

Research-informed EdTech design

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How International School Teachers Use Technology to Support Active Learning

A practitioner-focused research case study for Learning Design, Instructional Design and EdTech Product roles.

The question

How do teachers in international schools in Thailand incorporate digital technology into curriculum planning, and what makes that integration useful for active learning? The research examined planning decisions rather than assuming that more technology automatically means better learning.

My research approach

I designed a pragmatic, sequential explanatory mixed-methods study: a questionnaire completed by 20 teachers, followed by seven completed semi-structured interviews, with descriptive analysis, thematic analysis and integration of the two strands.

Selected findings

Evidence	What it suggests
20/20 used technology in lesson planning	Digital tools were embedded in everyday preparation, less consistently in long-term planning.
4/20 reported unit-planning use; 1/20 assessment-design use	Opportunity to design better-connected planning and assessment workflows.
6/20 cited time/workload pressure; 5/20 cited cost/subscriptions	Adoption depends on feasibility, affordability and workflow fit.
14/20 described collaborative tasks to promote active learning	Technology choices should support meaningful participation and thinking.

Three insights for product and learning design

1. Design for real teacher workflows. Teachers primarily used technology to organise, adapt and create resources during short planning cycles. A useful product should reduce friction rather than add another administrative layer.
2. Engagement is conditional. Digital experiences can support active learning, but only when the task, scaffolding and classroom conditions promote genuine thinking and participation. Technology alone does not establish learning impact.
3. Systems matter. Reliable infrastructure, platform coherence, subscription access, planning time and practical support affect whether teachers can sustain more interactive approaches.

How this informs my portfolio projects

Learning Horizons — curriculum-first platform

My independent Learning Horizons prototype responds to a related practical problem: coordinating curriculum coverage and shared resources between Grade 2 teachers. The dissertation offers a research-informed rationale for prioritising curriculum visibility, reusable resources, teacher agency and coherent workflows. The study did not evaluate Learning Horizons, so this is a design connection rather than evidence of its effectiveness.

Interactive learning games — active participation

My Grade 2 Plants & Pollinators games put the principle of purposeful interaction into practice. I used games after instruction and reviewed both classroom engagement and follow-up booklet work. These classroom observations are separate from the dissertation dataset and should not be presented as research findings from the study.

Research skills demonstrated

Research-question formulation • Questionnaire and interview design • Mixed-methods analysis • Thematic coding • Evidence synthesis • Research ethics • Critical interpretation • Translating findings into design recommendations

What I would do next

Translate the findings into a simple product-discovery plan: interview intended users about curriculum and resource workflows; usability-test a limited Learning Horizons prototype; measure task completion and planning friction; and test whether interactive activities support conceptual understanding with suitable before-and-after evidence.

Limitations and responsible interpretation

The research used a small, non-probability sample and self-reported teacher experiences within Thailand-based international/private English-medium schools. It did not directly observe classroom practice or measure student learning gains. The results offer contextual design insights, not causal proof or generalisable impact estimates.

Portfolio positioning

This project shows how I combine classroom experience with research methods to identify authentic user needs, evaluate educational technology critically, and make pedagogy-led design decisions. It complements my product prototype and classroom game-design case studies without conflating research evidence with subsequent implementation.

Source: Vosloo, A. D. (2026). How International School Teachers Use Technology to Support Active Learning. MA Education dissertation, University of Nottingham. Internal references: Chapters 3–6, especially sections 4.2, 5.8 and 6.3–6.6.