

Professional Development through Personalised Learning Networks

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Professional development is vital to the field of education. It allows educators to further their professional growth. Professional development is designed to develop skills and help teachers evolve in an ever-changing scene. While teachers gain qualifications and accreditation via a university, professional development is intended to improve these acquired skills and help teachers evolve in a dynamic world that continually sets higher standards. Teachers need to engage in appropriate professional development in order to be able to effectively impart knowledge and stay abreast with the prevailing advancements in the field. Existing formal Professional Development (PD) approaches are frequently criticised as ineffective.

On the other hand, although little is known about the learning experiences gained, informal and self-directed learning have recently been recognised as essential and relevant. Online Personal Learning Networks (PLNs) have been proposed as a supplement to or a substitute for existing methods of PD. Using a survey, in-depth interviews, and thematic analysis, this study explores how individuals make use of their Professional Learning Networks (PLNs) to improve their Professional Development (PD). This study seeks to find out how teachers' everyday digital literacy practices can facilitate self-initiated professional learning online and how it can offer additional possibilities for teachers to improve those skills which helped them overcome challenges. Given this transition in the combination of formal and self-initiated education, teachers are required to be more confident in their learning choices to meet their own professional needs. Supporting such autonomous self-directed professional development is also essential.

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