T.C.

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GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
MA PROGRAM IN FOREIGN LANGUAGE EDUCATION

MASTER'S THESIS

DIGITAL ETHNOGRAPHY OF ASYNCHRONOUS ONLINE PROFESSIONAL DEVELOPMENT: VOICES FROM K-12 SECONDARY SCHOOL ENGLISH TEACHERS IN ISTANBUL

ÜMMÜNUR BİLGİN
22708008

SUPERVISOR
ASST. PROF. DR. GÜLÜMSER EFEOĞLU

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ÜMMÜNUR BİLGİN
22708008
ORCID NO: 0009-0004-2215-3750

SUPERVISOR
ASST. PROF. DR. GÜLÜMSER EFEOĞLU

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Ümmünur Bilgin tarafından hazırlanan "Asenkron Çevrimiçi Mesleki Gelişim Üzerine Dijital Etnografi: İstanbul'daki K-12 Ortaokul İngilizce Öğretmenlerinin Görüşleri" başlıklı çalışma, **18/06/2025** tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunmuş ve jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Programında **YÜKSEK LİSANS** tezi olarak kabul edilmiştir.

Danışman	**İmza**
Dr. Öğr. Üyesi Gülümser EFEOĞLU	……

Jüri Üyeleri	**İmza**
Prof. Dr. Hatice Gülru YÜKSEL	……
Dr. Öğr. Üyesi Meltem İPEK ÖNER	……

ÖZET

ASENKRON ÇEVRİMİÇİ MESLEKİ GELİŞİM ÜZERİNE DİJİTAL ETNOGRAFİ: İSTANBUL'DAKİ K-12 ORTAOKUL İNGİLİZCE ÖĞRETMENLERİNİN GÖRÜŞLERİ

Haziran, 2025

Öğretmenlerin mesleki gelişiminin önemi, yıllar içerisinde alan yazında kapsamlı biçimde ele alınmış ve üzerinde sıklıkla durulmuştur. Yapılan çok sayıda araştırma, öğretmenlerin mesleki gelişim süreçlerinin İngilizce öğretiminin etkililiği ve niteliği üzerinde olumlu katkılar sağladığını ortaya koymuştur (Atay, 2006; Boulay, 2023; Toland ve Cripps, 2024b). Geleneksel olarak yüz yüze konferanslar ve seminerler yoluyla sunulan bu hizmet içi mesleki gelişim programları, bilgi ve iletişim teknolojilerinin eğitim alanına entegrasyonuyla birlikte çevrimiçi platformlara taşınmıştır (Philipphsen ve ark., 2019). Öğretmenlerin çoğu zaman yoğun iş yükleri dikkate alındığında, zaman, mekân ve öğrenme hızına yönelik sunduğu esneklik nedeniyle asenkron çevrimiçi mesleki gelişim programları yaygın biçimde benimsenmiştir. Bu alandaki araştırmaların sayısı artış göstermekteyse de hâlen sınırlı düzeydedir; bu durum, mevcut literatürde farklı veri kaynaklarından yararlanan daha fazla keşifsel çalışmaya duyulan gereksinimi açıkça ortaya koymaktadır. (Atal ve Sancar, 2021; Özdemir ve Dağ, 2024). Bu çalışma, İstanbul'daki K–12 düzeyinde görev yapan ortaokul İngilizce öğretmenlerinin asenkron çevrimiçi mesleki gelişim faaliyetlerine yönelik algılarını, bu faaliyetlerin algılanan etkilerini, katılım motivasyonlarını ve duygusal tepkilerini incelemeyi amaçlamaktadır. Nitel bir araştırma yöntemi olarak dijital etnografi benimsenmiş ve İstanbul'un çeşitli ilçelerinden 32 öğretmen çalışmaya dâhil edilmiştir. Veriler; demografik form, öğretim felsefelerini içeren belgeler, dört haftalık asenkron çevrimiçi eğitim sürecine ilişkin yansıtıcı günlükler ve anlatısal sorgulama yoluyla toplanmıştır. Bulgular, her ne kadar pratik uygulanabilirliğe ve farklılaştırmaya vurgu yapsa da öğretmenlerin bu programları yoğun iş yükü içerisinde esneklik sağlayan pratik bir gelişim aracı olarak gördüğünü ortaya koymuştur. Programlar, öğretmenlerin mesleki gelişimlerinin başlangıç aşaması olarak değerlendirilmekte ve öğretim uygulamalarına olumlu katkılar sunmaktadır. Ayrıca, katılım motivasyonlarının mesleki kimlik ve duygularla yakından ilişkili olduğu belirlenmiştir. Bu nedenle, program tasarımlarının yalnızca akademik ölçütlerle sınırlı kalmaması, duygusal boyutları da içermesi gerekmektedir.

Anahtar Kelimeler: İngilizce Öğretmenliği, Öğretmen Eğitimi, Hizmet İçi Eğitimler, Çevrimiçi Öğretmen Mesleki Gelişimi, Öğretmen Mesleki Gelişimi, Asenkron Çevrimiçi Öğretmen Mesleki Gelişimi.

ABSTRACT

DIGITAL ETHNOGRAPHY OF ASYNCHRONOUS ONLINE PROFESSIONAL DEVELOPMENT: VOICES FROM K-12 SECONDARY SCHOOL ENGLISH TEACHERS IN ISTANBUL

June 2025

The importance of teacher professional development (TPD) has been extensively examined and emphasized in the literature over the years. Numerous studies have recognized the beneficial effects of TPD on the effectiveness and quality of English language instruction (Atay, 2006; Boulay, 2023; Toland and Cripps, 2024b). Traditionally delivered through in-person conferences and seminars, in-service TPD programmes has increasingly transitioned to online platforms, given by the integration of information and communication technology (ICT) into the field of education (Philipphsen et. all., 2019). Given the demanding workload of teachers, Asynchronous Online Teacher Professional Development (AOTPD) has been widely adopted due to its flexibility regarding time, location, and learning pace. Although the number of research in this field has been increasing recently, it remains relatively limited; therefore, the existing literature emphasizes the need for further exploratory studies employing diverse data sources (Atal and Sancar, 2021; Özdemir and Dağ, 2024). Accordingly, this study aims to explore the perceptions of K–12 secondary school English teachers in Istanbul regarding AOTPD activities, with the goal of revealing their perceived impact, underlying motivations, and emotional responses. Within this aim, digital ethnography, a qualitative research design, was utilized to observe AOTPD cultures of teachers. 32 participants from different districts of Istanbul took part in the study. Data were collected by various qualitative data collection tools involving a demographic form, teaching philosophy statement task on teachers' educational philosophies, reflective journals on 4-weeks AOTPD activities of teachers, and narrative inquiry to explore their experiences. The findings demonstrated that although they have some considerations such as differentiation and practical applicability of the content, English teachers perceive AOTPD programmes as practical for their continuous professional development providing flexibility in their busy work schedules. In fact, they evaluate those programs as an initial phase of their professional development, offering potential positive impacts on their teaching practices. According to results, teachers' motivations to participate in those programmes have closely related to their professional identity and feelings. For this reason, the design of these programmes should not solely rely on academical standards but also incorporate affective dimensions that influence learning and motivation.

Keywords: English Language Teaching, Teacher Training, In-service trainings, Online Teacher Professional Development, Teacher Professional Development, Asynchronous Online Teacher Professional Development**.**

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LIST OF ABBREVIATIONS

AOTPD : Asynchronous Online Teacher Professional Development
EBA : Eğitim Bilişim Ağı (Education Information Network)
EFL : English as a Foreign Language
ELT : English Language Teaching
ICT : Information and Communications Technology
INSET : In-service Trainings
MEBBİS : Millî Eğitim Bakanlığı Bilişim Sistemleri (Ministry of National Education Data Processing Systems)
MoNE- MEB : Ministry of National Education- Milli Eğitim Bakanlığı
MOOCs : Massive Open Online Courses
ÖBA-TIN : Öğretmen Bilişim Ağı (Teacher Information Network)
OTPD : Online Teacher Professional Development
PD : Professional Development
PLC : Professional Learning Communities

1. INTRODUCTION

This chapter establishes the foundations of the current study outlining the rationale behind the exploration of English teachers' experiences with asynchronous professional development activities. In the following section, the chapter presents study's objectives in alignment with the research questions, ensuring a clear understanding of its scope and direction. Finally, the significance of the study is discussed highlighting its potential contributions to the field of English language education and professional development of English teachers in secondary schools, implying important insights for educators, policymakers, and researchers.

1.1. Background To the Study

The quality of teachers is considered as one of the most important factors of student achievement and overall school improvement (Desimone, 2011; Kang, Cha, & Ha, 2013). Since schools serve as fundamental and integral components of a nation's overall educational quality, the concept “teacher professional development (TPD)” has been discussed extensively in the literature regardless of grade levels, subject areas, and educational contexts. Every year, countries spend millions of dollars to enhance the quality of their teachers’ qualifications and skills through increasing their professional development (PD) opportunities (DeMonte, 2013; Guskey & Yoon, 2009).

