Attitudes towards the adoption of new educational technologies/ pedagogic change among teachers in Israeli Arab high schools

Rapid developments across all walks of life, and particularly new technologies and scientific discoveries, require the education system to introduce new reforms and design new curricula . The success of these endeavors depends on the teaching staff, who must be willing to adopt innovative technologies and integrate them into their teaching practice.

The purpose of this study was to examine the attitudes of teachers in Israel’s Arab education system towards the adoption of new educational technologies, and to measure their willingness to adopt and integrate them. Two hundred and ninety-five teachers from Israeli-Arab high schools were surveyed for the study: 49.5% male and 50.4% female; 26.1% science teachers, 52.9% humanities teachers and 21% Islamic studies teachers. Roughly 50% of the teachers held a BA degree and the other 50% held an MA degree. 90.2% of the participants had taken part in professional development courses.

Our findings indicate that adoption of new technologies is equally challenging for teachers in all disciplines. All participants held the view that adopting innovative technologies and teaching methods can contribute to their professional development as teachers. We also found that younger teachers were more open to innovation than their older counterparts. Teachers were more willing to adopt and integrate new technologies when the initiative to do so was their own, and less willing to do so when the change was initiated by the school or the Ministry of Education.

Our study shows that implementing change can be challenging and that the process requires professional development courses, along with additional forms of support that provide teachers with a better understanding of looming changes and the tools that are available for their implementation.

Question: Do you think that a survey among Jewish, religious or ultra-orthodox teachers would result in similar findings?