Innovative educators, cutting-edge technologies, and moral coherence

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Abstract.
This paper reports on the findings of an investigation into personal convictions, social structure, and relationships within the larger community that can influence the pedagogical reasoning of innovative teachers. The data was qualitatively analyzed using the Straussian Grounded Theory Method in order to articulate a substantive theory that aims to improve our understanding of knowledge creation when innovative teachers use emerging technology to improve their teaching and learning practice. The three core components of the resulting substantive theory are moral cohesion, innovation negotiations in context, and responsive governance as essential to innovative teachers’ pedagogical efficacy when engaging with emerging technologies. The concept of moral cohesion is expanded upon and is the primary focus of this article.

Keywords: innovative teachers, moral cohesion, pedagogies, ethics, teacher disposition, and teacher performance are some of the keywords.

العنوان:
الدراسة تتناول هذه الورقة نتائج تحقيق في المعتقدات الشخصية والاجتماعية والعلاقات داخل المجتمع الأكاديمي والتي يمكن أن تؤثر على التفكير التجريبي للمعلمين المبتكرين. تم تحليل البيانات ب 页面 3

المجتمع المعرفي باستخدام طريقة نظرية ستراس الأرضية من أجل صياغة نظرية جوهرية تهدف إلى تحسين فهمها خلق المعرفة عندما يستخدم المعلمون المبتكرون التكنولوجيا الناشئة لتحسين ممارساتهم التعليمية والتعليمية. المكونات الأساسية الثلاثة للنظرية الموضوعية الناتجة هي التماسك الأخلاقي، ومفاوضات الابتكار في السياق، والحاوثة الناجمة باعتبارها ضرورية للفعالية التربوية للمعلمين المبتكرين عند التعامل مع التقنيات الناشئة. تم توضيح مفهوم التماسك الأخلاقي وهو المحور الأساسي لهذه المقالة.

الكلمات المفتاحية: المعلمون المبتكرون، التماسك الأخلاقي، طرق التدريس، الأخلاق، سلوك المعلم، وأداء المعلم هي بعض الكلمات الرئيسية.

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1. Introduction.

The place of instructional technologies in the classroom has changed and evolved over time. Substantially through time, but little is known about how this information is put to use in the classroom and how cutting-edge pedagogies are copied and disseminated. Pioneering, creative teachers have created personal conceptions that, when expressed and shared, have the potential to influence future practice. The study investigation is viewed through the work of teachers who were selected as finalists for the Microsoft Innovative Teachers Forum Awards (ITFA) competition using a post-modernistic interpretative lens. Through this yearly competition, innovative educators who are passionate about using technology to improve teaching and learning are recognized and brought together. The cultural-historical context is taken into account since it places the participating teachers in an environment where the technology tools chosen for use are available.

2. Methodology.

By the ideals of the information society and seek to provide their students with the skills necessary to become contributing members of this society. The study lasted three years, and data collection tools included meta-data, educational multimedia artifacts, virtual classroom tours (VCTs), document analysis, innovative teacher workshops, and interviews. Primary research data was obtained from School and includes competition entries from 2021 to 2022. SchoolNetSA was founded as a national organization in the 2012 as a result of the efforts of volunteer educators and innovative thinkers in school networking. One of the data instruments used is the virtual classroom tour (ESP), which is a universal template developed by Microsoft Innovative Teachers.

The data was qualitatively analyzed using the Straussian Grounded Theory Method to develop a substantive theory that aims to improve our understanding of knowledge creation. When creative teachers use emerging technology to improve their teaching and learning. Initially, all data was analyzed using coding techniques. A list of all generated codes was compiled, and descriptive quotes were identified for use during the discussion of the findings. Opportunities were used during theoretical sampling to expand the list of codes and seek greater clarity on concepts by reflecting on informal conversation pieces, interacting with workshop participants, and engaging selected innovative teachers for unstructured interviews until theoretical saturation was achieved. The list of codes was systematically reduced as redundant codes were removed.

3. Results and Discussion.

3.1 Moral Unity.

The ratio of arrows flowing into or out of sub themes determines the strength in comparison to other categories and is thus identified as a driver, link, or outcome. The strongest drivers have been identified as African Renaissance and teacher disposition. Teacher education connects the strong drivers to the outcomes manifested as stewardship and ethical considerations.
3.2 Professional Obligation.