TPD encompasses any educational or training events for teachers that impart new knowledge and skills, facilitating professional growth and career success (Darling-Hammond, 2017; Desimone, 2009; Guskey, 2000). The academic qualifications acquired during pre-service education may not be sufficient to fully meet the demands of teaching profession; thus, teachers should engage in continuous professional development throughout their careers to adapt to evolving demands and expectations, and to refine their teaching methodologies, content knowledge, and skill sets accordingly (Hayes & Chang, 2012).

For many years, TPD programs have traditionally been delivered through in-person workshops, conferences, and seminars. However, with the advancement and widespread adoption of technology, education and teacher training, like many other fields, have undergone significant transformation. While the concept of "remote learning" was not a novel term for many people, it became both more popular and necessary particularly after pandemic of Covid-19 (Al-Bargi, 2021). This necessity arises from the experiences and challenges encountered during the pandemic, which emphasized the urgent need for a digital transformation in teacher professional development (Ileria, 2017).

As a result, Online Teacher Professional Development (OTPD), which has emerged as an educational technology in the early 21st century (Schlager et al., 2009; Palvia et al., 2018), reached its peak following the digital transformation that occurred after 2020. In this way, new online opportunities have been created for the professional development of teachers (Philipsen et al., 2019). OTPD encompasses any educational or training experiences for teachers, delivered online either asynchronously or synchronously that impart new knowledge and skills conducive to professional development and career progression (Lesiak et al., 2021).

In the contemporary educational landscape, where teachers are often burdened with demanding schedules and substantial workloads, asynchronous online teacher professional development (AOTPD) has seen a widespread adaptation thanks to its flexibility of time, place, the pace of learning (Johnson& Palmer, 2014). Unlike synchronous OTPD, asynchronous OTPD removes the time and location constraints allowing them to manage their workload, professional growth, and fulfil personal works with greater flexibility at their individual pace.

Although asynchronous OTPD has faced criticism from some scholars due to concerns such as limited opportunities for collaboration and cooperation (Quinn, 2019), insufficient personalized feedback and assessment (Truong et al., 2019), it still offers significant advantages, including cost-effectiveness, flexibility, and the ability to reach more trainees in a shorter time, which makes it a practical tool for professional development of teachers (Dede et al., 2009; Kleiman, 2004).

In Türkiye, alongside the current educational policies of the Ministry of National Education (MoNE), the globally evolving concept of lifelong learning has increased

the demand for online learning (Kavrat & Türel, 2013). As a result, MoNE founded a platform namely ÖBA (Teacher Information Network- TIN) in align with the digital transformation of OTPD. In this platform, asynchronous online trainings are offered to K-12 teachers to support their professional growth.

As teachers encounter some challenges in participating in professional development training due to financial constraints, family responsibilities, and time limitations (Uştu et al., 2016), this platform gained widespread popularity quickly. Indeed, within just one year, more than 6 billion teachers attended to the trainings on the platform (MEB,2022) (meb.gov.tr) thanks to its flexibility in various areas.

It could be stated that teachers in many subject areas may benefit from asynchronous OTPD on this platform, however; the teaching of English requires distinct pedagogical considerations due to its skill-oriented nature, distinguishing it from other content-based subjects. Rather than transmission of theoretical and procedural knowledge to students, English language teachings is a holistic process involving cognitive and communicative skills, which demands a more dynamic and immersive teaching approach.

Besides, as the global lingua franca, English has an important place in modern world necessitating well-trained teachers. For this reason, high expectations from English teachers exist in Türkiye including the implementation of effective teaching strategies, the ability to cultivate a positive classroom environment, proficiency in target cultures, accurate pronunciation of English sounds, the use of effective instructional materials, and the integration of technology (Saraç-Süzer, 2007), which makes it understandable that English teachers desire for ongoing support throughout their careers to be able to meet those expectations from them (Riaz et al., 2024).

However, alongside these expectations, both English teachers and learners in Türkiye encounter various challenges in the process of English language education (Demirayaz, Ozkardas and Ozturan, 2019, Demirpolat, 2015; Akkuş, 2009). These challenges could be exemplified as inadequacy of textbooks, insufficient time for teaching, deficiencies in teaching environments, students' individual shortcomings, overcrowded classrooms, lack of appropriate instructional materials and so on. The condition of these challenges is worse in larger metropolitan areas, like İstanbul, where high population density leads to even more overcrowded classrooms and increased

demands on limited educational resources, thereby hindering the effectiveness of language instruction.

Building on these challenges, the lack of well-trained English language teachers is another common theme identified in the literature as an obstacle to teaching English in Türkiye (Gedikoğlu, 2005; Soner, 2007). The literature indicates that English teachers do not perceive themselves as qualified enough to teach English effectively (Karcı and Vural, 2011). Moreover, they mostly report experiencing a lack of continuing professional support to handle those challenges (Sali & Kecik, 2018, p. 118; Çetintaş, 2010). In this regard, asynchronous OTPD programs may offer a flexible and accessible training alternative for teachers' continuous PD due to their self-paced nature. However, the extent to which these programs effectively address the professional development needs of English teachers in Türkiye remains an open question and requires further investigation.

1.2. The Purpose of The Study

Teachers' professional learning has a multifaceted nature encompassing cognitive and emotional dimensions; for this reason, it can't be explained solely by improvement of teaching practices (Day & Gu, 2007). Indeed, ignoring the emotional dimensions of teachers' learning is a barrier for implementing effective professional development activities. For that reason, it is important to understand teachers' emotional experiences during those programs alongside their cognitive experiences.

Therefore, the purpose of this qualitative study is to explore how K-12 secondary school English teachers evaluate their experiences within asynchronous OTPD activities. More specifically, the current study aims to provide insights into the effectiveness of asynchronous OTPD activities, uncover teachers' motivations, and examine the relationship between participation factors and their sense of well-being.

By employing a digital ethnographic approach, the researcher aims to immerse herself in asynchronous OTPD activities of teachers to gain an in-depth understanding of teachers' engagement, interactions, and reflections within those activities. In this way, the current study will be able to explore participant teachers' experiences within those activities offering valuable insights into various dimensions of such programs,

including their impact on instructional practices and their relationship to teachers' emotional well-being and feelings.

1.3. Research Questions

The current study is directed with the following research questions:

1- How do English teachers in K-12 secondary school in İstanbul perceive their experiences with asynchronous online professional development activities?

2- In what ways do asynchronous online professional development activities impact K-12 secondary school English teachers' professional growth?

3- What motivates K-12 secondary school English teachers to participate in asynchronous online professional development activities? & What factors influence their preference for asynchronous OTPD,

4- How are teachers' motivations and preferences for asynchronous OTPD shaped by personal factors such as teaching experiences, commitment to PD or teachers' feelings?

1.4. Significance of the Study

Considering that over 350.000 in-service secondary teachers in Türkiye (Milli Eğitim İstatistikleri - Öğretmen Sayısı, n.d.), OTPD has become an indispensable alternative for ongoing professional learning, requiring great attention in academic literature. Although research in this field has increased in recent years, studies focusing specifically on this mode of professional development are still limited (Özdemir & Dağ, 2024).

Gebel and Tekin Bozkurt (2022) highlighted the need for more research in this area, especially regarding the opinions of teachers involved in OTPD activities organized by MoNE. However, the existing literature in the Turkish educational context primarily focuses on assessing the current state of professional development or evaluating the effectiveness of development programs, rather than exploring other critical dimensions of OTPD (Özdemir & Dağ, 2024). At this point, this study will contribute to the academic field by offering a more holistic understanding of teachers' personal experiences, emotions, and engagement in those activities.

Considering the increasing popularity of asynchronous OTPD activities in Türkiye, alongside the MoNE's emphasis on lifelong learning in alignment with global educational trends, this study aims to address a significant gap in the literature. While previous studies have explored OTPD in various educational contexts, limited research has focused on K-12 secondary schools' English teachers in Turkey, particularly in İstanbul. By adopting a more specific perspective, this study focuses on the unique experiences and challenges faced by English teachers. Therefore, this research will offer valuable insights into teachers' engagement, feelings, motivations, and challenges contributing to the ongoing discourse on effective professional development practices in urban and metropolitan educational settings.

Furthermore, the study makes a methodological contribution to the academic field by employing digital ethnography, allowing for a more immersive and authentic exploration of teachers' engagement with asynchronous OTPD in digital spaces. Besides the predominant data collection methods such as interviews (33.9%) and surveys (22%) employed in many OTPD studies within Türkiye context (Özdemir & Dağ, 2024), this study prioritizes a more comprehensive approach by employing multiple data collection sources across pre-training, during training, and post-training as suggested by Atal & Sancar, 2021. In this way, the study will examine the experiences of teachers from multiple dimensions and provide richer insights compared to traditional survey-based research.

Thanks to a deeper understanding of how these teachers engage in asynchronous OTPD and how their experiences shape their professional development and are influenced by their emotional responses, this study holds significant importance for multiple stakeholders in ELT field. For English teachers, the findings will offer insights into how asynchronous OTPD supports their professional growth, teaching practices, and emotional status. By examining teachers' motivations, challenges, and preferences, this study can help teachers make conscious decisions about their engagement with asynchronous OTPD, enabling them to take part in programs according to their needs, workload, and career goals.

