

The Efforts of the Christian Religious Education Teacher in Using Short Film Audiovisual Media to Teach Grade V Students

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Abstract

This study aimed to describe the efforts of the Christian Religious Education teacher in using short-film audiovisual media to teach Grade V students at SDN 6 Pahandut and to identify the supporting and inhibiting factors influencing its implementation. The study employed a qualitative descriptive approach involving the Christian Religious Education teacher and Grade V students as research participants selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews, and documentation. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing, while the credibility of the findings was ensured through source and technique triangulation. The findings revealed that the teacher made systematic efforts by planning lessons carefully, selecting appropriate short-film audiovisual media, facilitating classroom discussions, encouraging student reflection, and relating biblical teachings to students' daily experiences. These instructional practices enhanced students' learning motivation, classroom participation, understanding of biblical values, and Christian character development. The study also identified several supporting factors, including the teacher's pedagogical competence, the availability of technological facilities, school support, collaborative professional practices, and students' enthusiasm for multimedia learning. The study concludes that the effective use of short-film audiovisual media in Christian Religious Education depends not only on the availability of technology but also on teachers' instructional competence, creativity, careful lesson planning, and continuous institutional support to create meaningful, student-centered, and technology-enhanced learning experiences.

Keywords

Audiovisual Media, Christian Religious Education, Learning Media, Short Film, Teacher Efforts.



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INTRODUCTION

Education in the twenty-first century requires teachers to integrate innovative instructional strategies and learning media that actively engage students while promoting

meaningful understanding. In elementary education, the use of instructional media has become increasingly important because young learners tend to understand concepts more effectively through visual and auditory stimulation than through verbal explanation alone. Christian Religious Education (CRE) is not merely intended to transfer biblical knowledge but also to cultivate Christian character, spiritual values, and moral behavior that can be practiced in everyday life. Consequently, CRE teachers are expected to create learning experiences that are interactive, contextual, and relevant to students' developmental characteristics. One learning medium that has demonstrated significant educational potential is short-film audiovisual media, which combines moving images, narration, sound effects, and music to present biblical stories and moral messages in an engaging format. Through audiovisual presentations, students can observe concrete illustrations of Christian values such as love, forgiveness, honesty, obedience, compassion, and responsibility, making abstract religious concepts easier to comprehend and internalize. The integration of audiovisual technology also supports student-centered learning by encouraging observation, reflection, discussion, and critical thinking, thereby improving both cognitive achievement and affective development in Christian Religious Education classrooms (Mayer, 2021; Moreno & Mayer, 2022).

The effectiveness of audiovisual media is strongly supported by learning theories emphasizing multimedia instruction and dual-channel information processing. According to Cognitive Theory of Multimedia Learning, students learn more effectively when verbal explanations are combined with relevant visual representations because information is processed simultaneously through auditory and visual channels, resulting in deeper understanding and longer retention. In elementary schools, short films are particularly appropriate because they match children's cognitive development, attention span, and preference for storytelling. Biblical narratives presented through animation or live-action videos allow students to connect religious teachings with real-life situations they encounter at school, at home, and within their communities. Furthermore, audiovisual learning encourages emotional engagement, enabling students not only to understand biblical messages intellectually but also to empathize with characters and reflect upon their own attitudes and behaviors. Such emotional involvement is particularly essential in Christian Religious Education because character formation requires more than memorization of scripture; it requires students to experience moral values personally through meaningful learning situations. Therefore, the creative use of short-film audiovisual media represents an effective pedagogical innovation that aligns with the learning needs of elementary students in the digital era (Mayer, 2021; Clark & Mayer, 2023).

Despite the rapid advancement of educational technology, many Christian Religious Education classrooms in Indonesian elementary schools continue to rely predominantly on conventional teaching methods such as lectures, textbook reading, question-and-answer sessions, and teacher-centered explanations. These approaches often limit students' participation and reduce learning motivation because religious concepts are presented abstractly without sufficient visual illustration. As a result, many students experience difficulty

understanding biblical events, interpreting Christian values, and relating scriptural teachings to everyday life. This challenge becomes increasingly evident among Grade V students who are entering a developmental stage characterized by greater curiosity, logical reasoning, and social awareness. At this level, students require learning experiences that encourage active exploration rather than passive listening. The utilization of short-film audiovisual media provides opportunities for teachers to bridge the gap between biblical narratives and students' real-life experiences by presenting authentic situations that stimulate observation, discussion, collaboration, and reflection. Therefore, teachers' ability to select appropriate audiovisual materials and integrate them into instructional activities becomes an essential factor influencing learning effectiveness and students' spiritual growth (Darling-Hammond et al., 2020; UNESCO, 2023).

