



Evaluating Web-Based Professional Development Courses for Teachers in Lagos: Pedagogical Outcomes and Satisfaction Levels

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Abstract

The rapid expansion of digital media in Lagos, Nigeria has necessitated professional development for teachers to effectively integrate these resources into their classroom practices. A mixed-methods approach was employed, including online surveys and focus groups to gather quantitative data on course engagement and qualitative insights into participant experiences. Teachers reported a significant improvement ($p < .05$) in their ability to use digital media effectively after participating in the courses. Satisfaction levels were moderate overall with particular enthusiasm for interactive components. The web-based professional development courses successfully enhanced teachers' digital literacy and pedagogical skills, indicating a positive impact on classroom practices. Further research should explore long-term effects of these courses and potential scalability to other regions in Nigeria. Model estimation used $\hat{\theta} = \text{argmin}\{\theta\} \text{sumiell}(y_i, f\theta(\xi)) + \lambda l\text{Vert}\theta r\text{Vert} 2^2$, with performance evaluated using out-of-sample error.

Keywords: *African education, blended learning, educational technology, pedagogy, qualitative research, teacher training, web-based instruction*

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