For policymakers, particularly MoNE in Türkiye, this research provides valuable insights into the effectiveness of asynchronous OTPD programs. Given the increasing adoption of digital learning environments, findings can inform future policies on teacher training, ensuring that online PD initiatives are not only accessible but also

tailored to the specific needs of secondary school English teachers. By highlighting the relationship between asynchronous OTPD participation and teachers' emotional status, this study can also contribute to policies that promote sustainable and supportive PD programmes.

For PD providers, the research offers guiding findings on designing and improving more effective asynchronous OTPD programs. By exploring the factors that influence teachers' engagement and satisfaction with OTPD, this study can help providers develop more relevant and flexible learning experiences. Additionally, insights into demographic differences such as age, teaching context, and educational background can help providers create more personalized training opportunities for different learner profiles. Ultimately, by exploring the experiences of participant teachers in asynchronous OTPD, this study contributes to the development of more effective, teacher-centred professional development initiatives.

2. LITERATURE REVIEW

The current study aims to investigate the experiences of K-12 secondary school English teachers in Istanbul with asynchronous OTPD activities with a particular emphasis on the perceived impact on their professional development and overall emotional status. Throughout that exploration, it also aims to learn about the motivations of teachers to participate in asynchronous OTPD, the factors that influence their preferences (such as teaching experience and professional development commitment), and how that motivation is affected by personal factors and teachers' feelings.

In accordance with the aim of the current study, key concepts were identified to review the existing literature within a framework. Therefore, in this chapter, the following issues are discussed based on the review of the literature: comprehensive exploration of teacher training as a broader concept, followed by a more focused attention on in-service training, teacher professional development, with particular attention to online professional development, encompassing both asynchronous and synchronous online professional development.

In this line, this chapter starts with a broad exploration of teacher training, establishing a strong foundation of its principles and practices. The focus progressively narrows to the specific context of English as a Foreign Language (EFL) teaching from this wider perspective. This sequence will place the research within its educational and professional context and allow for a thorough exploration of the professional development requirements and experiences of EFL teachers in Türkiye context.

2.1. Teacher Training

As Mustafa Kemal Atatürk, the founder of the Republic of Türkiye, famously stated ''teachers are among the most selfless and respected members of the human community worldwide''. This quote reminds the significance of the teaching profession in shaping societies in the world. Today, the role of teachers extends beyond merely focusing on academic achievements of learners; rather, it adopts more holistic

approach covering the overall development of students (Kakkar, 1993). Recognizing the significance of this role, the effort to have “highly qualified teachers” has become a cornerstone of educational policies worldwide.

Therefore, “teacher training” remains an area of active research and discussion in the literature. Although it had been used with a broader approach “teacher education” interchangeably in the literature, some scholars made clear distinctions between those two terms. Rowntree (1981) stated that teacher education encompasses a broader scope of post-secondary education than just professional training by incorporating the study of academic disciplines, educational theory, and supervised practical teaching experience. On the other hand, teacher training, as Rowntree (1981) described, entails the systematic development of an individual's knowledge, skills, and attitudes to meet the specific demands of a job or task, while adhering to standardized expectations.

Hills (1982) elaborated more on this distinction by stating “education deals a great deal with the acquisition of knowledge while training is more with the application of knowledge”. Therefore, “teacher training” inherently focuses on “on-the-job’’ practices, referring to acquiring concrete abilities to achieve specified goals in real-life situations. Teacher education scholars such as Sahlberg (2007) and Darling-Hammond (2000) supported that claim by associating training with improving actual classroom skills, while uttering education to imply both more practical and abstract knowledge, abilities, attitudes, and ideals about teaching and learning.

Based on those distinctions, it would not be wrong to generalize that teacher education includes a more holistic approach covering both pre-service and in-service settings. This broad framework prepares teachers for a variety of professional responsibilities and problem by integrating theoretical knowledge, pedagogical skills, and reflective practices. In contrast, teacher training more specifically focuses on practical, hands-on experiences primarily delivered within on-the-job settings. In this way, it aims to provide educators with specific, task-oriented competencies necessary for effective classroom implementation, enhancing immediate application of those skills in real-world teaching environments.

To provide a clearer understanding of "teacher training," Hills (1982) first described training as a process changing attitudes, knowledge, or skill behaviour through a variety of strategies for more effective performance. Specifically, teacher training

refers to a general term including all kind of educational activities designed in the aim of improving teachers' knowledge, teaching abilities, and other professional skills (Omar, 2014). Teacher training serves many purposes, below are some notable instances according to Richards and Farrell (2005, p. 3):

- Learning how to use effective strategies to open a lesson
- Adapting the textbook to match the class
- Learning how to use group activities in a lesson
- Using effective questioning techniques
- Using classroom aids and resources (e.g., video)
- Techniques for giving learners feedback on performance

In fact, the importance of teacher training has been extensively recognized in the previous literature. According to Ulla (2018), teachers, who have undergone this training process, have essential skills and techniques to enhance academic outcomes of learners because it provides educators with the essential instructional abilities to facilitate the learning of their students. A trained teacher is better able to instruct students and successfully use a variety of teaching techniques (Saira et al., 2021).

As the teachers are the centre of any educational activity in the society (Szucs, 2009), today the training of teachers is a crucial requirement and integral part of all educational activities (Zulfiqar, 2016). Therefore, effective and ongoing training programs for in-service teachers have a vital role for the success of educational programs (Alfaidi & Elhassan, 2020) since it is not possible to improve schools without improving the skills and abilities of the teachers within them (Guskey,1984). For this reason, in-service training is essential for teachers to enhance their knowledge, skills, and competencies while they continue their teaching responsibilities.

2.1.1. In-Service Teacher Training (INSET)

In-service teacher training (henceforth INSET) is basically an ongoing process for teachers' learning, or education after they have their certification in teaching and begin to work in their profession (Locke, 1984). This process includes a sequence of activities that are designed to engage teachers in order to improve their knowledge, skills, and professional approaches (Koellner & Greenblatt, 2018). Junejo at el. (2017)

described in-service training as a long-term investment to improve their profession and skills. Based on the provided definitions, it can be asserted that in-service teacher training serves as a tool for fostering improvement and innovation in teaching practices, therefore; those activities are generally discussed under the title of teacher professional development at the same time.

INSET programs are presented through diverse methods to encourage the professional development of teachers. From a broader perspective, those programs could be classified into 2 categories: traditional and non-traditional. These two classifications of program categories provide insight into the potential duration, schedule, teaching methodologies and content of in-service training programs.

Traditional in-service training involves one-time seminars, conferences or workshops (Bayar & Kösterelioğlu, 2014). This model has been heavily criticized in the literature because of some limitations such as insufficient collaboration, irrelevance to teachers' everyday responsibilities, inadequate teacher engagement, limited expertise, and lack of practical applicability in classroom settings (Fullan, 1995). Those programs are accepted as standard training programs conveyed by trainers to trainees (Özdemir, 1997).

According to the literature, this model may necessitate less time than the other model, with minimal or no influence on the teaching abilities of teachers (Easton, 2008; Boyle et al., 2004). Because of its short nature in terms of duration, it is inadequate to provide enough time to teachers to improve something in their profession (Abadiano and Turney, 2004) and to get constructive feedback or engage in reflective evaluation following the training process. In terms of teaching and education, Stein (1999) interpreted this model as a traditional, teacher-centred approach to education, in which the primary emphasis is on rote memorization and skill practice for students, with teachers primarily serving as instructors, task assigners, and evaluators.

Non-traditional in-service training, on the other hand, provides teachers with learning opportunities that enable them to evaluate their own practices through more innovative methods such as peer observation, coaching, and mentoring (Bayar & Kösterelioğlu, 2014). It also includes other varied formats in terms of professional development of teachers such as teacher support groups, teaching portfolios, keeping a teaching journal etc. (Richards and Farrell, 2005). This model also priorities the assessment and

individualised feedback at the end of the training sessions, which is valued by the teachers (Önalan & Gürsoy, 2020).

Contrary to traditional model, this model has been described in the literature as more interactive and collaborative programs in which teacher development activities are provided in favourable and durable conditions associating with student-centered pedagogy (Lieberman,1995). According to Stein (1999), this model prioritizes collaboration, relevance, and integration with real-world teaching contexts while also underscoring the importance of the long-term professional development of teachers, the establishment of a supportive instructional community.

In the literature, the non-traditional approach is discussed as a more effective approach compared to the traditional approach (Hockly, 2000). In fact, Miller (1998) stated that most of the teachers found those one-time trainings pointless and exhausting and they are prone to forget most of the information they have learned during those activities. Conversely, a study by Önalan and Gürsoy (2020) found that teachers mostly prefer practical, applicable, and interactive training programs over theoretical and traditional methods. In this regard, researchers identified specific characteristics of an effective model, regardless of the form used to model the training programs.

In this regard, Vukelich & Wrenn (1999) suggested that in-service training should contain those qualifications in order to be effective: (a) concentrating on a single topic; (b) prioritizing the needs of the teacher participants; (c) being continuous and long-lasting; (d) involving teachers in coming up with solutions for real-world, "real-life" problems; (e) allowing for meaningful participation from participants; (f) assisting participants in forming cooperative relationships; and (g) motivating participants to reflect on their instruction.