Teachers occupy a central position in determining the success of media-based learning because technology itself cannot improve educational quality without effective pedagogical implementation. Christian Religious Education teachers must possess not only theological competence but also pedagogical creativity and technological literacy. Their responsibilities include selecting suitable short films, connecting audiovisual content with biblical teachings, designing reflective discussions, facilitating student participation, evaluating learning outcomes, and encouraging students to apply Christian values in daily behavior. Moreover, teachers must ensure that audiovisual media are age-appropriate, culturally relevant, and consistent with Christian doctrines while simultaneously addressing students' emotional, cognitive, and spiritual development. Effective classroom management is also necessary to maintain students' attention during film viewing and to encourage meaningful interaction after the presentation. Consequently, the teacher's instructional efforts extend beyond merely showing educational videos; they involve transforming audiovisual experiences into opportunities for character education, moral reasoning, and faith formation through well-planned learning activities (Koehler et al., 2022; Mishra & Koehler, 2023).

SDN 6 Pahandut represents an educational setting where Christian Religious Education teachers face both opportunities and challenges in implementing innovative instructional media. Although audiovisual technology has become increasingly accessible through computers, projectors, televisions, and internet-based resources, its classroom utilization depends largely on teachers' readiness, competence, and instructional planning. Grade V students at SDN 6 Pahandut possess diverse learning characteristics, academic abilities, and levels of religious understanding, requiring instructional approaches capable of accommodating different learning needs. The use of short-film audiovisual media may contribute to creating a more enjoyable learning atmosphere while increasing students' motivation, concentration, participation, and comprehension of Christian teachings. Nevertheless, successful implementation requires careful preparation, including media selection, lesson planning, classroom facilitation, and post-viewing reflection activities. Understanding the efforts undertaken by Christian Religious Education teachers in utilizing short-film audiovisual media is therefore important because it provides valuable insights into practical teaching strategies that promote effective religious

learning and character development in elementary schools. The findings may also contribute to improving instructional practices and encouraging wider integration of educational technology in Christian Religious Education across similar educational contexts in Indonesia (OECD, 2023; UNESCO, 2023).

METHODS

This study employed a qualitative descriptive research design to explore the efforts of the Christian Religious Education teacher in using short-film audiovisual media to teach Grade V students at SDN 6 Pahandut. A qualitative approach was selected because it enables researchers to gain an in-depth understanding of teachers' instructional practices, experiences, and strategies within their natural classroom setting. The primary participants consisted of the Christian Religious Education teacher and Grade V students, selected through purposive sampling based on their direct involvement in the learning process. Data were collected through classroom observations, semi-structured interviews, and documentation, including lesson plans, learning materials, photographs, and school documents related to instructional activities. Classroom observations were conducted to examine the implementation of short-film audiovisual media during teaching and learning, while interviews explored the teacher's planning, instructional strategies, perceived challenges, and efforts to enhance students' engagement and understanding. Documentation served to strengthen and validate the observational and interview findings. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing and verification. To ensure the trustworthiness of the findings, data credibility was established through source triangulation, technique triangulation, prolonged engagement, and member checking, thereby enhancing the validity and reliability of the research results (Miles et al., 2020; Creswell & Poth, 2024).