According to the data analysis, the theme of professional burden includes the subthemes Libyan teachers, stewardship, and ethical consideration.

3.2.1 Language Teachers in Libya.

In the mid-1990s, it promotes the idea that the nations and people of Libya, being intimately familiar with their current challenges, can work together to combine Arabic knowledge of Libya and values of solidarity toward economic, social, and environmental renewal. Scientific, cultural, and educational spheres. Libyan education ministers from across the continent.

When the Libyan met in 1999, they declared, "We are more convinced than ever that education is for empowering the people of Arabic area such as Libya to participate in and benefit more effectively from the opportunities available in the global economy of the twenty-first century".

Furthermore, the ministers emphasized the development of "non-formal strategies for reaching disadvantaged children, including street and working children and refugees; making curricula more relevant to local cultures; promoting use of the mother tongue in the early years of primary education and in adult education; integrating education into the family, community, and workplace.

"Libya country is still maintaining an astonishing spirit of hope, optimism, perhaps even euphoria, as far as the idea of overcoming is concerned," writes Gruner.

In terms of technology, poverty and misery are concerned." Teachers and policymakers continue to believe that integrating technology into the education system will solve other social problems and catapult the African people into the information society.

The gap between policy and practice, as well as the largely futile efforts to implement large-scale solutions, is well documented; however, the innovative teacher as an individual within the education system adheres to the ideals of the North African Renaissance and discovers unique solutions.

3.2.2 Environmental Stewardship.

Teachers' primary responsibilities are to plan, prepare, and carry out an instructional program. Aligned with the national curriculum statements for the subject areas over which they have authority. They must provide learning materials, instruct, assess, and keep records up to date in order to achieve this goal.

Manage learner behavior with a code of conduct, take part in extracurricular activities, and interact and communicate with parents and caregivers. Other responsibilities are pastoral in nature, as they are responsible not only for their students' academic needs but also for their social well-being.

Teachers must also invest in themselves and participate in staff development activities so that they can constantly evaluate their own teaching methods.
The general concept of stewardship is to be held accountable for something or to tend to the needs of someone or a cause that has been entrusted to one's care. Within the context of this article, the concept of stewardship means that innovative teachers feel responsible for and attend to the needs of the students in their care in order to develop them to their full potential and contribute to their communities. The concept of stewardship can be expanded to include community experts in an effort to include indigenous knowledge systems, thereby increasing community involvement in teaching and learning.

Innovative teachers go beyond their traditional teaching responsibilities to address problematic issues in their community and, as a result, reach out to its members in a collaborative effort to build a cohesive society. In order to incorporate their knowledge into learning projects, community experts are approached and strategies to harness their capability and know-how are devised.

This gives elders and community leader’s recognition, and indigenous knowledge is treated as a valuable resource. Indigenous Knowledge Systems (IKS) are what they sound like.

Knowledge that is specific to a particular culture or society. Local knowledge is used to make decisions, which are "dynamic and constantly influenced by internal creativity and experimentation as well as contact with external systems."

Innovative teachers and students are also confronted with their own internal creativity. They constantly amend their personal knowledge systems as a result of their exposure to a variety of technologies and the world outside their community, but they still rely on their community for input and support. At the same time community involvement allows learners to develop a healthy respect for their neighborhood and a sense of inclusiveness. This process leads to a strengthening of the social fabric of a particular society.

Jaramillo initiated this focus on community issues when he states that "teachers are encouraged to facilitate, create, and see themselves as participants within the community." Because innovative teachers are part of a community, they bear the burden of localized issues. These educators use their social standing to spur action.

3.3 Ethical Points to Consider.

Pressures brought on by the information society are influenced from three different perspectives: theoretical, political, and everyday prosaic.

When all three perspectives are considered, the political narrative is currently the strongest, as evidenced by policy documents articulating Libyan vision for ICT in 2020. The development narrative continues to emphasize entrepreneurial and research skills as a means of building capacity and addressing local and global challenges. Innovative teachers are trapped within the everyday prosaic, unstructured, and utopian perspective, in contrast to the governmental organizational structure and agenda. There is an onslaught of technologies in this space, bringing with it a slew of ethical concerns. At the same time, teachers are struggling to find common ground.
"Innovation in Technology has prompted Innovation in Ethics, because the "old" ethics were insufficient to deal with the moral problems of a "new" world created by the advent of technology."

