Abstract

This study aims to evaluate whether the introduction of scaffolding measures such as peer-programming, motivational interviewing and reflective practices may improve confidence levels of post-primary school teachers in using computational thinking in the classroom. Entering the world of global competition, the emphasis is placed on students to be communicative, collaborative and to think critically and innovatively. Consent has not been agreed on the definition of computational thinking but Wing (2006) so describes as a way of "solving problems, designing systems, and understanding problems drawing on the concepts fundamental to computer science". Using the theoretical framework of social constructivism coupled with the Andragogical principles, the study seeks to monitor whether confidence levels amongst teachers remotely working in pairs to collaboratively produce an artefact. With it's original foundations in dyadic adult–child interaction, the concept of instructional scaffolding involves temporary and adaptive support to the learner (Smit J, Baker A., Eerde H, 2013). The intervention in this project will require participants to work in pairs, post online reflections of their experience and participate in a motivational interview. Quantitative and qualitative research methods are employed to measure whether an increase in confidence has occurred resulting in suggestions on further research