting on the development of my scholarly skills over the program, I developed reading and literacy skills to locate, read, and synthesize relevant literature on my topic. I became an expert in Zotero and scholarly databases, and I extensively used Google Scholar search alert to keep abreast of publications on my topic. In addition, I enriched my academic knowledge and developed competencies with regards to the research process.

As my first language is French, I considerably improved my English academic writing skills. I enjoyed editing my writing and improving the flow and clout of my sentences, playing with synonyms and juggling with words. Even though expressing complex ideas was sometimes challenging, working with a reviewer, committees, and colleagues helped me expand my vocabulary and strengthen my prose. Throughout the writing of the different sections, I felt enriched by their feedback and appreciated incorporating their comments.

Analysis of Self as Practitioner

My positionality with regards to research and teaching has been shaped by my initial experience of education in France, my reflection on my teaching experience in Thailand, and the people I met throughout the doctoral journey (Wellington, Bathmaker, Hunt, McCulloch, & Sikes, 2005). My teaching beliefs and philosophy have evolved throughout the doctoral program as Walden University stressed the importance of contributing to social change. Throughout the doctoral program, I was committed to contributing to the study site through recommendations (as a result of this research) and personal teaching improvements. I paid attention to my students' holistic development and honed my inclusive teaching practices.

My relocation to Thailand was a critical event in my professional life because it created a disorienting dilemma; I experienced a discrepancy between what I regarded as my teacher role and the expectations of my students in the new location. This disorienting dilemma was a source of transformative learning (Mezirow, 1991). In France, I was approaching education as a way to teach specific professional knowledge and skills

(related for example to economics, accounting, or finance), which could be qualified as a *behavioral* and *progressive* teaching philosophies in Galbraith's (2004) typology. On reflection, I was educated in a teacher-centered approach. Teachers were sages on the stage, and I was used to lecturers who did not interact much with learners. However, this approach was overly theoretical and traditional for my new students in this international university in Thailand. These new students, both Thai and international, had different expectations, cultural backgrounds, and learning habits. Learning from them and from my colleagues helped me reshape my vision of what should be the purpose of higher education in an international environment.

After reflecting on my role, my philosophical background evolved toward progressive and humanistic philosophies (Galbraith, 2004). Today, my philosophical viewpoint is that education is a way to grow as a person and to reach personal and professional goals that fulfill the inner-self. In addition, in a progressive approach to education (Dewey, 1916), I am convinced that learning is a lifelong process. Hence, my vision of adult education is that learners can acquire applicable knowledge and relevant skills through real-life experiences and reflective learning. Both progressive and humanistic philosophies are consistent with my willingness to support my students' transformational journey.

Analysis of Self as Project Developer

The most important learning I gained from this project study was that effective program development required becoming an expert in collaboration. I collaborated with my committee, a reviewer, doctoral and non-doctoral friends, the university's

stakeholders, and Walden support services. Despite collaboration, the reviewing and approval process took considerable time, and I learned to be patient and organized. Multitasking and continuous reading of the literature were key actions to successfully complete the program. For example, to minimize downtime, I worked simultaneously on different sections, literature reviews, and program requirements. Throughout this project study and the doctoral program, I honed scholarly, practitioner, managerial, and program development skills that I hope will prove useful in my future career.

The Project's Potential Impact on Social Change

The importance of this research project rests in my contribution to raising stakeholders' interest for professional development onsite by revealing teachers' preferences and needs. The position paper will contribute to the development of professional development programs to enhance teachers' practice in this international university. It supports teachers' lifelong learning to inspire students and improve their learning experience.

Implications, Applications, and Directions for Future Research

This case study research was the first research focusing on teachers' needs for professional development in the university's undergraduate departments. Throughout this research, I contributed to raising the interest of the administrators on the advantages of teachers' professional development. I informed the administration's decision-making processes by stressing on intrinsic and extrinsic motivation factors (Gadio & Carlson, 2002) to promote professional development in the university. For example, I encouraged the university to rely on teachers' selection of programs to meet their needs for

professional development. In addition, I recommended carefully assessing teachers' needs and offering appropriate professional development opportunities that could be included in teachers' performance assessment.