"new technology" In relation to this research, ethics entails establishing codes of conduct, rules, policies, and procedures in the formal learning environment and, increasingly, in the informal learning environment.

The full impact of using emerging technology for teaching and learning purposes can never be predicted. As each new technology reshapes previous parameters, there are unintended consequences. The ethics of responsibility, as articulated by Ströker in Gruner, is one field of applied ethics that resonates with this study.

Teachers are expected to be responsible in carrying out their duties when engaging in the art of teaching and learning with technology, and in turn, they instill this concept of acceptable behavior in their students. The act of being responsible in the use of emerging technologies inherently includes future ethics, social, nature, and democracy in an attempt to mitigate the unintended consequences that may occur in the course of the innovative project's unfolding. In any situation where accountability is required, it must be established who is liable, for what, and to whom. As a result, the issue of power resurfaces in the question of what sanctions are available against those who have not fulfilled their responsibilities.

As a result, personal and learner-owned devices are chosen for voluntary use in the classroom. Teachers are concerned about issues such as the availability of such devices, as well as their ability to reflect on their practice in open forums and express an open opinion on it. Events taking place within and outside of the classroom. In the case of learners, they lament the lack of guidance from authorities, as most responses appear to be knee-jerk reactions to a contentious issue involving learners' inappropriate use of mobile phones. Authorities provide little proactive guidance and thus no genuine support.

Another issue that must be addressed is how to manage parents' expectations, particularly regarding the use of their child's mobile phone for teaching and learning purposes. To avoid the potential loss of using new devices in teaching and learning, innovative teachers are going to great lengths to manage parents' and the school community's fears and put mechanisms in place to educate their students.

"Identifying and addressing safety and ethical issues as part of a teacher's role in preparing digitally literate citizens to use technology in a networked global environment."

In the networked classrooms of the twenty-first century, community in a safe and socially appropriate manner must be viewed as a keystone supporting wise and thoughtful practice. Only explicit preparation of teachers who are aware of what they are doing, as opposed to those who are not, will result in the promotion of responsible practices.

One of the impediments to explicit teacher preparation is the issue of currency, as technology is very dynamic, with new solutions and devices constantly being released into the market. Guidelines that were appropriate for established practices
quickly became obsolete and irrelevant. The widespread use of social media creates new habits, and thus new inherent dangers emerge. Generic guidelines are thus required, and they must remain adaptable enough to evolve with technological capabilities and new practices in learning interactions.

The data analysis revealed that teachers were unsure about appropriate ethical behavior when introducing new technology into their teaching and learning spaces, which had previously been reserved for more traditional and widely accepted forms of educational technology.

Teachers navigate ethics in their practice by articulating their own set of practical rules to guide themselves and their learners due to a lack of structure and guidelines from governing authorities. They try to keep these guidelines generic and fluid in order to accommodate new technological developments and transition from a rules-based to a value-based system of governance. In this way, teachers unintentionally incorporate Gruner's Ethics of Responsibility, which emphasizes social and future ethics, into their actions.

3.4 Bachelor Teacher.

Teachers are skilled at using whatever means and resources are available to achieve predetermined learning outcomes in challenging contexts. As a result, they have been labeled as training in their trade. This behavior is not new or unique to the teaching profession, but in relation to this study, it encapsulates the anthropologist's original ideas. Lévi-Strauss, Claude.

When innovative teachers take on the task of designing projects that will incorporate emerging technologies, they consider the repertoire of skills that they have accumulated over the course of their teaching careers. Despite the fact that the technology they will be using is new to them and they have not fully anticipated the results of using it in the classroom, they are confident in their ability to solve problems and overcome challenges.

This is a skill they not only require of their learners, but also apply to themselves, and they deliberate the best solution for a given task in collaboration with learners. Thus, bachelor teachers concentrate their efforts on addressing the complexities of the lived world and comprehending the reality that exists.

Historical body of truth. Teachers’ knowledge is provisional and subject to change in this framework. Teachers' understanding is constantly being expanded as their access to more diverse technologies are being developed. English teachers ESP are aware that tensions will emerge in social knowledge as individuals’ understandings and insights change and evolve.

The process of using technology for creation, remixing, and sharing is linked by a set of potential relationships, and teachers, in collaboration with their students, discover new ways to benefit themselves and their communities. There is little regard for perceived correct procedures, but teachers and students are pragmatic and more concerned with task completion. Pre-existing knowledge about their learners' capabilities and skill levels is used to make decisions.
3.4.1 Teacher Attitude.

