

Researching the Impact of Online Professional Development for Teachers

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—(2007) In R. Andrews & C. Haythornthwaite (Eds.), *The SAGE Handbook of E-Learning Research* (pp. 466-486). Los Angeles: Sage Publications.

Summary

A key question to be asked of any professional development course for teachers, whether provided on-campus or online, is 'Does it lead to intended changes in teachers' understanding, skill and classroom practice?' This chapter is about the attempts to answer this question through research in relation to online courses. The first section comprises a narrative review of relevant research on the development, process and impact of online professional development for teachers. The second section considers the challenges to be faced in providing teachers' professional development online. This is followed by a brief account of attempting to meet these challenges in a modular online programme.

[Access chapter.](#)