

TITPD

Special Track on Teacher Implementation, Training, and
Professional Development for Mobile, Hybrid, and Online
Learning

eLmL 2022

Chair

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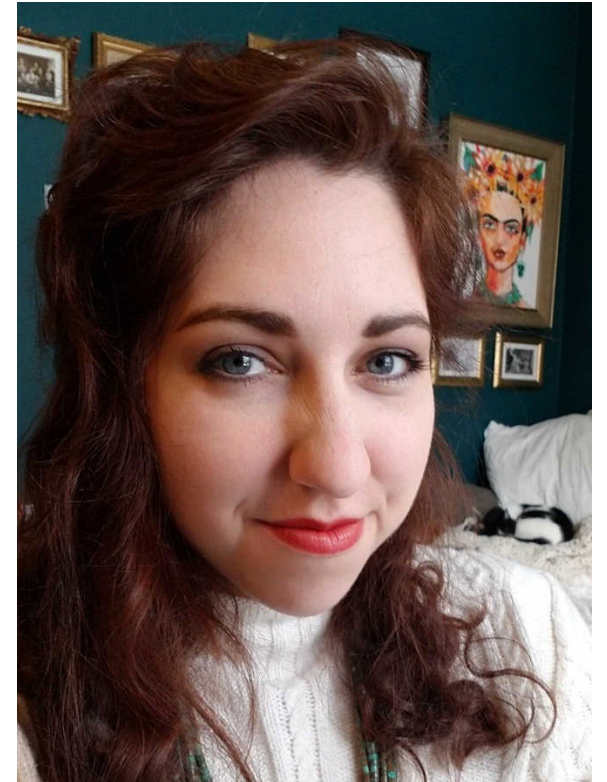
Research and Development

VitalSource Technologies, USA



TTIPD Chair

Dr. Van Campenhout holds a doctorate of education in instructional technology and leadership from Duquesne University (Pittsburgh, USA). Beginning as a learning engineer at Acrobatiq, a start-up from Carnegie Mellon's Open Learning Initiative and acquired by VitalSource in 2018, Dr. Van Campenhout is a member of the research and development team. Her research interests and publications include instructor implementation, learning engineering and ethics, learn by doing and the doer effect, adaptive learning, and automatic question generation for learn by doing.



The Focus on Teachers

While the global pandemic intensified the research focus on online, hybrid, and mobile learning for students, attention must also be paid to how teachers are prepared for teaching and learning in these modes, as well as successful approaches to implementing online educational tools and practices. Whether in primary/secondary education, higher education, or informal learning environments, teachers have incredible influence over student learning. How teachers choose to implement online learning environments and online tools can greatly impact student outcomes. More research on teacher implementation practices is needed to learn how educators can maximize student learning in various learning contexts.

Teacher Training, Implementation, and PD

How teachers are trained and prepared through professional development influences their implementation practices, confidence, and abilities. Teacher education programs can shift how new teachers work in online, hybrid, and mobile environments and use those tools for tomorrow's students. Professional development strives to continue teacher education on those topics to support teachers in an ever-evolving educational landscape. Research on effective training and professional development for various teaching applications will continue to spread ideas and practices that will support and prepare teachers, in turn supporting the students they teach.

Diversity of Context

Teacher training, implementation, and professional development are all issues that span teaching contexts and therefore provide a rich diversity in needs and solutions. Examples of these contexts include:

- K-12 education (primary and secondary schools)
- Higher education (postsecondary institutions)
- Informal learning environments
- Professional learning and job training

Identifying, Testing, Scaling Solutions

As the challenges to teaching and learning increase and learning technologies continue to advance, effective solutions for teacher training, implementation, and professional development are needed. The goal of this special track is to gather and share the challenges and solutions for this topic across diverse contexts. New approaches or trends in solutions can benefit the future support of educators in varied teaching and learning situations.

Future Work

As is known in teaching, solutions can take time to evolve and reach peak effectiveness. Even then, new changes are likely to unfold that require subsequent changes in the solution.

Teacher training, implementation, and professional development needs will continually change as technology and online learning changes. Future work in this area should leverage known frameworks to address these new challenges and investigate the effectiveness of solutions in supporting instructors.