Strategies Development to Enhance the Ability of Elementary School Teachers Using Situation-Based Learning Supported by Artificial Intelligence and Professional Learning Communities for Instructional Design

RESEARCH DESIGN

PHASE 1 — Needs Analysis

21 informants
5 experts, 8 administrators, 8 teachers

Findings

- Limited connection to real-life situations
- AI use at a basic level
- PLC practices lacked continuity

PHASE 2 — Strategy Development

11 contributors
6 teacher representatives, 5 experts

Developed a system-based strategy with 4 components:

- Strategic goals
- Implementation approaches
- Support measures
- Development activities

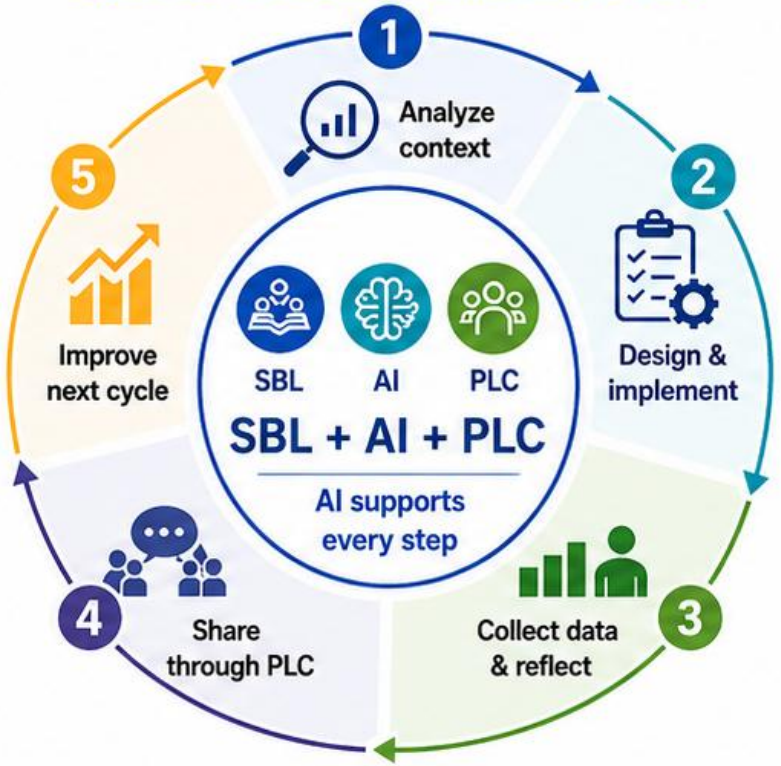
PHASE 3 — Pilot & Evaluation

3 pilot schools
9 administrators and
9 teacher representatives

Evidence from interviews, instructional design artifacts, and lesson-learned notes.

INTEGRATED STRATEGY

A continuous 5-step development cycle guided by AI and strengthened through PLC



AI EMPOWERS | ANALYZE | DESIGN | FEEDBACK | REFLECTION

KEY OUTCOMES

- Improved situation-based instructional design
- More purposeful AI use to support instruction
- Stronger collaborative learning through PLC
- Strategy perceived as appropriate, practical, and supportive of continuous teacher professional development

CONDITIONS FOR CONTINUITY

Time | Resources | Technology | PLC structure | Administrative support

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