Stoops et al. (1981) specified certain foundational principles to meet the objectives of in-service training in any organization. Those principles emphasize the importance of addressing the specific needs of schools and communities whereas supporting the ongoing education of personnels to sustain their effectiveness. Furthermore, they also claim that such programs should also place a strong emphasis on continuous improvement through systematic evaluation and adjustment of educational processes to ensure continued growth and adaptation to changing needs. In this line, considering the critical need for supporting “life-long & continuous learning’’ among teachers,

unique educational needs, societal demands, and policy frameworks; diverse strategies are adopted across countries around worldwide in terms of in-service teacher training.

2.1.2. Global Perspectives of INSET

In-service teacher training, a critical component of educational quality, has emerged as a global issue as nations endeavour to satisfy the requirements of 21st-century classrooms. At this stage, numerous studies emphasize the critical role of in-service training in enhancing the quality of education (The European Commission, 2012). Therefore, countries around the world attach importance and allocate resources for teacher development.

National organizations, such IPSET, NTTTC, AEPAM, and NIHUS, significantly contribute to this initiative by partnering with schools to provide organized training programs along with international organizations such as WHO, UNICEF, UNESCO, and USAID in the purpose of enhancing teacher training by offering guidance and financial support to educational institutions, demonstrating a worldwide dedication to improve teaching standards (Ahmed, Pasha, & Malik, 2021).

From the global perspective, there is not one-size-fits-all in-service teacher training model since different nations around the world have implemented different methods to address the unique needs of their educational systems. Even in one country like the USA, in terms of the North American context, those trainings are shaped according to the standards set by the different states within country (MEB, 2006, p. 82). A number of formal courses and seminars are routinely organized for teachers to fulfill their in-service training needs in the USA. Given the diversity within the nation, the primary focus area is diversity and inclusion, particularly inclusive and multicultural education. (Yazıcı & Gündüz, 2011).

Typically, Professional Development Schools (PDS) play a significant role in the in-service training of teachers in the United States. Basically, they could be described as collaborative partnerships between universities and K-12 schools, designed to provide comprehensive teacher training through hands-on, practice-based learning (Erdinç, 2023).

Japan, a leading nation in education within the East Asian context, offers a multi-layered training programs including local, prefectural, and national levels with the aim of assisting teachers throughout their careers. Ministry of Education, Science, Sports

and Culture (MESSC) conducts 'central workshops' at the national level for the professional development of teachers and principals (MESSC, 1999).

Teachers, regardless of experience level, are required to participate in various in-service training programs throughout their careers compulsorily (Jenkins & Kokusai Kyōryoku Jigyōdan, 2004) and successfully complete these INSET programs to maintain their positions. Alternatively, specialized training courses are provided to teachers to specialize in subject areas teachers want to attain expertise (Bayrakcı, 2009).

In the Europe context, the Finnish National Board of Education (FNBE) (Rajakaltio, 2014, p. 5) specified some fundamental principles for the professional development of the teaching profession: a) Life-long learning, b) Knowledge and research-based orientation c) Effectiveness d) Anticipation of future needs and competences in education. Therefore, Finland is well-known with its great emphasis on in-service training for collaborative teacher-led development and continuous self-improvement embedded in professional duties.

Municipalities and cities are primarily responsible for coordinating in-service training and professional development for teachers in Finland (Niemi, H. et al., 2020). In schools, the principals or teacher employers supervise the organization of those trainings to update educators' pedagogical competencies. Finnish teachers participate in a weekly three-hour meeting collaborating with others and actively pursuing continuous self-improvement. (Bakioğlu ve Elverici, 2014).

As teachers are required to complete their master's degrees for their profession, INSET incorporates research-based learning helping them improve their practice through evidence and inquiry. Teachers in Finland are required to participate in three compulsory in-service training days per year, while the implementation of these days differs according to local decisions. The time allocated for in-service training is shorter compared to other countries (OECD, 2014), arising from the long-term separation of the school-based development projects rather than traditional models (Niemi H. et al., 2015).

From a closer perspective for the current study, in-service teacher trainings in Türkiye are planned and implemented in accordance with the professional development areas identified through teacher needs analyses, as well as the policies and priorities of the

Ministry of National Education and the areas emphasized in higher-level policy documents (MEB, 2024). In those trainings, the primary focus is on informing teachers about new approaches, methods, and techniques used in education and teaching, enhancing their professional knowledge and competencies, and developing their skills in utilizing new technologies and technological environments (MEB, 2024).

Before the new regulation, courses and seminars were organized for in-service trainings, and summer and evening schools had been founded for the implementation of those training activities (MEB, 1973). Face-to-face in-service training activities are still conducted at in-service training institutes associated with the Ministry of National Education. Considering the current number of in-service teachers, it is not possible to provide in-service training to all teachers through the face-to-face training approach (MEB,2024 & 2022). Therefore, in addition to face-to-face training, distance education activities have also been initiated by the ministry especially after the pandemic.

To meet the current requirements of the 21st century, In-Service Training Regulation, dated back to 1995, has been updated to introduce the with new approaches on March 11, 2022. Although various platforms, such as MEBBİS, EBA, and face-to-face training programs, are available for those in-service practices, the primary platform for introducing new approaches was decided on the "Teacher Information Network" (Öğretmen Bilişim Ağı - ÖBA) with the new regulation (MEB,2022).

This portal includes some practices: a) Planning of centralized and local in-service training, b) In-service training sessions through distance education in both synchronous and asynchronous formats, c) Virtual library as a resource for teachers, d) Professional development communities, e) Teacher-administrator mobility programs, f) School-based professional development programs, g) Promotion of best practices implemented by the teachers. (MEB,2022)

School-based professional development programs (OTMG) are designed to support teachers across various subject areas in addressing the specific educational needs identified by individual schools, within the local in-service education plans. On the other hand, the Teacher-Administrator Mobility Program aims to promote the exchange of knowledge and experiences from exemplary schools that implement best practices, various projects, or innovative learning environments, allowing teachers and

administrators from other institutions to visit these schools. Lastly, the purpose of Professional Development Communities (MGT) is to increase professional knowledge and skills, improve educational processes, and foster professional growth by allowing participants to learn from one another by sharing experiences. The ÖBA portal is used for exchanging activities and for communication within the Professional Development Communities.

2.1.3. The Role of In-Service Training in ELT Context

Numerous scholars have reached a consensus that English language teaching and learning in Türkiye poses significant challenges (Paker, 2007; Kara & Ayaz, 2017; Acar, 2015). These challenges become comprehensible considering the EFL context, in which English is not spoken as a second language officially or not widely used in the everyday life of students. Therefore, ELT in Türkiye comes with a popular syndrome "I can understand English, but I can't speak'' (Coşkun, 2016). Teachers are not the only factor behind this syndrome, as factors such as instructional methods, learning environments, and materials also play significant roles (Aktas, 2005).

Still, as acknowledged by Ko, Sammons and Bakkum (2013), teachers are the crucial factors for effective teaching; therefore, there are many expectations from English teachers to be an 'effective teacher' (Arıkan et al., 2008). On the other side, teachers, burdened by those expectations, face numerous challenges in the field. For instance, Valizadeh (2021) reported that English teachers in Türkiye suffer from several challenges including inadequate emotional support in the field, overcrowded classrooms, and struggles with limited time and resources to meet curriculum requirements. Therefore, many scholars in the literature call for effective INSET activities for EFL teachers.

Although some studies exist, as Kırkgöz (2007), advocating the minimal impact of INSET programs on classroom instruction due to EFL teachers' adherence to traditional teaching methods, most of the existing research highlights the positive effects of INSET programs on both teachers and students within the ELT context. Hence, the design and implementation of well-structured and effective programs are fundamental to advancing the quality of English teaching and learning in EFL contexts.

In terms of professional development, Özer (2004) interpreted INSET as a key factor for continuous professional development, which refers to life-long learning of teachers while continuing their profession. In general, INSET is evaluated as a tool for teachers to enhance their teaching competencies and to ensure they stay current with developments in their field and advancements in teaching methodologies (Sokel, 2019).

According to Freeman (1989), participating in those activities helps teachers improve their skills and teaching methods, while also broadening their knowledge of curriculum topics and emerging theories. Those improvements extend beyond the utilization of various teaching practices or innovative approaches. For instance, the study conducted by Kim (2008) revealed significant gains in language proficiency among teachers participating in INSET programs, as evidence for measurable progress across the four English language skill areas.

Teachers who take part in INSET differ from teachers who do not in terms of the teaching methodology, subject knowledge, and evaluation techniques of teachers (Ekpoh et al., 2013) because in the training process EFL teachers develops reflections and awareness on their professions by prioritizing the needs of their students (Önalan & Gürsoy, 2020). Therefore, these activities serve as a reflective space for teachers to implement regulations and adjustments tailored to the specific needs of their classrooms.

During this enlightenment, EFL teachers not only sympathize with their students but also start self-reflection, where teachers reflect on their strengths and weaknesses about their profession including their use of English as a medium of instruction, and this reflection results with positive changes of teaching practices (Sahin & Yildirim, 2015). As a result of those reflective improvements, it is reasonable to anticipate a significant increase in students' performance in terms of English language learning.