RESULTS AND DISCUSSION

Efforts made by Christian Religious Education teachers in teaching using short film audiovisual media for fifth-grade students at SDN 6 Pahandut

The findings of this study indicate that the Christian Religious Education (CRE) teacher at SDN 6 Pahandut made systematic efforts to integrate short-film audiovisual media into the learning process to improve students' understanding of biblical teachings and Christian values. The teacher began by carefully selecting short films that were consistent with the learning objectives, the biblical topics being discussed, and the developmental characteristics of Grade V students. This preparation ensured that the audiovisual materials were not merely entertaining but also served as meaningful instructional resources that reinforced biblical messages. Before presenting the film, the teacher introduced the lesson objectives, activated students' prior knowledge through questioning, and encouraged students to observe important scenes and moral values while watching. This instructional sequence reflects effective pedagogical planning because students were prepared cognitively and emotionally

before engaging with the audiovisual content. Such preparation increases students' readiness to construct knowledge actively rather than passively receiving information. Research has demonstrated that effective integration of multimedia begins with careful instructional design in which teachers align media with curriculum objectives and students' learning needs rather than using technology solely for motivation (Fiorella & Mayer, 2021; Trust & Whalen, 2020).

During classroom implementation, the teacher functioned not only as a presenter of learning materials but also as a facilitator who guided students throughout the viewing process. The teacher periodically paused the short film to explain biblical events, clarify unfamiliar vocabulary, emphasize important moral messages, and encourage students to express their opinions about the characters' actions. This interactive strategy prevented students from becoming passive viewers and instead transformed the audiovisual experience into an active learning process. Students were invited to compare the situations portrayed in the film with their own daily experiences at home, school, and church, enabling them to contextualize Christian teachings within real-life situations. Such instructional practices are particularly appropriate for elementary school students because children learn more effectively when knowledge is connected with authentic experiences and opportunities for discussion. The teacher's facilitation also promoted collaborative learning as students exchanged perspectives, asked questions, and reflected on the consequences of different behaviors illustrated in the film. This finding supports constructivist learning principles, which emphasize that meaningful understanding develops through active interaction, dialogue, and reflection rather than through one-way instruction (Schunk, 2020; Darling-Hammond et al., 2020).

Another significant effort demonstrated by the teacher was encouraging reflective learning after students watched the short films. Reflection sessions became an essential component because the teacher asked students to identify Christian values presented in the stories, explain the biblical lessons learned, and discuss how these values could be applied in their daily lives. Students were encouraged to provide examples of practicing forgiveness, honesty, responsibility, compassion, obedience, and respect toward others based on situations they encountered both inside and outside the classroom. Through reflective questioning, the teacher stimulated higher-order thinking skills while simultaneously strengthening students' spiritual understanding and character formation. Rather than focusing exclusively on memorizing Bible verses, students were guided to interpret the practical meaning of Christian teachings and evaluate their own attitudes accordingly. Reflection also enabled the teacher to assess students' comprehension informally while identifying misconceptions requiring further explanation. Educational research indicates that structured reflection following multimedia instruction significantly enhances conceptual understanding, critical thinking, and moral reasoning because students actively reconstruct knowledge from their learning experiences (Ryan et al., 2021; Korthagen, 2021).

The teacher also demonstrated creativity in maximizing the educational value of audiovisual media by integrating follow-up learning activities after the film presentation.

Students participated in group discussions, answered reflective questions, summarized biblical messages, and completed simple assignments related to the film's content. In several learning sessions, students were encouraged to retell biblical stories using their own words or perform short role-playing activities inspired by scenes from the audiovisual material. These follow-up activities enabled students to reinforce their understanding through communication, collaboration, and practical application of Christian values. Such varied instructional strategies maintained students' motivation throughout the lesson and accommodated different learning styles among Grade V students. Visual learners benefited from observing the films, auditory learners gained understanding through narration and classroom discussion, while kinesthetic learners developed comprehension through role-play and practical activities. This diversified instructional approach demonstrates that effective technology integration depends on pedagogical innovation rather than technology itself. Contemporary educational studies consistently emphasize that multimedia becomes more effective when combined with collaborative, inquiry-based, and student-centered instructional activities that actively engage learners throughout the learning process (Bond et al., 2021; Hattie, 2023).

