Abstract
With the advent of any new pedagogical innovation, adequate training for teachers is crucial to ensure that its educational potential is maximized in the classroom. This thesis examines the question, what is the most effective method of moving teachers along the trajectory from novice to expert? To delve into this question, a collaborative inquiry was conducted in which grounded theory and action research were combined in a reciprocal partnership. This four month research study was designed, first of all, to conduct a trial of an ongoing professional development model that allowed for sufficient practice through a collaborative, supportive and self-reflective environment; and, secondly, to investigate the development of teacher expertise in pedagogical technology.

Keywords: Action research; collaborative inquiry; expertise; grounded theory; pedagogical technology; professional development