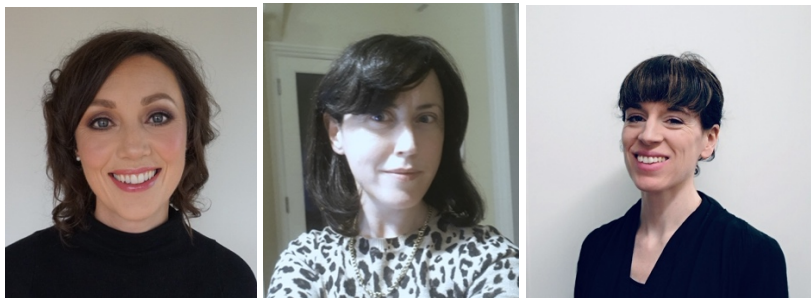


Title of Research Project: Exploring Teacher Agency Experience and Teacher Research in the Enactment of Leaving Certificate Computer Science

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Relevant key words: Computer Science Education; Teacher Agency

Summary:

The aim of this research was to explore:

- the dispositions of a cohort of Computer Science teacher(s) towards being involved in Leaving Certificate Computer Science (LCCS),
- their learning needs and
- the extent to which they are being addressed.

Reflecting the importance of purpose and empirical relevance to practitioners (McKenney & Schunn 2018) research on enacting educational change and innovation was central to this project. The research questions posed were:

- What are the realities of teaching a new school subject, i.e., LCCS, in a high-stakes environment?
- To what extent does teacher agency play a role in the enactment of LCCS?
- How do we develop CS teachers as teacher-researchers as they learn to teach a new subject?

A qualitative approach was used in this research with a case study design, allowing for a deeper exploration of the context and the constraints within that context, i.e., the realities of studying a new subject in a high-stakes examination environment. Using focus groups and interviews as data collection tools, the study followed LCCS teachers in their schools documenting and exploring the realities of the actual enactment of LCCS in their respective schools throughout an academic year.

Findings from the study correlate to literature on teacher agency, evidencing the necessity to ensure CS teacher education best practice continues, where CS teachers and students become co-participants in analysing, designing, investigating, and developing CS knowledge.

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