

# Open Research Online

---

The Open University's repository of research publications and other research outputs

## Tools and Technologies for Advancing Professional Development

### Conference or Workshop Item

How to cite:

FitzGerald, Elizabeth; Adams, Anne; Bektik, Duygu; Bossu, Carina; Clough, Gill; Ismail, Nashwa and Sargent, Julia (2019). Tools and Technologies for Advancing Professional Development. In: CALRG Annual Conference 2019, 17-18 Jun 2019, The Open University, Milton Keynes.

For guidance on citations see [FAQs](#).

© 2019 The Authors



<https://creativecommons.org/licenses/by-nc-nd/4.0/>

Version: Version of Record

---

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online's [data policy](#) on reuse of materials please consult the policies page.

---

[oro.open.ac.uk](http://oro.open.ac.uk)

## Tools and Technologies for Advancing Professional Development

Elizabeth FitzGerald, Anne Adams, Duygu Bektik, Carina Bossu, Gill Clough, Nashwa Ismail and Julia Sargent

A large number of professional development studies have focused on the possible impact of professional development activities to improve practice and learning; for example, the impacts of the professional development on the learner (Buczynski & Hansen, 2010; Desimone, 2009; Ingvarson, Meiers, & Beavis, 2005). Other studies have looked at developing and implementing evaluation models to improve practice and learning (e.g. Guskey, 2000; Van Veen, Zwart, & Meirink, 2012). However, these approaches tend to focus on the end outcome of a process rather than a continue cycle for improvement, change and reflection. As Merchie et al. (2018) state, investigators and practitioners have been working towards making more innovative, thoughtful and informed ways to develop relevant, updated and personalised professional development initiatives that goes beyond processes (Desimone, 2009; King, 2014).

Professional development can be viewed from both a top-down, organisational perspective and also from a bottom-up, life-long learning view. This presentation will show how these perspectives can be related through 3 key factors: **Context**, **Philosophy** and **Delivery** (CPD), which through a connection of top-down and bottom-up, leads to what we describe as the CPD<sup>2</sup> cycle. A number of different delivery tools, methods and approaches have been used in the CPD<sup>2</sup> cycle through the work of colleagues at the OU, such as games-based learning, evidence cafés, tricky topics, social media, video conferencing, personalisation and multimodal delivery.

In this talk, we will focus on games-based learning, social media and multimodal delivery as examples of technologies that have produced positive impacts on professional development and professional digital learning.

### References:

- Buczynski, S., & Hansen, C. B. (2010). Impact of professional development on teacher practice: Uncovering connections. *Teaching and Teacher Education*, 26(3), 599-607.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.
- Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.
- Ingvarson, L., Meiers, M., & Beavis, A. (2005). Factors affecting the impact of professional development programs on teachers' knowledge, practice, student outcomes & efficacy. *Professional development for teachers and school leaders*, 1.
- King, F. (2014). Evaluating the Impact of Teacher Professional Development: An Evidence-based Framework. *Professional Development in Education*, 40(1), 89-111.
- Merchie, E., Tuytens, M., Devos, G., & Vanderlinde, R. (2018). Evaluating teachers' professional development initiatives : towards an extended evaluative framework. *Research Papers in Education*, 33(2), 143-168.
- Van Veen, K., Zwart, R., & Meirink, J. (2012). What Makes Teacher Professional Development Effective? A Literature Review. In M. Kooy & K. van Veen (Eds.), *Teacher Learning That Matters: International Perspectives* (pp. 3-21). New York: Routledge.