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The broad perception of CPD considers teacher development as “a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils” (Padwad & Dixit, 2001, p. 7). It may be either initiated by school administrators, educational authorities, or by the individual teacher. It is believed that CPD is crucial to promote student achievement and improve learning outcomes (Powell & Bodur, 2016). Furthermore, Borg (2013) states that CPD can achieve a positive and sustained impact on teachers, learners, and organizations when it is seen by teachers to be relevant to their needs and those of their students.

One of the most significant changes in CPD over the past years has been the shift from face-to-face CPD to online CPD. Today teachers are fortunate to have a wide range of opportunities for online professional development at their fingertips. Below is a list of nine common types of online professional development programs available to teachers today.

1. Professional Learning Network (PLN) or Professional Learning Community (PLC)
2. Massive Open Online Courses (MOOC)
3. Traditional online courses
4. Online graduate programs
5. Corporate-sponsored training programs
6. Webinars
7. Video Tutorials

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Fancera, S. F. (2019). School leadership for professional development: The role of social media and networks. *Professional Development in Education*, 1–13.

This article presented the results of a study that aimed to find out how school leaders in the United States used social media and networking for CPD, and which platforms were considered the most effective for CPD. The key finding revealed that the school leaders employed social media and networking, particularly Twitter, in a multi-faceted approach to provide teachers opportunities to enhance their professionalism.

Muls, J., Triquet, K., Vlieghe, J., De Backer, F., Zhu, C., & Lombaerts, K. (2019). Facebook group dynamics: an ethnographic study of the teaching and learning potential for secondary school teachers. *Learning, Media and Technology*, 44(2), 162–179.

This ethnography study explored the role of Facebook on secondary school teachers' professional development, learning and teaching practices. The researchers found that Facebook addressed limitations faced by teachers in the current education system and promoted a new source of learning processes and reflection.

Parsons, S.A., Hutchison, A.C., Hall, L.A., Parsons, A.W., Ives, S.T. & Leggett, A.B. (2019). U.S. teachers' perceptions of online professional development. *Teaching and Teacher Education: An International Journal of Research and Studies*, 82(1), 33–42.

This study focused on how teachers viewed their online CPD experiences, how they used what they had learned, and which experiences that they liked. The findings confirmed that teachers in the United States tended to find online CPD beneficial, and that online PD might take many different formats.

References

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Flora Debora Floris is a lecturer at Petra Christian University, Surabaya, Indonesia where she teaches general/business English and language teaching methodology courses. Her publications include *Mining Online L2 Learning Resources: From SLA Principles to Innovative Task Design* with Willy A. Renandya and Bao Dat (Multilingual Matters, 2018), *Promoting the Value of Non-Native English-Speaking Teachers* with Willy A. Renandya (PASAA, 2020), and *Inspirational Stories from English Language Classrooms* with Willy A. Renandya (TEFLIN, 2020).