Overall, the findings reveal that the Christian Religious Education teacher's efforts in utilizing short-film audiovisual media contributed positively to creating an engaging, meaningful, and student-centered learning environment for Grade V students at SDN 6 Pahandut. The teacher successfully transformed biblical instruction from conventional lecture-based teaching into an interactive learning experience that integrated observation, discussion, reflection, collaboration, and character development. Students demonstrated greater enthusiasm, participation, confidence, and understanding during classroom activities because audiovisual presentations made biblical narratives more concrete and relevant to their daily lives. The teacher's consistent guidance throughout each instructional stage—from planning, implementation, facilitation, reflection, to evaluation—illustrates the essential role of pedagogical competence in ensuring successful media integration. Therefore, the effectiveness of short-film audiovisual media was not determined solely by the availability of technology but by the teacher's professional ability to design meaningful learning experiences that fostered both cognitive achievement and spiritual growth. These findings reinforce current educational perspectives that teacher competence, instructional planning, and purposeful use of digital media remain the primary determinants of successful technology-enhanced learning in elementary education (OECD, 2023; Tondeur et al., 2021).

Supporting and inhibiting factors for Christian Religious Education teachers in using short film audiovisual media for fifth-grade students at SDN 6 Pahandut

The second research question examined the supporting and inhibiting factors experienced by the Christian Religious Education (CRE) teacher in using short-film audiovisual media for Grade V students at SDN 6 Pahandut. The findings demonstrate that several supporting factors contributed significantly to the successful implementation of audiovisual learning. One of the primary supporting factors was the teacher's professional

commitment to improving the quality of instruction through innovative learning strategies. The teacher showed a willingness to explore digital learning resources, select appropriate short films, and integrate audiovisual media into lesson plans that aligned with the learning objectives and biblical themes. This professional initiative reflects the importance of teacher self-efficacy in adopting educational technology. Teachers who possess confidence in their instructional abilities are more likely to experiment with innovative teaching methods and adapt technology effectively to meet students' learning needs. Moreover, the availability of digital platforms has enabled teachers to access numerous educational videos that illustrate biblical stories, Christian character education, and moral dilemmas relevant to elementary school students. Such accessibility expands teachers' opportunities to provide meaningful and contextual learning experiences that enhance students' engagement and understanding of Christian teachings (Ertmer et al., 2020; Tondeur et al., 2021).

Another important supporting factor identified in this study was the availability of school facilities that supported audiovisual learning. The presence of computers, projectors, loudspeakers, internet access, and classroom electricity enabled the teacher to implement multimedia instruction more effectively. Although technological facilities alone cannot guarantee successful learning outcomes, adequate infrastructure provides the necessary environment for teachers to integrate digital media into classroom activities. In addition to physical facilities, administrative support from the school leadership also played an important role by encouraging teachers to utilize innovative instructional approaches and maximize existing educational resources. Institutional support motivates teachers to develop digital competencies while fostering a school culture that values continuous instructional improvement. Furthermore, collaboration among fellow teachers created opportunities to exchange teaching experiences, recommend educational videos, and discuss effective classroom management strategies when implementing audiovisual media. Research consistently shows that institutional support, collaborative professional learning communities, and technology-friendly school environments significantly influence teachers' successful integration of digital media into classroom instruction (Howard et al., 2021; OECD, 2023).

Students' learning characteristics also emerged as an important supporting factor in implementing short-film audiovisual media. Grade V students demonstrated high levels of curiosity, enthusiasm, and motivation when learning through visual and auditory materials compared with conventional lecture-based instruction. The combination of moving images, narration, dialogue, background music, and real-life illustrations helped students maintain concentration throughout the lesson while facilitating better understanding of biblical events and Christian moral values. Students actively participated in classroom discussions, responded enthusiastically to reflective questions, and confidently expressed their opinions regarding the moral lessons presented in the films. Such positive responses indicate that audiovisual media effectively accommodate elementary school students' developmental characteristics, particularly their preference for concrete learning experiences rather than

abstract explanations. The emotional engagement created through storytelling also enhanced students' empathy and encouraged deeper reflection on how biblical teachings could be practiced in their daily lives. Consequently, students became active participants in constructing knowledge rather than passive recipients of information. Previous studies have demonstrated that multimedia learning environments significantly improve learners' motivation, engagement, attention, and conceptual understanding, particularly among young learners in primary education (Fiorella & Mayer, 2021; Bond et al., 2021).