Literature demonstrates that implementation of various INSET activities for teachers is associated with better students' performance in language learning (Grieve & McGinley 2010; Rajabi, Kiany & Maftoon, 2012). For instance, Mahmoodi et al. (2019) reported positive outcomes in learners' language learning performance following their teachers' participation in INSET activities. More specifically, Kassem

(2018) observed a significant improvement in the students' vocabulary acquisition after teachers' engagement in one of the INSET activities.

In addition to the academic benefits of INSET activities for teachers and learners, their affective impact has also been extensively discussed in the literature. During training processes, teachers value collaboration and perspectives of their colleagues (Önalan & Gürsoy, 2020). It is a significant result because teachers desire a warm, comfortable environment in which they can share their own understanding of the classroom, students, topics, and teaching methods with their colleagues and where transparency and teamwork are valued (John & Gravani, 2005, p.122-123).

Furthermore, well-designed and effective programs have positive impacts on language teachers' beliefs (Borg, 2011). Those activities are also claimed to have an impact on fostering optimistic perspectives for teachers (Joyce & Showers, 2002). They develop more positive mindset towards their teaching practice and professional interactions with higher professional confidence (Na Yoon Hee et al., 2008). This positive mindset enables teachers to embrace the inadequacies in their teaching practices and explore various methods within a collaborative environment, as a result; they are more willing to enhance their practices. Thus, INSET may play a significant role in motivating teachers (Gorozidis & Papaioannou, 2014), and motivation is one of key factors in terms of language teaching and learning.

In conclusion, well-designed INSET programs and activities serve as a critical resource for the professional development of teachers. EFL teachers, as lifelong learners themselves, should be encouraged to engage in these trainings, which not only enhance their professional skills but also support their emotional and motivational well-being. Participation in such programs is essential especially for teachers to stay current in the field. Without those opportunities, teachers risk falling behind the times, making it challenging to deliver effective and efficient teaching (Pepeler, et al., 2017). Ultimately, professional development is an indispensable factor in empowering teachers to achieve their full potential in English language teaching.

2.2. Teacher Professional Development (TPD)

2.2.1. Definition and Historical Evolution of TPD

In the literature, various definitions of teachers' professional development (TPD) exist due to its multifaceted and dynamic nature through teachers' careers, making it challenging to define comprehensively (Sancar et al., 2021). Some definitions in the literature, as by Johnson and Golombek (2011), encompass both the pre-service and in-service phases of teaching. However, as the current study focuses on professional development activities of in-service teachers in K-12 secondary schools in İstanbul, the literature review will be framed in alignment with this focus.

From more traditional perspective, PD for teaching profession was considered a structured and observable process enhancing teaching practice for better learning outcomes. In this vein, Guskey (1984) defined PD as structured activities aimed at changing teachers' classroom practices, attitudes, beliefs, and student learning results. Similarly, Desimone (2009) defines professional development (PD) as a process that encompasses the interplay between teacher knowledge and beliefs, instructional methods, and student learning outcomes.

Indeed, numerous studies within the existing literature have utilized this traditional approach to describe teacher professional development (Sancar et al., 2021) to highlight on skill-building and subject-specific content delivery. According to those definitions, the traditional perspective on TPD regarded both teachers and learners as passive recipients of knowledge, primarily focused on memorization and skill practice (Stein, et al., 1999), often delivered through isolated, one-time seminars.

In time, modern perspectives have begun to question the applicability of traditional definitions, highlighting their inability to capture the complexity of individual factors or diverse educational settings. Therefore, the definition of PD for teaching profession begins to comprise other dimensions such as individualisation, collaboration and sustainability (Marcelo, 2009). Borko et al. (2010) outlined the key features of the new paradigm for teacher professional development as “providing a long-term, inquiry or learner-centred structure that supports teachers as they collaboratively develop the professional knowledge they need to use in their own context” (p.548).

On the other hand, the current perspective does not restrict TPD merely to change in the behaviour (Kalin, et al., 2019). Instead, TPD is conceptualized as context-specific,

reflective, collaborative and ongoing process, in which teachers are actively engaged in enhancing their practices by integrating new knowledge with their prior experiences, to address the unique needs of their teaching environments. This is because TPD programs encompass a diverse range of activities, practices, and experiences that contribute to the holistic growth of teachers, enhancing not only their professional competencies but also their personal, social, and emotional development (Desimone, 2009).

2.2.2. The Goals and Types of TPD

Regardless of the perspective of those definitions, the ultimate value of TPD lies in its purposes. In the alignment with his definition, Guskey determined three main goals of professional development: ‘‘change in the classroom practices of teachers, change in their attitudes and beliefs, and change in the learning outcomes of students’’ (2002, p. 383). Desimone (2009) went beyond the changes in teaching practice by mentioning the aim of TPD to help the personal, social and emotional growth of teachers.

More specifically, Bredeson (2002) interpreted the goal of TPD as inspiring creative and reflective skills of teachers. According to a Jovanova-Mitkovska (2010), the aim of TPD is to inspire teachers to set goals for their professional development while also helping them to adapt their teaching practices to various environments and conditions. Combining definitions more holistically, Day (1999, p. 4) evaluated the purpose of TPD as improving the quality of education by enhancing individual and collaborative growth; enhancing teachers’ commitment to pursue teaching goals in ethical and moral principles; enhancing knowledge, skills, and emotional intelligence necessary for effective professional practice throughout their careers.

For more specific focus on ELT context, Richards and Farrell (2005, p. 4) identified specific goals of TPD for language teachers as in the following items:

- Understanding how the process of second language development occurs.
- Understanding how our roles change according to the kind of learners we are teaching.
- Understanding the kinds of decision-making that occur during lessons.
- Reviewing our own theories and principles of language teaching.
- Developing an understanding of different styles of teaching.

- Determining learners' perceptions of classroom activities.

In spite of different interpretations and context, the ultimate goal of TPD could be summarized as to change teachers' professional practices, beliefs, and comprehension to correspond to educational goals, enhancing ongoing development and better outcomes for students and the school community' (Griffin, 1983, p. 2). Although those professional development programs share a common purpose, the content and format to introduce them vary significantly.

TPD activities or programs are presented in various types and formats, which could be broadly categorized based on delivery methods, focus, and context. In terms of delivery mode, Desimone (2009) stated formal TPD as structured and professional development activities provided for teachers on in-service days. These include seminars, conferences, online webinars, MOOCs (Massive Open Online Courses), higher education courses, and publisher or curriculum-specific programs, which are pre-planned & designed by external organizations, experts, or school systems (Lu et al., 2021; Parsons et al., 2019). At its core, formal TPDs embody a top-down approach, where content and delivery are decided by policymakers, consultants, or administrators by ignoring the needs and opinions of teachers (Özbilgin et al., 2016).

In the contrast, informal TPD is described as "everyday, informal 'hallway' discussions with other teachers about instruction techniques, embedded in teachers' everyday work lives.'' by Desimone (2009). According to definition, informal TPD refers to more self-directed, flexible learning outside of structured and standardized framework. Nowadays, they are preferred among teachers including collaborations, professional learning communities (PLCs), social networks and online communities, individual reflection, staff meetings or team discussions (Macia & García, 2016; Bett & Makewa, 2018). As they are grounded in a bottom-up approach, they are self-directed and attendance is voluntary, teachers genuinely want to participate in them to enhance their teaching practices and take responsibility for their own professional development Richards & Farrell, 2005).

In terms of context and setting, TPD activities could be categorized as job-embedded and online professional development. Job-embedded TPD activities are mainly school-based and integrated into daily work as part of an ongoing improvement process for teachers involving teachers identifying and addressing immediate teaching problems

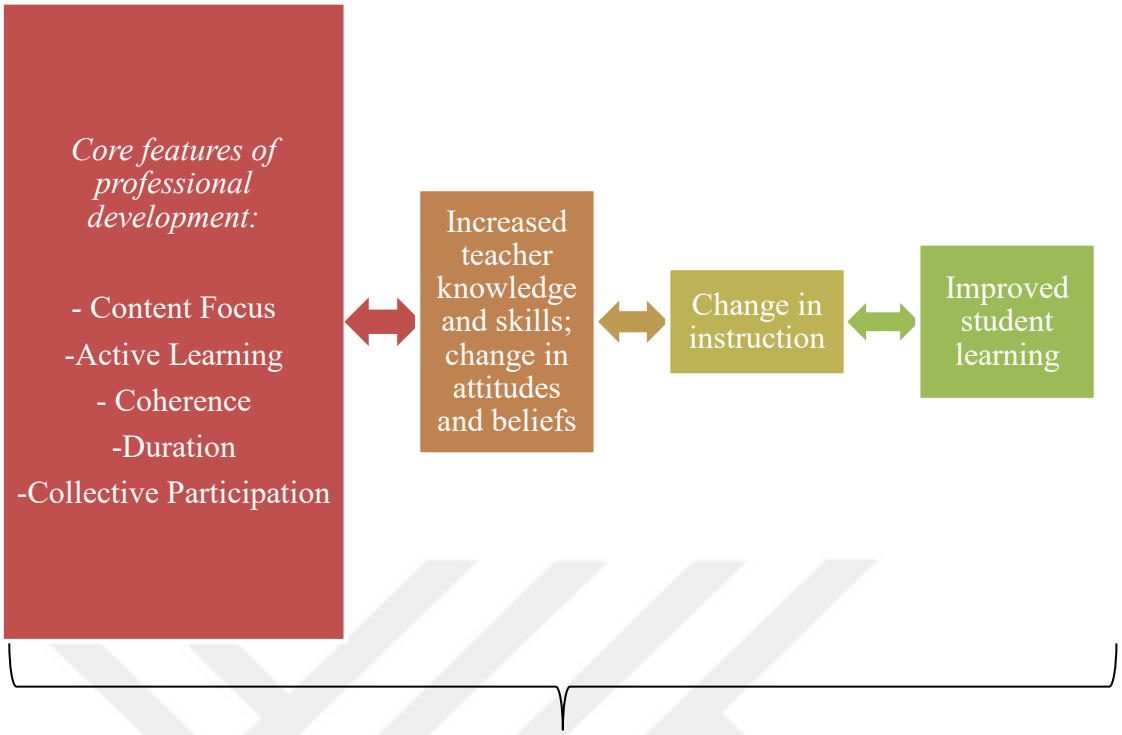
as they arise. (Hawley & Valli, 1999). Action Research, case discussions, coaching, mentoring, professional learning communities, peer observations are some example formats in this category (Croft et al., 2010). On the other hand, online TPD (OTPD) refers to any virtual learning or training experiences, in synchronous or asynchronous formats, that equip teachers with novel understandings and skills to facilitate their professional development and career advancement (Quinn et al., 2019).