Within the realm of social foundations in education, the definition of disposition should be influenced by John Dewey's idea, which promotes teachers' intellectual and social growth and thus assists them in acquiring characteristics that support their teaching activities. The disposition of the teacher has a significant impact on student learning and development.

Teachers' perspectives, prior life experiences, and beliefs all have an impact on their participation in ICT-related initiatives. "Beliefs are far more influential than knowledge in determining how individuals organize and define tasks and problems, and are stronger predictors of behavior," according to Nespor (1987, p. 19), as cited in Li and Hughes-Wilhelm. Richardson, Anders, Tidwell, and Lloyd, later supported by Webb and Cox, discovered that a shift in beliefs leads to a shift in behavior.

Implementing innovations in teaching practice is a multifaceted process.

It is necessary to maintain one's enthusiasm. Teachers seek assistance from their students, whose approval they value. Positive feedback from students reinforces teachers' overall worth.

Their students. This learner, who is taking part in the project Community, describes how his attitude toward himself and his teacher has improved. He claims that the project has increased his respect for himself and his teacher:

Teacher initiative and change are influenced not only by their own abilities, but also by interactions with external incentives and opportunities. Outside policy, professional, and public elements are filtered through the teachers' personal beliefs, knowledge, and dispositions before being implemented in their reformed practice.

3.4.2 Teacher Education.

Training courses and materials are typically prepared well in advance of training events, and in a rapidly changing environment where technology is involved, the struggle to stay current becomes problematic. Teachers who have been in the classroom for a number of years have received no formal training in computer literacy skills. Teachers differ, and current training programs do not adequately cater to individualized learning levels.

Innovative teachers report that they developed their skill set over time through a combination of formal ICT training events and serendipitous exposure to a variety of different training opportunities. These opportunities were not all related to ICT, but rather to inspiring incidents that sparked their creativity. Prior exposure to ICT in personal and professional life, as well as learning histories, influence the strategies used to use technology in teaching and learning.

In the formal domain, teachers take advantage of every training opportunity, but they pick their events carefully to fill perceived gaps in their skill set. The main source of concern is the need for additional training.
Over time, the ideas of social pragmatists like Dewey have gained traction and have been incorporated into various teacher education efforts to make the classroom more engaging. Less teacher-centered and more sensitive to students' realities and experiences.

In short, as Libyan teacher indicates, more emphasis has been placed on the development of cooperative communities in which learners come together to problem solve, experiment, and develop both moral and academic reasoning.

As a teacher and environmental activist, I am passionate about the use of technology in teaching, particularly in environmental subjects. I believe that learning is a three-legged stool (the learners, the community, and technology), and that efficient learning necessitates the involvement of all three (teachers Group A 2022).

4. Finally.

Teachers expressed a strong sense of kinship with the people of Libya and aligned their ideals with those of the Libyan teachers’ movement in the core category of moral cohesion.

When engaging in teaching and learning activities that involve the use of new technologies, innovative teachers consider their position in society and their path forward. They aim to uplift and enlighten their colleagues and students by broadening their horizons through their projects. They rely on members of their community to achieve this goal, as well as their own personal network of contacts that extends beyond the education sector.

Innovative teachers' perceptions of the professional burden they bear, combined with their teacher’s attitude, point to them using whatever means and whatever resources are available to provide learners with the skills needed to become contributing members of their community and the information society. The appropriation of learners' personal devices for learning, where their disposition had to be carefully managed in accordance with ethical considerations and their various capabilities, was one strategy for the constant renewal of pedagogical practices and the need for reflexivity. Innovative teachers are powerful change agents in their school environments, and in this regard, a certain amount of freedom to further explore their own practice while also tasking them with additional responsibilities could be offered to innovative teachers.

This article examined the component of moral cohesion revealed by analyzing data delivered by various data instruments. The professional burden themes and teachers as expertise were presented and expanded upon in the form of literary quotes and references. The interdependence of the subthemes prioritized Libyan as a key driver, with teacher disposition as a partial driver. Teacher education was viewed as the enabling mechanism that results in a sense of stewardship and the ethical considerations that must be considered when engaging with emerging technologies in the pedagogical space. Finally, the following statement expresses moral cohesion: "It cannot be solely self-interest that motivates teacher educators, but a moral and ethical imperative to provide service to others."
References.