In the research findings, I revealed that teachers desired to collaborate with their peers and participate in workshops onsite. To complement those qualitative findings, a quantitative research could help quantify the endorsements of different professional development programs within the undergraduate department. Finally, in accordance with Kirkpatrick and Kirkpatrick's (2006) program evaluation framework, further research could compare the effectiveness of different programs from teachers' and students' perspectives.

Conclusion

The qualitative findings of this case study research were related to professional development needs and preferences of faculty members in an international university in Thailand. In the undergraduate department, I interviewed 10 teachers from eight different nationalities on their preferences and needs for professional development. They reported a desire for learning classroom management techniques, pedagogy for university-level students, assessment design, and instructional technology. They wanted to observe and learn new techniques to increase students' engagement and motivation in large and multicultural classes. Faculty members expected to learn from their peers, but required to receive more information about existing opportunities and their peers' core competencies. They finally emphasized their preferences for self-direction and praised leadership encouragement.

To inform the administration on how these findings could contribute to improvements in the university, I wrote a position paper. The recommendations relied on the research findings and the professional and academic literature to provide an original contribution to the study site improvement. I recommended increasing teachers' access to information relating to existing learning opportunities and suggested providing faculty members with a teaching skills framework and a list of pedagogical skill experts to facilitate their collaboration. In addition, I advocated for organizing workshops after measuring the distribution of teachers' preferences, developing teacher needs assessment to facilitate teachers' identification of professional development programs, promoting action research, and implementing a train-the-trainer model. By relying on teachers' intrinsic and extrinsic motivation for professional learning, these recommendations will lead to improvements in teachers' performance and student learning experience. As lifelong learners committed to professional growth, faculty members can inspire their students and offer effective and inclusive education in this international university.

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Appendix A: Strategies for Professional Development of Faculty Members

Introduction

In a 2013 survey, faculty members at this university reported desiring more professional development opportunities (Employee Engagement Survey, 2013). Subsequently, further investigation was conducted using a focus group and individual interviews with a total of 10 participants. The aim of this investigation was to gain understanding of the perceptions of faculty members relating to their needs and preferences for professional development. This research aimed at informing the university management about teachers' needs and preferences in order to implement appropriate professional development programs, improve teachers' effectiveness, and positively impact students' learning experience.

As the university grows, new teachers are recruited to meet the increasing enrollment of students from diverse countries. The students and teachers at the university come from 92 and 15 countries respectively. To manage faculty turnover and performance, the leadership has developed a new framework to assess teachers' performance that will include their participation in professional development activities.

This qualitative case study was conducted in 2015 in the undergraduate departments and it revealed four themes that described the needs and preferences of faculty members. As a result of the study, this white paper provides findings and recommendations that could assist the university management in planning and designing teachers' professional development programs. The university administrators will be able to implement changes in teachers' needs assessments and professional development

opportunities during the year of 2016. In accordance with the current literature, it will enable the administration to align teachers' needs assessments, professional development programs, and performance evaluation framework with the university's mission and goals.

Findings

During the course of my research, I discovered four themes that characterized teachers' needs and preferences. I describe these themes in the following subsections before presenting four strategies to promote the professional development of faculty members in this university. Each strategy is specific to the site to facilitate its implementation.

Theme 1: Learning Specific Content for Specific Purposes

Faculty members desire to learn classroom management techniques to better engage their students in culturally diverse classes. As several teachers emphasized during the interviews, managing student behaviors in a cross-cultural setting can create challenges and emotions. As a consequence, teachers expect to learn classroom management techniques to increase student motivation, engagement, but also to better manage emotionally charged situations in class.

Teachers want to learn pedagogy for university-level students, as they intend to increase their effectiveness with adult learners. In addition, they expect to learn how to better design their examinations to assess students objectively and effectively. Through professional development, they plan to better structure tests in accordance with their teaching methods and topics to design effective and fair examinations.