2.2.3. Effective TPD

Regardless of the format in which TPD is delivered, the characteristics of effective professional development are widely discussed in the literature. Desimone (2002) characterized effective TPD as "useful," emphasizing its scope to enhance teachers' knowledge and skills, thereby facilitating improvements in classroom practices. Similarly, Darling-Hammond et al. (2017) described effective TPD as “structured professional learning that results in changes in teacher practices and improvements in student learning outcomes”. Accordingly, some scholars specified several criteria about what constitutes effective, high-quality PD experiences for teachers (Guskey, 2003).

Desimone (2009) decided on five characteristics for effective PD, they are respectively content-focus, coherence, duration, active learning, and collective participation, which was discussed extensively and proved with positive outcomes in changing teacher beliefs and practices by other scholars (Brownell et al., 2016; Griffin et al., 2018.) For those criteria, Desimone (2009) established a fundamental conceptual framework for examining the impact of professional development on teachers and students. The framework was represented as in the following.

Figure 1: The Conceptual Framework for Effective PD



"Context such as teacher and student characteristics, curriculum, school leadership, policy environment''

Source: Desimone, 2009, p.185

According to Darling- Hammond et. al. (2017), the criteria *content focus* refers to PD specifically centred around the subject matter that teachers teach. Basically, this criterion refers to what professional development is about, and it is accepted as the most crucial one. It aims to improve teachers' instructional abilities and subject-matter expertise (Sparks, 2002). Therefore, effective PD programs or activities for English teachers should be relevant to their real classroom practices and they should provide them with practical strategies and methodologies to enhance their subject-specific knowledge and instructional skills.

According to Desimone (2009), effective TPD programs offer learning experiences consistent with participant teachers' existing knowledge, beliefs, and instructional practices. In addition, this consistency must also include the wider educational context, highlighting reforms and policies at the school, district, and state reforms should be consistent with the content and methodologies prioritized in professional development (Pak et al., 2020). This situation refers to the *coherence* criteria to implement effective TPD activities or programs for teachers.

In terms of duration, sufficient time is necessary for effective PD enabling teachers to internalize and apply new knowledge in their classrooms (Darling- Hammond et. al., 2017). In this way, they provide teachers with adequate time to take part in activities that are continuous and sustainable over time, allowing teachers to participate in cycles of experimentation and reflection (Borko, et al., 2010). Besides, those activities must be precisely linked to teachers' daily practices typically in job-embedded contexts, guaranteeing its relevance and practical applicability, rather than being short-term or detached from their regular practices (Pak et al., 2020).

During those activities or programs, participant teachers should not be in a passive role, simply in observer or listener role. Instead, they should actively engage teachers in experiential learning opportunities (Desimone,2009); because teachers as adults learn best when they have an opportunity to direct their learning based on their interests and classroom experiences (Trotter, 2006). Therefore, effective TPD should involve interactive and constructive participation, incorporating feedback, modelling, reviews of student samples, and discussions (Pak et al., 2020; Perry et al., 2021); and this refers to *active learning* in alignment with Desimone's (2009) framework.

For meaningful interaction, teachers, especially the ones working at the same institution, should unite as professional learners to collaborate and engage in discussions, fostering a powerful form of teacher learning (Shin & Kim, 2021). Teachers should engage in discussions that are both supportive and intellectually stimulating, striking a balance between respecting one another and critically examining aspects of their teaching (Borko, et al., 2010). This refers to another critical feature of effective TPD, namely "collective participation". In this way, TPD ensures enough space for teachers to share ideas, collaborate with each other and to address significant problems in teaching and learning (Sparks, 2002).

Darling-Hammond et al. (2017) incorporated additional criteria into Desimone's framework, which is recognized as fundamental for effective teacher professional development in the literature. They offered usage of models and modelling of effective practice, coaching and expert support, feedback and reflection. They argued that TPD must encompass all those elements concurrently for effective professional growth. Those components could be summarized as TPD programs incorporating modelling, enabling educators to observe exemplary instructional practices facilitated by coaches and experts by allocating sufficient time for reflection, providing valuable input, and

fostering opportunities for teachers to implement changes in their practices through constructive feedback.

Therefore, effective TPD should be acknowledged as a continuous, lifelong learning process, addressing to different career phases of teachers. (Díaz-Maggioli, 2004). It should not only facilitate the expansion of teachers' theoretical knowledge but also offer opportunity to improve their instructional practices (Guskey, 2002). According to Desimone (2009), the aim of TPD should be to influence teachers' perceptions and behaviours, ultimately improving their classroom practices. Indeed, those positive changes in teaching is inherently related to improvements in student achievement (Timperley, 2007). Therefore, it can be argued that when professional development programs are thoughtfully and strategically designed, they can have a significant and positive impact on both teachers and learners.

2.2.4. The Impact of TPD on Teachers and Students in EFL Context

Indeed, well-designed TPDs has demonstrated to be useful for teachers and learners in the ELT context in many studies. Participation in TPD programs offers numerous benefits, including improved teaching practices, the development of innovative skills, increased student and teacher engagement and motivation, mitigated negative feelings such as burnout and stress among learners and teachers. Therefore, TPD programmes applies a multifaceted influence, encompassing both cognitive and affective dimensions.

With a closer examination of cognitive dimensions influencing students' performance and teachers' practices, Toland and Cripps (2024) conducted a study with English teachers engaged in interactive teacher-directed professional development, and they resulted that TPD programs promoting collaboration, sharing practices have a positive effect on improving teaching experiences. On the other hand, Boulay (2023) reported that TPD incorporating specific features, such as active learning, coherence, and focus on content have some positive impacts on teaching and learning by improved knowledge and skills. Likewise, more than half of the participant teachers in the study reported having implemented a strategy for integrating their acquired knowledge into their instructional practices for better results.

Similarly, Atay (2006), in one of her studies, offered a TPD programme in which Turkish EFL teachers were provided with relevant theoretical knowledge along with

guidance for research, reflection, and collaboration. At the end of the study, it was found that teachers improved their research skills to address problems in their classrooms. And teachers also reported that they have developed an awareness regarding their teaching practices, enabling them to identify and implement necessary changes within their professional routines. Furthermore, the research process facilitated meaningful collaboration among colleagues with "renewed enthusiasm about teaching."

More specifically, Irmawati (2021) conducted a study with English teacher frequently participated in workshops, seminars, and conferences related to teaching writing in EFL context. The results demonstrated that the program was beneficial in terms of equipping teachers with tools to improve student engagement and students' writing skills performance. Indeed, some teachers in study integrated technology and media into their instruction, such as online projects and multimedia content, fostering interactive and engaging learning environments. Besides participant teachers also stated their enhanced enthusiasm towards their professions.

Ashrafuzzaman (2018) conducted research with English teachers participating in cluster meetings, a PD format that offered strategies for enhancing classroom instruction through warm-up, review, reflection, micro-teaching, and extension activities. At the end of the study, the intervention fostered the use of innovative classroom materials and interactive teaching methods. Besides, considering the affective dimensions; teachers have reported that they feel more motivated to teach English in more innovative way. This result could be attributed to a case study of Miller (1999), reporting that professional development opportunities positively improved teachers' perceptions and attitudes toward their professional roles.

As language teachers necessarily conduct lessons in a language that is not their native tongue, that may result in diminished self-confidence and language-related stress (Horwitz, 1996). In many studies, professional support is evaluated as an effective tool to mitigate negative feelings such as burnout, stress, anxiety. For instance, Hossain, S. & Sultana, N. (2022) conducted research about burnout in secondary school teachers and concluded that professional development reduced the total burnout score. In Türkiye context, Kulavuz-Onal, & Tatar, (2017) have found that opportunities for professional development and learning activities improves teachers' professional growth and, in the end, lessens their burnout and job-related stress.

