ENGLISH SUMMARY

The present study was designed to determine an effective approach to enhance the use of information and communication technology (ICT) by the faculty at SCE in teaching. The significance of technology for the teaching and learning process in the 21st century is discussed at length in the introduction chapter. Additionally, the status and importance given to technology by the government of Bhutan is described in the introduction chapter. Furthermore, the various initiatives and investment programs launched at RUB in general and SCE in particular to respond to the changing pedagogic practices in the educational arena due to the penetration of technology is discussed in depth. The discussion on this issue is extended to the literature study related to the concept of integrating ICT in teaching in higher education as contextualized to the current study. Analyzing the ICT integration in teaching attempts at RUB and SCE and then reflecting on the state of art with regards to ICT in teaching at SCE enabled the identification and formulation of the problem statement. The themes from reviewing the literature and insights from the hypothesis eventually led to the derivation of the research question for the current study. Therefore, the study attempted to find ways to enhance ICT integration in teaching by the faculty at SCE.

Activity theory is used as the overarching theoretical framework for the overall design of the study. The activity system is employed as one of the tools to analyze the data. According to Nyvang and Johnson (2004), the activity system is a strong tool when it comes to researching into the many influences on the relationship between the individual, the community, and the change processes in a web of mediating artifacts including tools, culture, and division of labor (2004, p. 66). Pragmatism had been identified as the paradigm for this research study for the following reasons: The focus of the study is on the consequences of research, finding answer to the research question, and on the use of multiple methods of data collection to inform the problem under study.

It has been argued that the dominant training and coaching model, which focuses on expanding an individual repertoire of well-defined classroom practice, is not adequate for the conceptions or requirements of teaching embedded in present reform initiatives (Little, 1993, p. 129). In this regard, Shear et al. (2011) confer that professional development is most effective when it is ongoing and that systematic change is an evolutionary process that is also ongoing. Therefore, a professional development process referred to as an intervention workshop (a one time workshop followed by a pilot study) in the current study has been implemented using the future workshop approach and participatory design methodology. The aim of the intervention workshop and pilot study was not to empower the faculty at SCE as technological experts. Rather, it was designed to
assist the lecturers in the following: To reflect on their pedagogic practices; consider the need to rethink pedagogy with ICT; enable them to realize the significance of technology in teaching in the 21st century; motivate and assist them in redesigning the lessons integrating ICT; and motivate and support the enhanced use of ICT in teaching.

During the intervention process, I played a dual role of simultaneously holding an organizational position as a faculty member as well as a more temporary inside researcher role for the duration of the PhD study. The overall findings show that the use of an intervention workshop within the future workshop framework and the use of a participatory design approach with scaffolding during pilot projects enhance the use of ICT in teaching.