To engage students outside the classroom and increase their access to learning materials, teachers finally want to learn instructional technologies. More precisely, they expect to gain knowledge in learning management systems in order to increase their students' access to learning materials and facilitate teacher-student communication outside the classroom. As a result, faculty members identify four main topics that can be covered in professional development programs: classroom management techniques, pedagogy for university-level students, assessment design, and instructional technology.

Theme 2: Observing and Applying New Techniques to Better Engage Diverse Students in Large Classes

During professional development events, faculty members expect to observe new techniques and transfer them into their classroom practices to enhance their teaching effectiveness. Teachers relate their professional development to their ability to gain knowledge by observing different practices. They mentioned the possibility to learn from online and onsite professional development programs.

In the interviews, teachers highlighted students' diversity in terms of English language and technology proficiency levels, previous knowledge, ages, and experiences. To accommodate this diversity, teachers noted that differentiated instruction could help them provide different activities in class to meet the learning needs of their diverse students. Acknowledging the growing number of students in class, teachers also expect differentiated instruction to increase student engagement and motivation in large classes.

Theme 3: Collegial Learning to Share Context-Relevant Information

Faculty members acknowledged that their peers have relevant knowledge as all of them work in the same rich multicultural environment. Teachers explained they could learn from their peers who have already developed effective pedagogical practices. As a result, they expressed the desire to learn collegially during structured group sharing events on campus. Participants noted that such formal events could be facilitated internally or by an external consultant, as they emphasized the importance of receiving useful information that could inform their practices in this particular environment. For example, they would like to participate in workshops facilitated by fellow colleagues or experts onsite. As they expect context-relevant and useful information, faculty members advocated for structured group sharing events.

Teachers also acknowledged the possibility to learn informally from their peers provided they could receive more information about their peers' core competencies. Several faculty members reported that identifying and listing teachers' core competencies could facilitate informal collaboration among the faculty, as teachers would know whom to work with to solve specific problems. Finally, a train-the-trainer model has been suggested where selected teachers could receive external training before transferring their knowledge to their colleagues. After participating in professional development programs, newly trained faculty members would share their knowledge with their colleagues during structured events onsite. In this model, the university administration could identify beforehand who will attend the external event and who will benefit from the subsequent peer sharing. While some faculty members mentioned the possibility to attend external

events, such as conferences, the majority of teachers would prefer professional development opportunities on campus and during term breaks due to their tight teaching schedule (576 hours of teaching per academic year).

Theme 4: Expectations From the University Administration

The majority of teachers perceived a lack of information relating to professional development programs available onsite or online. They highlighted that they need more information about the existing opportunities for professional development and their peer core competencies. Some of the teachers expressed awareness of their learning gaps and desired to exercise autonomy in the selection of professional development programs. They emphasized that their participation in professional development should be self-directed, because they enjoy the freedom of learning content they are interested in, and they could identify some knowledge gaps they would like to fill through professional development. This finding resonates with the literature as several authors emphasized the importance of self-direction as a factor of professional development effectiveness (Gamrat et al., 2014; McLoughlin & Lee, 2008; Ng, 2015).

In addition to being better informed and self-directed, faculty members expect to receive the support of the administration through the organization of individual needs assessments and workshops. Several teachers commended their leadership support but explained that the administration could encourage them through the assessment of their professional development needs (with recommendations for improvements) and the organization of workshops. Furthermore, teachers advocated for the inclusion of professional development participation in the performance evaluation framework. Faculty

members explained that including participation in professional development programs in their key performance indicators (KPI) would constitute a financial incentive as their KPI are attached to a bonus. For example, teachers mentioned that obtaining certificates for participating in face-to-face or online program could be part of their KPI.

As a result of this study, I have combined the research findings with the results of the current literature (Desimone, 2009, 2011; Hunzicker, 2011; Ng, 2015) to derive strategies to promote professional development in the university. I detail these strategies in the following section and support these recommendations with the current academic and professional literature. These four strategies, tailored to the university, relate to the four themes mentioned above.