To summarize, engagement in well-designed TPD programmes has many benefits for EFL context. These programs not only advance teachers' professional competencies in knowledge and skills but also enhance collaboration, and positive feelings among teachers. Those positive changes in teaching practices are inherently associated with students' success (Sparks, 2002). Additionally, teachers express more enthusiasm to implement innovative pedagogical approaches in the classroom. Since the field of English language teaching is always evolving due to the dynamic and ever-changing nature of language itself, TPD can assist teachers in staying up to date on the latest advancements in the field as well as in upgrading their knowledge, techniques, and resources, such as the use of technology in language instruction (Sadeghi & Richards, 2021).

Therefore, effective TPD programmes should be introduced to in-service English teachers. In today's educational context, a variety of TPD programmes, particularly online programs, are being offered to teachers to support their professional growth and sustain their development throughout their careers. As technology has developed and its usage has increased, TPD programs are increasingly offered online due to several reasons, including mobility limitations or efficiency concerns (Ansyari et al., 2022). Especially during covid-19; the number of online PD programs for teachers has increased dramatically, and remain high (Flores & Swennen, 2020). This transition from traditional in-person professional development to online formats represents a major shift in how teacher training is conceptualized and implemented.

2.3. Online Teacher Professional Development (OTPD)

With the introduction of technology into education, information and communication technology (ICT) has started to introduce new spaces for teachers' professional development activities in which teachers can connect with other teachers and professionals by sharing, reflecting and collaborating online (Philipsen et al., 2019). Therefore, a new type of PD for teachers has emerged as a result of this expansion of teacher PD into online platforms such as social networking sites, online courses, multimedia websites, and video conferencing (Dede, Eisenkraft, Frumin, & Hartley, 2016).

At this point, online teacher professional development (OTPD) could be described as a type of TPD format delivered by information and communication media, which

provides teachers a life-long online learning platforms without the need to meet trainers and trainees in person (Rogers, 2001). More specifically, OTPD refers to any virtual teacher learning experience in asynchronous or synchronous sessions offering new insights and abilities that promote professional development of teachers (Powell & Bodur, 2019). Comparing to traditional, in-person TPD; online professional development (OTPD) is nowadays more popular and expanding option for teachers thanks to its greater accessibility and reduced cost (Dede at al., 2009).

Considering the increasing societal expectations for TPD programmes (Darling-Hammond et al, 2017), various informal or formal online resources exist in today's technology. It includes live webinars, Massive Open Online Courses (MOOCs), conferences, and social media networks (Lantz-Andersson et al., 2018), on-demand courses (Shaha et al., 2016), or online seminars. In Türkiye context, soon after Covid-19; ÖBA (Teacher Information Network) was established in 2022 to provide teachers with online professional development opportunities including trainings organized through distance education across diverse contents, virtual library containing diverse resources for teachers and current educational news to keep teachers informed on educational topics.

That expanding popularity of OTPD programmes can be attributed to their advantages emphasized in the literature. Especially taking the busy schedule of teachers into consideration, the flexible and accessible nature of OTPD allows them to access to those activities regardless of time or location (Parsons et al., 2019). Within this accessibility, OTPD is also evaluated as equity among teachers to access materials that may otherwise be unaffordable for every teacher (Dede et al., 2009). Among those materials and activities, teachers are able to choose the ones tailored to their individual needs and interests, in this way; they have a chance to progress at their own pace and return the activities when they need (Wynants & Dennis, 2018). Therefore, OTPD programmes are significant in facilitating personalization in TPD encouraging teachers to achieve their professional goals.

Aside from its role in facilitating individual learning, OTPD also enable teachers to collaborate and cooperate with each other to solve their problems by the constructive feedback they get from trainers (Russell et al., 2009). According to Frumin (2018), in time; those online professional development experiences of teachers evolve into "online teacher communities'' in which teachers reflect and enhance their teaching

practices. As a result of collaboration, cooperation and sharing in these communities; a support network is established among teachers without being constrained by geographical distance or time zone differences (Salmon, Gregory, Dona, & Ross, 2015). At this point, OTPD is crucial to address different individual learning preferences.

Besides, participation of teachers in OTPD has been reported as a good illustration for teachers about how to integrate information and communication technology (ICT) into their teaching and learning practices effectively while also encouraging them to reflect on their technology usage in their everyday teaching activities (National Research Council, 2007). It is not surprising considering the nature of OTPD, which inherently embody the technology. In fact, numerous studies in the literature highlights that OTPD programmes inspire participant teachers to incorporate technology into their educational practices effectively by introducing them technology-rich learning environments (Dede et al., 2009; Fishman et al., 2013).

However, as every pro comes with its cons; some challenges and barriers also exist in implementing OTPD. The lack of access to technology is an important drawback of OTPD because not all of the participant teachers in a country may not have access to internet or devices (National Research Council, 2007). In addition, considering the lack of digital literacy and technological knowledge among teachers, OTPD programs may not be always timesaving, indeed; sometimes, figuring out those online platforms, or understanding how to use it and to access the relevant materials may be time consuming for teachers (Hunt-Barron et al., 2015). Therefore, some teachers may feel inadequate in terms of their technological skills and feel hesitant to take part in OTPD activities (Pressley, 2021).

Although some studies are present in the literature supporting OTPD to establish network of support, and collaboration (Rodesiler & Pace, 2015); the sense of disconnection and isolation are still the main concerns in the literature. According to Quinn (2019), creating genuine relationships, collaboration and cooperation online, which are significant components of an effective TPD (Darling- Hammond, 2017, 2021; Desimone, 2009), is difficult and requires careful design and implementation. Considering the virtual atmosphere during OTPD experiences of teachers, the lack of social presence and physical proximity may have a negative impact on teachers'

learning, and teachers may feel reluctant to engage with their colleagues if they consider their colleagues are unlikely engage with them (Smith & Sivo, 2012).

In addition, according to Ladyshewsky (2013), the presence of an instructor is highly correlated to increased motivation, satisfaction and the sense of community among participants. Therefore, in OTPD activities, it is likely for participant teachers to experience isolation on screen in the physical and social absence of an instructor and other participants. That situation may hinder the interaction during PD activities and the passive role of participants in the learning process may result in loss of distraction, concentration, focus, and early dropout (Geri et al., 2017).

Assessment and feedback are the other considerations in the literature. In the study conducted by Truong and Murray (2019), English teachers expressed their demotivation because of personalized feedback they couldn't get during their OTPD experiences. According to this study, it could be resulted that participant teachers need detailed, individualized feedback without excessive assessment stress and some OTPD programmes may be insufficient at this point.

In spite of those limitations of OTPD programmes, the advantages and disadvantages discussed above shouldn't be generalized as a whole; instead they should be evaluated according to the specific formats in which those programmes are represented. In other words, synchronous and asynchronous formats represent distinct advantages and disadvantages for participant teachers, which are shaped by the unique characteristics of these mediums.

2.3.1. Synchronous / Asynchronous Online Professional Development

OTPD formats includes synchronous or asynchronous teacher training in virtual sessions via social media networks, webinars, MOOCs, conferences (Lesiak et al., 2021). Specifically, the programs in OTPD could be synchronous necessitating simultaneous participation of teachers via online tools like Zoom and MC Teams; or asynchronous enabling teachers to reach and progress in their own time according to their individual pace via online resources like MOOCs or ÖBA. The fundamental distinctions between synchronous and asynchronous OTPD could be assessed in terms of the time, interaction, and flexibility they offer.

The synchronous OTPD programmes are described as more formal TPD (Dash et al., 2012), providing meetings and conversations in real time collectively. In this way,

synchronous OTPD programmes are more prone to encourage social interaction with instructors and other participants in the aim of creating similar experiences in face-to-face TPD activities (Dash et al., 2012; Russell et al., 2009). In other words, participants can ask and answer questions, get individualized and immediate feedback in the presence of instructors and other participants provided that they organize their schedule to attend the OTPD program during the time specified. Therefore, despite its limitations with regard to flexibility in scheduling, through collaboration and active teacher participation, they could mitigate the disadvantages of online atmosphere to some extent (Borko et al., 2010).

On the other hand, asynchronous OTPD programmes are mostly associated with more informal learning, supporting more personalized and individual learning process in the literature as cited by Morina et al. (2025b). One of the most advantageous aspects of asynchronous OTPD in the literature is its time-flexibility for busy work schedules of teachers (Bragg et al., 2021). Asynchronous OTPD provides teachers with opportunities to access the materials and activities in flexible hours (Yoon et al., 2020). In other words, teachers have a chance to revisit the materials and engage deeply with the content at their own pace. Therefore, the literature reports that asynchronous OTPD programmes enhance autonomy and self-control of participants (Hemmler & Ifenthaler, 2024).

In spite of constraints in collaboration and interaction; delayed feedback and collaboration still exist in asynchronous activities. Nowadays, teachers frequently engage in educational discussions and provide feedback via social media networks and learning management systems asynchronously (Brown et al., 2021). According to Simpson (2012), this delayed interaction may be favourable for some teachers since it mitigates the anxiety associated with direct communication and reduce the fear of losing face while asking questions as in learners. In other words, during asynchronous OTPD activities, participant teachers take responsibility of their own learning process individually; nevertheless, alternative spaces for interaction with peers are available through online platforms, such as discussion forums and other social networking sites to exchange ideas and engage in meaningful discussions when necessary.

