What motivates high school teachers to use web-based learning resources for classroom instruction? An exploratory case study in an Iranian smart school
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1. Introduction

Due to the increased tendency toward learners’ digital literacy, Web-based Learning Resources (WBLs) have become increasingly important in classroom instruction. Previous research revealed that learners’ information use and behavior have changed with the advent of web technologies, such as social networking sites. However, the use of WBLs in educational settings has been limited. Teachers have been encouraged to use WBLs and social media in order to capture their students’ motivation as well as to improve their learning retention (Sahin, 2012; Demir, 2014; Shokri, 2012; Alias, 2012). Teachers believe that the use of WBLs would enable them to conduct student-centered learning more effectively (Abirizh & Najah, 2012). However, there is a need for more empirical research on the use of WBLs in classrooms.

The use of web-based technology in classroom instruction has been identified as the top priority in Iran and deliberate efforts have been made to ensure that WBLs are embedded into wider professional teaching practice. However, Iranian teachers’ experience with the in-school use of web technologies may be less positive and remains a big challenge (Mohammad, 2012; Recker, Derward, & Nehom, 2004; Sillies et al., 2011; Wu, Chen, & Hsieh, 2005). The use of web-based technology in classroom instruction has been identified as the top priority in Iran and deliberate efforts have been made to ensure that WBLs are embedded into wider professional teaching practice. However, Iranian teachers’ experience with the in-school use of web technologies may be less positive and remains a big challenge (Mohammad, 2012; Recker, Derward, & Nehom, 2004; Sillies et al., 2011; Wu, Chen, & Hsieh, 2005).

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This exploratory case study reports on the findings of Persian teachers’ motivation and use of Farsi-Web-based Learning Resources (FWBLRs) in classroom instruction. Data were inductively gathered from ten teachers’ and five students’ use experiences of FWBLRs in the context of a smart school in Tehran, Iran. Focus groups and face-to-face semi-structured interviews, repeated in several rounds, were used for data collection. Thematic analysis elaborate on the teachers’ perceived pedagogical usability of FWBLRs. Five main motivations of pedagogical usability emerged from the findings: (a) desirability; (b) content accessibility; (c) student-centred teaching support; (d) multimedia interactivity; and (e) feasible classroom instruction via simulation. The study suggests that the effective use of Web-based Learning Resources (WBLRs) would require some considerations, including the use context and corresponding educational policies. This can be of value to the researchers in the field as well as stakeholders of WBLRs. In practice, this can support the development of effective and fun teaching–learning environments.

**Keywords:**
- Evaluation of web resources
- Farsi web resources
- Pedagogical usability of learning web resources
- Classroom instruction
- Information quality
- Iran

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