Strategies

Strategy 1: Increase Teachers' Access to Information

Faculty members reported a lack of information relating to existing professional development opportunities and relating to the core competencies of their colleagues with whom they could collaborate. As a result, teachers should be informed about professional development programs immediately available. More specifically, the administration should increase teachers' access to information relating to existing opportunities online and on campus, to encourage participation in professional development programs and access to further qualifications.

The university belongs to an international organization (a network of international universities) that offers online professional development programs for faculty members. Each course is tailored to teachers' needs and lasts between 20 to 40 hours. As Desimone

(2011) recommended at least 20 hours of training over a semester to effectively impact teachers' practice, the duration of these online programs would be sufficient. After completing several courses, teachers can apply for a certificate in teaching-related specializations. These courses are offered at regular intervals throughout the year and could meet teachers' learning needs in classroom management techniques, pedagogy for university-level students, assessment design, and instructional technology.

In addition to these online opportunities provided by the network, the director for professional and pedagogical development (DPPD) could identify massive open online courses (MOOC) featuring relevant content for teachers in the university. The MOOC, available on Coursera or EdX platforms, provide relevant learning activities for teachers and offer certificates on completion. Similarly, these platforms offer courses on classroom management techniques, pedagogy for university-level students, instructional technology, and assessment design, as the topics participants identified in this study were consistent with teachers' learning needs reported in the literature (Matsubayashi, Drake, Shaw, & DeZure, 2009; Toth & McKey, 2010).

Research conducted on professional development by Avalos (2011), Desimone (2009), and the National Comprehensive Center for Teacher Quality (NCCTQ; 2012), indicated that it is important to inform teachers about the institution's expectations regarding teaching quality. Therefore, the university leaders should disseminate a teaching skills framework to communicate the university's expectations with regards to teachers' pedagogical practices. The teaching skills framework would list the activities and behaviors expected from teachers in this university. It would serve as a guide to

enable teachers to comply with the university's goals and mission of providing interactive, practical, and inclusive instruction in order to prepare job-ready graduates.

The university should ensure that the teaching skills framework will correspond to the criteria used in the teaching performance evaluation framework (teachers' KPI). In addition, the teaching skills framework should align with the questionnaire used for students' course evaluation at the end of term and with the university's goals and mission. Such alignments would encourage faculty members to develop their pedagogical skills as their professional development will contribute to their performance (Avalos, 2011; Desimone, 2009; NCCTQ, 2012).

In order to address teachers' request of knowing what their peers' competencies are, a list of pedagogical skill experts could facilitate faculty informal collaboration. To this end, the administration needs to conduct a skills inventory to identify pedagogical skill experts among faculty members. In addition, teachers could document on a voluntary basis, one or several core competencies related to a technology or pedagogical practice.

Informing teachers about their peers' skills and knowledge would facilitate collaboration between new and experienced teachers. More specifically, informing teachers about their peers' core competencies could promote informal peer sharing (Sun et al., 2013). This list of pedagogical skill experts should be available on the university's Intranet and updated regularly to inform new teachers about their colleagues' core competencies. As a result, all teachers, new or experienced, would know whom to contact

to seek advice or assistance to solve specific problems and collaborate on job-related issues.

Strategy 2: Quantify Learning Needs and Organize Workshops

In order to confirm program topics identified in this qualitative study (classroom management techniques, pedagogy for university-level students, assessment design, and instructional technology), the administration should survey faculty members to quantify their preferences and prioritize the organization of workshops (Caffarella & Daffron, 2013). Additionally, enabling teachers to participate in the decision process (relating to the topic and the schedule of the workshops) could raise teachers' buy-in and subsequently increase their engagement in learning (Driel & Berry, 2012). To this purpose, an online questionnaire could be distributed to faculty members to collect their preferences for these professional development topics. The teachers could select three topics from a predetermined list of professional development content. As Caffarella and Daffron (2013) explained, this survey will assist in assessing preferences of faculty members, identifying relevant programs, and prioritizing the sequence of workshops that could be offered by the university.

