Table of Contents

Foreword ............................................................................................................................................ xiv

Preface ................................................................................................................................................ xvii

Acknowledgment ................................................................................................................................ xxvi

Section 1
Theoretical and Technological Foundations

Chapter 1
Theoretical Foundations of Teachers’ Professional Development .............................................. 1
  Ingrid Helleve, University of Bergen, Norway

Chapter 2
The Theory and Practice Divide in Relation to Teacher Professional Development .................... 20
  Shelleyann Scott, University of Calgary, Canada

Section 2
Methods and Models of Online Communities in TPD

Chapter 3
Case Studies from the Inquiry Learning Forum: Stories Reaching Beyond the Edges ................. 42
  Rebecca Scheckler, Radford University, USA

Chapter 4
Changing the Metaphor: The Potential of Online Communities in Teacher Professional
Development ........................................................................................................................................ 60
  Margaret Lloyd, Queensland University of Technology, Australia
  Jennifer Duncan-Howell, Queensland University of Technology, Australia
Chapter 5
Teacher Professional Development Practices: The Case of the Haringey Transformation
Teachers Programme
Norbert Pachler, Institute of Education, University of London, UK
Caroline Daly, Institute of Education, University of London, UK
Anne Turvey, Institute of Education, University of London, UK

Chapter 6
Realising the Potential of Virtual Environments: A Challenge for Scottish Teachers
Alastair Wilson, University of Strathclyde, UK
Donald Christie, University of Strathclyde, UK

Chapter 7
Challenges of Online Teacher Professional Development Communities: A Statewide Case
Study in the United States
Vassiliki I. Zygouris-Coe, University of Central Florida, USA
Bonnie Swan, University of Central Florida, USA

Chapter 8
Teacher Professional Development through Knowledge Management in Educational
Organisations
J. Gairin-Sallán, Universitat Autònoma de Barcelona, Spain
D. Rodriguez-Gómez, Universitat Autònoma de Barcelona, Spain

Chapter 9
Thinking Things Through: Collaborative Online Professional Development
John P. Cuthell, MirandaNet Academy, UK

Section 3
Innovations in the Use of technology and TPD

Chapter 10
Innovations in the Use of Technology and Teacher Professional Development
Donald E. Scott, University of Calgary, Canada
Shelleyann Scott, University of Calgary, Canada

Chapter 11
Game Informed Virtual Patients: Catalysts for Online Learning Communities and
Professional Development of Medical Teachers
Michael Begg, University of Edinburgh, UK
David Dewhurst, University of Edinburgh, UK
Michael Ross, University of Edinburgh, UK
Chapter 12
VideoPaper as a Bridging Tool in Teacher Professional Development ................................................. 209

Trond Eiliv Hauge, University of Oslo, Norway
Svein Olav Norenes, University of Oslo, Norway

Section 4
Pedagogies Afforded by Technology in TPD

Chapter 13
TPD as Online Collaborative Learning for Innovation in Teaching.......................................................... 230

Diana Laurillard, Institute of Education, UK
Elizabeth Masterman, University of Oxford, UK

Chapter 14
Online Pedagogy Design and Development: New Models for 21st Century Online Teacher Professional Development............................................................................................................................. 247

Pamela Whitehouse, West Virginia University, USA
Erin McCloskey, Harvard Graduate School of Education, USA
Diane Jass Ketelhut, Temple University, USA

Chapter 15
Challenges for the Teacher’s Role in Promoting Productive Knowledge Construction in Computer-Supported Collaborative Learning Contexts ................................................................. 263

Maarit Arvaja, University of Jyväskylä, Finland
Raija Hämäläinen, University of Jyväskylä, Finland
Helena Rasku-Puttonen, University of Jyväskylä, Finland

Compilation of References ......................................................................................................................... 281

About the Contributors ............................................................................................................................... 315

Index .......................................................................................................................................................... 323