

Teachers' Learning Community and Their Self Efficacy

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Abstract : Given the imperative role educational institutions have in the creation of a motivational learning community that develops and engages their students, the influence of evoking the same environment for their teachers needs to be examined. Teachers and their role lie at the core of the efficiency of the learning experience. One exigent aspect in the process of providing professional development to teachers is to involve them in this process, and the best manner would be through creating a learning community in which they are directly engaged and responsible for their own learning. An educational institution that thinks first of its teachers learning and growth would achieve its goals in providing an effective education for its students. The purpose of this research paper is to examine the effect of engaging teachers in a learning community in which they are responsible for their own learning through conducting and providing the material required for the training on their self efficacy, engagement, and perceived autonomy. The sample includes twenty instructors at the German University in Cairo teaching Academic skills at the Department of English and Scientific Methods. The courses taught at the department include Academic skills, writing argumentative essays, critical thinking, communication and presentation skills, and research paper writing. Procedures for the duration of eight weeks will entail pre-post measures to include The Teachers Self Efficacy Scale and an interview. During the weekly departmental meeting, teachers are to share resources and experiences or research and present a topic of their choice that contributes to their professional development. Results are yet to be found.

Keywords : learning community, self- efficacy, teachers, learning experience

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