DeZure and Drake (n. d.) and O'Connell (2012) provided examples of faculty questionnaires to assess teachers' needs and preferences that could be valuable to develop an appropriate survey for the university as it covers the different aspects mentioned by faculty members in the findings such as content and program delivery modes. Matsubayaski et al. (2009) found that teachers expressed a preference for formal presentations, group work, and discussions as their preferred delivery modes. Needs

assessment studies with postsecondary education teachers conducted by Matsubayashi et al. and Toth and McKey (2010) also indicated that teachers requested to learn more about content knowledge and to develop their pedagogical and technological skills.

According to Avalos (2011), Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009), Desimone (2009, 2011), Hunzicker (2011), and Ng (2015), these workshops should include pivotal components to effectively improve teachers' practice and increase students' learning outcomes. Professional development workshops should include specific activities that will contribute to improvements in student learning such as active learning (including context-relevant faculty discussions), a focus on student learning needs, teacher self-reflection, and self-directed learning opportunities. Active learning activities encompass faculty discussions, problem solving, and simulations (Hunzicker, 2011). Workshops should also focus on students' learning needs to improve student learning outcomes, as well as enabling teachers to apply their learning to their classes (Darling-Hammond, et al., 2009; Desimone, 2009; Hunzicker, 2011). For example, in a workshop on accommodating diverse English proficiencies in class, which is one of the university's objectives, teachers could design in-class activities that could facilitate the use of English vocabulary (specific to their subjects) such as mind maps and English language games.

Workshops organized on campus should include group discussions to encourage the exchange of best practices as faculty members reported a desire to learn from their peers during structured group events on-campus. Teachers expect high-quality workshops with context-relevant information provided by their peers or external experts. Peer

sharing contributes to spreading innovative practices and enhances the quality of teaching in the community of teachers (Sun et al., 2013). For example, teachers with specific pedagogical competencies could present their practices to their colleagues, and the benefit of such presentations would accrue to the audience as well as to the faculty presenters who will formalize their knowledge on the topic.

As self-reflection is crucial to transformative learning (Mezirow, 1997), the faculty workshops should include self-assessment tests and activities to help teachers reflect on their teaching beliefs and philosophy. The effectiveness of professional development programs has been reported as related to the alignment between the purpose of the training and teachers' beliefs or change in beliefs (Avalos, 2011; Desimone, 2009; Driel & Berry, 2012). For example, self-appraisal tests with regards to ethno-cultural empathy (Wang et al., 2003) could be used in a workshop on culturally inclusive teaching to reveal teachers' beliefs. Group discussions on the alignment between the university objectives and teachers' roles to achieve these objectives could enable faculty members to reflect on their own teaching philosophy and practice. These discussions and reflections on the roles of university teachers are indeed crucial in the lifelong learning context of the 21st century (Jögi, Karu, & Krabi, 2015).

To provide self-direction and empower faculty members (Webster-Wright, 2009), teachers could be encouraged to select the content of their learning as suggested by Ng (2015), Gamrat, Zimmerman, Dudek, and Peck (2014), and McLoughlin and Lee (2008). Ng provided a model for self-regulated technological learning to facilitate technology adoption and raise faculty awareness on the interaction between pedagogy, technology,

and content. Ng recommended self-directed learning based on trials, collaboration, and reflective activities on a sustained period of time, to change teachers' technological habits and self-efficacy.

The self-directed model proposed by Ng (2015) has the advantage of combining self-direction, active learning, self-reflection, and faculty discussions over a 2-year period. Such program could be initiated at the university under study. Teachers could explore instructional technologies during workshops and progressively incorporate them into their classes. As depicted in Ng's model, subsequent meetings could enable teachers to share experiences, reflect on their practice, and deepen their understanding of the interactions between the technology, the subject content, and the pedagogy (Gadio & Carlson, 2002).

Finally, there are varying recommendations on the time duration needed to effectively impact teachers' practice and students' learning outcomes. For example, Yoon, Duncan, Lee, Scarloss, and Shapley (2007) mentioned 14 hours of training, Desimone (2009, 2011) recommended 20 hours or more, whilst Darling-Hammond et al. (2009) advocated for 30 hours or more of professional development activities. This time duration should be taken into account to identify and combine online programs with workshops, faculty discussions, and/or peer sharing onsite.

