

Evaluation of my research proposal presentation

Having narrowed down my research question, I was much more confident in starting this piece in comparison to my literature review; I had a much better idea of which articles to search for and, when I found relevant academic articles, I was able to extend the research to make it applicable to my research. I was also motivated by the opportunity I saw in delivering professional development sessions to teachers at my place of work. I do however believe that the video I produced could be improved in terms of some of its visuals and in certain parts of the audio.

Before I came to begin my research proposal, I had narrowed down my research question to 'Can targeted professional development positively influence primary school teachers' attitudes towards, and adoption of, Microsoft Copilot, within their practice?' This then gave me scope to adapt existing research models and methodologies to this new context. Reading around Gong et al.'s (2025) extended technology acceptance model (TAM), which provided a framework for student teachers' attitudes and intention to use LLMs for a writing task, gave me the inspiration to adapt this to account for the reported barriers that qualified educators face when considering the use of LLMs in their practice. I do however wish I would have better applied Gong et al.'s (2025) theory that social norms and perceived privacy risk had the most direct effect on behaviour intention to use LLMs. This could have better informed the professional development sessions, in that more time and/or sessions could have been dedicated to addressing these areas so as to maximise the effect of the sessions on attitudes and adoption patterns.

Having a real-world application for my proposed research - providing professional development workshops on LLM uses in education at my place of work – really motivated me to begin to plan how the sessions might be structured. In this regard, finding Reichert et al.'s (2024) study into professional development workshops and their effects on LLM attitudes was extremely beneficial to my project as it helped inform how to structure these workshops. I was also able to build on Reichert et al.'s (2024) methodology and limitations by suggesting the use of actual LLM chat data rather than participant-reported usage to gain insight into the effects of the professional development workshops.

Although I was generally happy with the content of my proposal, I believe that the execution of my presentation could be improved; I found it hard to control tone and pitch to keep the audio narration lively and this is something that I would definitely seek to improve in the future. I also noticed, too late into the process, that, within the video, the audio had not quite synchronised with the slide progression. This meant

that a number of slides were introduced before the information appeared on screen. Again, I would seek to improve this going forward. Finally, I believe that certain slides could have been better supported with visuals; slides such as my 'limitations' featured a stock image of people working on a project, adding very little to the content. It would have been more purposeful to have summarised the key limitations on this slide to better support the narrated content.

Overall, I believe that this piece was a big improvement on my literature review; there was much more focus, with relevant academic research now being utilised effectively. As I became more motivated and passionate about the project, I believe that the quality of my content improved. Small but impactful audio and visual tweaks of my presentation would improve this proposal for use in my dissertation project.

References

Gong, Y., Xu, C., Luo, S. and Lin, J. (2025) 'Modelling teacher education students' adoption of large language models through an extended technology acceptance framework', *Scientific Reports*, 15(1) pp. 1-22. Available at: <https://doi.org/10.1038/s41598-025-03298-9> (Accessed: 23 September 2025).

Reichert, H., Tabarsi, B. T., Zang, Z., Fennell, C., Bhandari, I., Robinson, D. and Barnes, T. (2024) 'Empowering Secondary School Teachers: Creating, Executing, and Evaluating a Transformative Professional Development Course on ChatGPT *Proceedings*', *Frontiers in Education Conference*. The Hilton, Washington, 13-16 October. Washington: IEEE. 1-9 Available at: 10.1109/FIE61694.2024.10893106 (Accessed: 23 September 2025).