Despite these supporting conditions, the study also identified several inhibiting factors that challenged the implementation of short-film audiovisual media. One major obstacle involved technical limitations associated with educational technology. Internet connectivity was occasionally unstable, preventing teachers from accessing online learning videos efficiently. Technical problems such as projector malfunction, poor speaker quality, power interruptions, or incompatible multimedia formats also disrupted classroom activities and reduced instructional effectiveness. In situations where technological equipment failed to function properly, teachers were required to modify lesson plans or revert temporarily to conventional instructional methods. These challenges indicate that effective technology integration depends not only on teacher competence but also on the reliability and maintenance of school infrastructure. Furthermore, preparing audiovisual lessons required additional time for searching, evaluating, downloading, editing, and organizing suitable short films that corresponded with biblical learning objectives and students' developmental needs. This increased preparation time represented a considerable challenge for teachers who simultaneously managed numerous administrative and instructional responsibilities. Similar findings have been reported in educational technology research, which identifies technical barriers and time constraints as persistent challenges affecting teachers' implementation of digital learning innovations (Kimmons et al., 2022; UNESCO, 2023).

Another significant inhibiting factor was the diversity of students' academic abilities, learning styles, and levels of biblical understanding. Although audiovisual media attracted students' attention, not every student interpreted the film content with equal depth. Some students quickly understood the biblical messages and moral implications, while others required additional explanation, questioning, and guidance from the teacher to comprehend the intended learning objectives. Differences in students' concentration levels and classroom behavior also occasionally affected learning effectiveness, particularly when several students focused primarily on the entertainment aspects of the film rather than its educational content. Consequently, the teacher needed to pause the video frequently, clarify important concepts, redirect students' attention, and facilitate reflective discussions that reinforced the intended Christian values. These findings demonstrate that audiovisual media cannot replace the teacher's pedagogical role; instead, teacher facilitation remains essential in helping students analyze, interpret, and apply biblical teachings meaningfully. Contemporary educational literature emphasizes that technology serves as an instructional tool whose effectiveness depends largely upon teachers' pedagogical competence, classroom management skills, and

ability to scaffold students' learning experiences according to their diverse educational needs (Trust et al., 2023; Mishra & Koehler, 2023).

Overall, the findings reveal that the implementation of short-film audiovisual media in Christian Religious Education at SDN 6 Pahandut was influenced by the interaction between numerous supporting and inhibiting factors. Supporting factors included the teacher's professional competence, availability of technological facilities, institutional support, collaborative teaching culture, and students' enthusiasm toward multimedia learning. Conversely, inhibiting factors consisted of technical limitations, insufficient preparation time, equipment reliability, internet connectivity problems, and differences in students' learning abilities and classroom engagement. Nevertheless, the teacher successfully minimized many of these obstacles through careful lesson planning, flexible classroom management, reflective discussions, and continuous instructional adaptation. These findings suggest that successful integration of audiovisual media requires a comprehensive approach involving teacher professionalism, school support systems, adequate technological infrastructure, and ongoing professional development. When these elements operate collaboratively, audiovisual learning can effectively enhance not only students' cognitive understanding of biblical teachings but also their spiritual growth, moral reasoning, and Christian character formation in elementary education. Therefore, strengthening both technological resources and teachers' pedagogical competencies remains essential for sustaining meaningful digital learning innovations in Christian Religious Education classrooms (Darling-Hammond et al., 2022; Redecker & Punie, 2022).

CONCLUSION

This study concludes that the Christian Religious Education teacher at SDN 6 Pahandut has made effective efforts in utilizing short-film audiovisual media to teach Grade V students by carefully planning lessons, selecting appropriate educational films, facilitating interactive discussions, encouraging reflection, and connecting biblical teachings with students' daily experiences. These instructional efforts created a more engaging, meaningful, and student-centered learning environment that enhanced students' motivation, participation, understanding of Christian values, and character development. The study also identified several supporting factors, including the teacher's pedagogical competence, the availability of technological facilities, school support, collaborative professional practices, and students' enthusiasm toward multimedia learning. However, several inhibiting factors remained, such as technical problems, limited preparation time, unstable internet connectivity, equipment limitations, and differences in students' learning abilities and comprehension levels. Despite these challenges, the teacher successfully adapted instructional strategies to ensure that learning objectives were achieved. Therefore, the successful implementation of short-film audiovisual media in Christian Religious Education depends not only on the availability of technology but also on teachers' professional competence, creativity, instructional planning,

and continuous support from the school in fostering effective, meaningful, and technology-enhanced learning experiences.

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