Strategy 3: Encourage Teachers' Professional Development through a Reward System, Individual Needs Assessments, and Action Research

The university management can build on teachers' intrinsic and extrinsic motivation by providing better information regarding professional development

opportunities, encouraging self-directed learning, and accounting for participation in professional development programs in the performance evaluation framework. As reported in the findings, teachers expect to be encouraged to participate in professional development programs. Hence, tying the participation in professional development to the annual performance bonus can encourage teachers to increase their pedagogical knowledge and skillset. Teachers' participation in these programs should be included in teachers' performance evaluation (KPI) as teachers can document their program participation and completion (certificates of completion).

In accordance with a self-directed approach (Gamrat et al., 2014; Ng, 2015; Webster-Wright, 2009), the administration should hold teachers responsible for selecting the professional development programs that would best meet their learning needs. Enabling teachers to be proactive and self-directed, while providing precise information about existing opportunities for professional development, will encourage teachers to take ownership of their professional learning. If teachers can choose among different programs or personalize the content and delivery modes (Gamrat et al., 2014), they will identify programs that best suit their needs and convenience. This approach is also more likely to increase faculty members' engagement in learning and to subsequently increase the program effectiveness (Geldenhuys & Oosthuizen, 2015).

As previously suggested in Strategy 1, related to the teaching skills framework, teachers should know the criteria that will be used to evaluate their teaching performance. Therefore, this teaching skills framework will guide their choices for specific professional development topics (NCCTQ, 2012). Through the combination of

information and incentives, the university will leverage on teachers' intrinsic and extrinsic motivation (Gadio & Carlson, 2002) to intensify faculty professional learning.

Several participants in the study expressed the need for the university to provide encouragement by offering individual learning needs assessments. The DPPD could conduct classroom observations and offer the teachers feedback for improvements based on the teaching skills framework. The DPPD could also provide support during the implementation of new teaching practices (Gulamhussein, 2013).

Other support would include personalized recommendations for online programs, organization of a face-to-face workshop on a specific topic, and personalized recommendations for peer collaboration. For example, the DPPD could facilitate peer collaboration (Hunzicker & Lukowiak, 2012; Steinert, 2010) by encouraging teachers to exchange with colleagues who have been identified as pedagogical skill experts. Peer mentoring, between new and experienced teachers, could benefit mentors and mentees by developing, updating, and refining their practice. For example, teachers could carry out peer observations on teaching practice and give constructive feedback. The hours spent on peer mentoring could be taken into account in the performance evaluation as part of faculty development.

Finally, faculty members should be better informed about the possibility to develop action research projects in the university. Action research can facilitate practitioners' reflection on their practices and the development of context-relevant knowledge and skills (Creswell, 2012; Lodico, Spaulding, & Voegtler, 2010; Mills, 2011). Action research can enable teachers to develop their self-efficacy and truly engage in

their professional growth as they can self-determine their learning objectives (Cabaroglu, 2014). The on-going process of analysis, reflection, and collaboration that characterizes action research, could enable faculty members to improve student engagement and learning in a culturally diverse environment at the university.

Action research will enable teachers to derive teaching recommendations that could inform their peers. In addition, faculty members will be able to disseminate their research results through publications or presentations in conferences to meet the research requirements of the university. Therefore, the development of action research could enable the university to meet several organizational objectives pertaining to continuous improvements of student learning outcomes, professional development, and research output.

Strategy 4: Train-the-Trainer Model

The university management could develop a train-the-trainer model to encourage faculty learning. According to this model, the university managers should identify teachers' learning needs and select faculty members interested in participating in professional development programs to become skill experts and consecutively train their colleagues at the campus. In a train-the-trainer model, teachers could be nominated to attend external professional development events based on their topics of interest. On return to campus, the teachers could organize sharing sessions to disseminate their learning to other faculty members and contribute to collegial improvements. For example, Sun et al. (2013) reported positive spillovers for the whole faculty as a

consequence of having several faculty members participating in external professional development programs.

In accordance with the best practices of change management (Kotter, 1996), the university administration should identify faculty members already engaged or willing to engage in professional development. These faculty members could be invited to share their experience with their colleagues. Teachers' collaboration can reduce teachers' isolation (Gadio & Carlson, 2002) by facilitating the exchange of best practices. After participating in online or external professional development programs, teachers would inspire their colleagues to try innovative practices while nurturing the culture of collegial collaboration and lifelong learning in the university.

Conclusion

In accordance with teachers' needs and preferences for professional development depicted in this study, I developed four strategies to promote professional development at this international university. The university management should better inform teachers about the existing opportunities for professional development (online or face-to-face), the university's expectations with regards to teaching practices (teaching skills framework), and teachers' core competencies (a list of pedagogical skills expert). After measuring the distribution of teachers' preferences with regard to professional development content, the university should offer workshops that will include active learning activities, faculty discussions, self-reflection, self-directed learning, and a focus on student learning needs. In addition to offering individual needs assessments and promoting action research, the university management should include professional development into the performance

evaluation framework. Finally, the administration should promote faculty collaboration through the implementation of a train-the-trainer model.

These strategies for promoting professional development rely on teachers' intrinsic and extrinsic motivation, as they enable teachers to self-select relevant professional development programs while tying their participation to the yearly financial bonus. Through effective professional development, teachers will be able to enhance their skills and increase their students' learning outcomes through the development of effective teaching practices in this multicultural environment. These recommendations conform with the university's culture and will contribute to increased teacher satisfaction and student learning.

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Appendix B: Focus Group Protocol

Research: Professional development needs of faculty members in an international university in Thailand

Date and time:.....

Duration: 90 minutes

List of interviewees (from left to right):.....

- Please, fill the form with demographic information.

Thank you for participating in this research project. We are together to discuss about faculty professional development needs and preferences at [REDACTED] to improve student learning in the university.

Because you are all teachers at [REDACTED], it is important to me to understand your points of view on professional development (PD). I want to provide recommendations to the administrators to help them develop appropriate PD programs. This study does not aim to evaluate your techniques or experiences, but to learn more about your needs for learning (PD that will help you to improve student learning).

Purpose of the research: understand your needs and preferences for professional development → Obtain a list of PD contents that you would like to see offered in the university and understand how PD can help you to become more effective in class.

1st step: Focus group → to investigate challenges and corresponding professional development needs.

2nd step: Interviews → to examine more in-depth your perceptions of PD needs and preferences → to understand how you relate faculty PD to student learning.

Sample/participants: fulltime teachers in undergraduate departments, from different cultural and language backgrounds and academic disciplines.

- Have you signed the consent form?

Regarding data confidentiality, I will keep your opinion confidential. I will **audiotape** the discussion to get a transcript, but no name will appear in the presentation of results. I will not share the audio records with the administration. I will not reveal names or individual opinions in the research results.

I would like to ask you to keep the content of the discussion confidential, as we will listen to diverse opinions. Please, respect your colleagues' perspectives and do not disclose participants' names and opinions after the focus group.

We have scheduled a 90-minute meeting. Is it still ok for you? So, would you mind if I launch the recorder?

☒ **Launch recording device**

☒ **Set the timer**

- Let's go around the table so that you can introduce yourself. You can tell us your name, your department, and what you teach.

RQ 1: What do teachers perceive they need to learn to be more effective educators in this international educational setting?

- At [REDACTED], how do you perceive students' learning issues / challenges?
- And how can you help students to learn better?
- What can help you to better meet students' learning needs?
- Which PD topic could help you to become a better teacher at [REDACTED]?
- What would you like to learn to be more effective at [REDACTED]? (as a teacher)

RQ 2: How do teachers understand the relationship between their professional development and student learning outcomes?

- Why and how the PD programs you mentioned before can help you to become better teachers?
- How will your learning improve your student learning?

RQ 3: What are teachers' preferences in terms of professional development?

- What should be the characteristics of professional development programs to make them effective for you? (delivery modes, incentives?)

Thank you for participating!

I will review and analyze this discussion transcript and will continue investigating this topic through individual interviews. I expect to collect diverse opinions from teachers from different cultural and academic backgrounds.

Volunteers for face-to-face or email interviews can write down their name (and personal email address if they prefer email interview) on a piece of paper. Face-to-face interviews will last 45-60 minutes. Email interviews will be conducted from personal email address for confidentiality reasons.

Appendix C: Face-to-Face Individual Interview Protocol

Research: Professional development needs of faculty members in an international university in Thailand

Date and time:.....
Duration: 45-60 minutes
Name of interviewee:
Subject(s) taught:
Nationality:
Years of experience in the university:.....

Thank you for participating in this interview. You have been selected for the individual interview today because you have been identified as someone who has a great deal to share about professional development and student learning in this university.

I am really interested in your experience and thoughts about PD. I want to understand what can help you to become a better teacher.

Because your participation is voluntary, you do not have to answer my questions. I will ask you open-ended questions so that you can express your ideas freely and openly. The research findings will be valid and useful if you share frankly your thoughts during this interview.

I will **audiotape** the interview and take some notes.

What is said in this interview is confidential. Your name will never appear in the research findings and I will ensure that it is not possible to identify you. I will use pseudonyms and withdraw identifying characteristics (such as name and nationality).

We have scheduled a 45-60-minute interview. Is it still ok for you? So, would you mind if I launch the recorder?

- Launch recording device**
- Set the timer**

RQ 1: What do teachers perceive they need to learn to be more effective educators in this international educational setting?

Interview questions:

- In the subjects you teach, what learning challenges do you identify for your students?
- What challenges do you face in class as a teacher?
- What type of training/PD could help you?

- Why and how such training can help you to become a better teacher?

RQ 2: How do teachers understand the relationship between their professional development and student learning outcomes?

Interview questions:

- Ideally, to become a better teacher, what kind of changes in your practice would you like to implement?
- How can those changes help your students to learn better?

RQ 3: What are teachers' preferences in terms of professional development?

Interview questions:

- If you had to attend PD, which topic/content would you like to choose?
- What type of delivery modes would you prefer (online, face-to-face, mixed)? Why?
- What type of incentives would you like to receive from the administration to participate in professional development programs?

Thank you for your responses. I will send you the transcript of the interview. I will present the findings at the end of a faculty meeting in the coming months.

Appendix D: Individual Email Interview Protocol

Email subject: Professional development needs of faculty members in an international university in Thailand

Dear.....,

Thank you for participating in this interview. You have been selected for the email interview because you have interesting perspectives on professional development and student learning in this university.

I am really interested in your experience and thoughts about professional development at [REDACTED]. I want to understand your perspectives about what could help you to become a better teacher and help your students to learn better. The research findings will be valid and useful if you share frankly your thoughts during this email interview.

I may send you follow-up questions, but I will not send more than one follow-up email (on top of this one).

Your responses in this interview are fully confidential. Your name will never appear in the findings and I will ensure that it is not possible to identify you. I will use pseudonyms and remove any identifying characteristics (such as name and nationality).

- Before starting, can you fill the following information?

Subject(s) taught:

Nationality:

Years of experience in the university:.....

Please, answer each question in one or two paragraphs.

RQ 1: What do teachers perceive they need to learn to be more effective educators in this international educational setting?

Email questions:

- In the subjects you teach, what learning challenges do you identify for your students?
- What challenges do you face in class as a teacher?
- What type of training/PD could help you?
- Why and how such training can help you to become a better teacher?

RQ 2: How do teachers understand the relationship between their professional development and student learning outcomes?

Email questions:

- Ideally, to become a better teacher, what kind of changes in your practice would you like to implement?
- How can those changes help your students to learn better?

RQ 3: What are teachers' preferences in terms of professional development?

Email questions:

- If you had to attend PD, which topic/content would you like to choose?
- What type of delivery modes would you prefer (online, face-to-face, mixed)? Why?
- What type of incentives would you like to receive from the administration to participate in professional development programs?

Thank you for your responses.

I will present the findings at the end of a faculty meeting in the coming months.