Relevant studies in the literature mainly focuses on participant teachers' perceptions, motivations, benefits about OTPD activities. For instance; Truong and Murray (2019) studied what motivates EFL teachers to participate to OTPD activities and the factors

sustaining this motivation. The study resulted that teachers' participation is related to their desire to enhance both their professional skills and language proficiency, and this motivation is sustained by well-designed, interactive programs with adequate technical support, while factors such as perceived isolation, and lack of customization can reduce their engagement.

Likewise, Parsons et al. (2019) investigated U.S. teachers' perceptions of online professional development; it resulted that teachers valued the availability and flexibility of OTPD and they prefer autonomous, professional, and modest OTPD activities. In Turkiye context, Saridaş and Deniz (2018) studied the effects of the individual online learning communities on the professional development of the teachers. It has been resulted that informal online learning communities by teachers have been illustrated to have a positive impact on their professional development, and those communities are especially useful for improving their own attitudes, knowledge, abilities, and experience.

As observed in the analysis of the literature, the studies on OTPD for teachers is extensive with a holistic focus on examining the viewpoints, driving forces, and gains of teachers attending to these programs. Although the results of those studies provide important insights and implications about the outcomes of OTPD programmes, they are not inadequate to explore the feelings, challenges, and experiences teachers encounter during their OTPD journeys.

Considering the increasing expansion of social networking platforms and other asynchronous ways of involvement with smartphones, laptops, or tablets; asynchronous OTPD has become an essential and readily accessible part of teachers' professional lives, as a remedy for their increasingly busy schedules. Despite this popularity, there remains limited research addressing specifically asynchronous online professional development activities in ELT context. While numerous studies may address the implementation, effectiveness, or advantages and disadvantages of OTPD, there remains a significant gap in understanding the personal and cultural dynamics that influence teachers' engagement, participation, and adaptation to OTPD.

Specifically, in Türkiye context, the research predominantly focuses on general outcomes of OTPD activities. With the introduction of ÖBA, as an important asynchronous OTPD initiative, there should be more research regarding the

experiences of teachers in this platform. Although few studies investigated teachers' views on distance in-service training activities conducted through the Teacher Information Network (ÖBA) (e.g. Erdinç, 2023); there is a need for more content-specific and research in ELT context. Such studies would significantly contribute to the literature, facilitating to create more efficient and contextually appropriate asynchronous learning possibilities for English teachers in Türkiye.

3. METHODOLOGY

This chapter provides a detailed and comprehensive understanding of the research design employed in the study. It begins by offering an overview of the research paradigm, which establishes the philosophical foundation that informs the study and shapes the methodological choices regarding data collection and analysis. Following this, the research design is introduced, contextualizing the study within its setting and outlining the characteristics of the participants.

From there on, a description of the data collection tools is provided, including the demographic form, teaching philosophy statements, reflective journals, narrative inquiry. In addition, the methods used for qualitative data analysis are thoroughly explained. The chapter concludes with a discussion of the measures taken to ensure the trustworthiness of the research, including strategies employed to enhance its reliability, dependability, confirmability, and trustworthiness.

Through this structure, the chapter aims to provide clarity on the conceptual and procedural aspects of the research, ensuring a coherent link between the theoretical framework and the practical implementation of the study. Before proceeding to the methodology part, it is significant to address the research questions of the study. This research is guided by the following 4 research questions:

1- How do English teachers in K-12 secondary school in İstanbul perceive their experiences with asynchronous online professional development activities?

2- In what ways do asynchronous online professional development activities impact K-12 secondary school English teachers' professional growth?

3- What motivates K-12 secondary school English teachers to participate in asynchronous online professional development activities? & What factors influence their preference for asynchronous OTPD,

4- How are teachers' motivations and preferences for asynchronous OTPD shaped by personal factors such as teaching experiences, commitment to PD or teachers' feelings?

Aligned with study questions, ethnographic research design within interpretivist research paradigm is employed to explore and scrutinize the reflections and perspectives of teachers regarding asynchronous online professional development activities. The aim is to delve deeply into the subjective experiences and insights of educators.

3.1. Research Paradigm: Interpretivism

Considering the aim of the study through the research questions, employing the interpretivism paradigm, which is also known as Constructivism in the literature, may offer in depth understanding of specific contexts through collection and interpretation of qualitative data facilitating to explore deep insight and conclusions that may differ from other paradigms (Myers, 2008). It is a philosophical and methodological approach that emerged in the 18th century with roots in anthropology. According to Guba and Lincoln (1989), interpretivism emphasizes understanding the subjective nature of human experiences, interpretations and meanings.

Interpretivism emphasizes variations in cultures, situations, and historical periods that resulted in the formation of various social realities to gain a comprehensive understanding of human experiences, meanings and interpretations.

Unlike positivism, which seeks to establish general, universal laws that can be applied to everyone independent of certain crucial elements and aspects, interpretivism seeks to incorporate richness in the insights obtained (Bhattacherjee, 2012) by delving into the subjective meanings and interpretations individuals ascribe to their experiences. In explaining the interpretivist paradigm, Ferguson (1993) writes:

> "At the risk of oversimplification, interpretivism might be simply characterized as the belief that "facts" are not things out in some objective world waiting to be discovered, but, rather, are the social constructions of humans who apprehend the world through interpretive activity.'' (p. 36)

At this point, it reminds the quote of Ryan (2018) "truth and knowledge are subjective", aligning with the interpretivism rejecting the "to adopt any permanent, unvarying (or foundational) standards by which truth can be universally known" (Guba & Lincoln, 2005, p. 204). Interpretivism has a relativist ontological stance denying the single and objective reality while emphasizing the multifaceted nature of perception.

Ultimately, “Perception is seen not as a passive-receptive process of representation but as an active constructive process of production” (Flick,2004). People engage with society and other individuals, and they attribute meanings to various social phenomena names. As a result, the data collected through interpretivist research is richer in terms of details, providing a greater understanding of how people interpret their surroundings in specific contexts.

As stated by Grix (2004), “researchers are inextricably part of the social reality being researched, i.e. they are not ‘detached’ from the subject they are studying” (p.83). Therefore, they are positioned as an active participant and an explorer of interpretations of participants about a particular phenomenon which has been previously examined by other scholars, offering diverse viewpoints. Nguyen (2019) states that since the epistemology of interpretivism is subjectivist, the researcher and participants are co-constructors of knowledge, and the nature of knowledge is dependent on the context. Researchers in this paradigm engage in interactive process with the participants of the study in a particular context and this collaborative approach facilitates the collection of rich research data from natural settings. However, it is still crucial that the social phenomenon being studied is presented "through the eyes of the participants rather than the researcher" (Cohen et al., 2007, p. 21).

Interpretivists mostly gather qualitative data from participants over an extended time, as is typical in methodologies such as ethnography and case studies. Data collection and analysis may occur simultaneously and repeatedly (Black, 2006). Researchers must consider various factors of the context while describing the reality including subjective nature of human experiences. Recognizing that unique experiences of participants make pre-determined generalization or categorization difficult, interpretivists mostly adopt inductive approach to analyse the data because “they tend to see theory as deriving from data collection and not as the driving force of research” (Grix, 2004, p. 108).

The table below illustrates the interpretivism research paradigm and its components.

Table 1. Interpretivism Research Paradigm and Its Components

Components	**Interpretivist**
Ontology (the nature of reality)	Relativist or multiple realities

Epistemology (how reality is known)	Subjective
Approaches	Qualitative
Design	Grounded theory, Ethnography, Phenomenology, Case study, Narrative inquiry
Methods	Semi-structured interview, In-depth unstructured interview, Focus group, observation, document analysis, small samples, non-probability sampling techniques, thematic analysis

Source: Kivunja and Kuyini (2017), Makombe (2017), modified by the author

This perspective significantly influences the methodological decisions made in interpretivist research, particularly in the selection of research sites, participants, and cases based on their theoretical relevance to the phenomenon under investigation, as opposed to the use of random sampling techniques. The emphasis on theoretical relevance should guarantee that the research is consistent with the social realities it aims to investigate and is contextually grounded. In other words, it endeavours to capture the richness and complexity of human experiences in their natural contexts, thereby enabling a more nuanced and contextually informed understanding of the subject matter.

In conclusion, the characteristics of research conducted under the Interpretivist paradigm can be summarized as follows, based on the frameworks proposed by Lincoln and Guba (1985) and Morgan (2007), as cited in Kivunja and Kuyini (2017):

- The recognition that the social world is not comprehensible from an individual's perspective.
- The admission that the realities are multiple and socially constructed.
- The understanding that interactions between the researcher and research participants are inevitable.
- The acceptance that knowledge and knowing depend on context.

- The notion that research findings produce knowledge can be influenced by underlying values, and it is crucial to explicitly acknowledge these values.
- The emphasis on understanding individuals rather than pursuing universal laws.
- The perception that causes and effects are reciprocal.
- The understanding that contextual factors must be considered in any systematic effort to gain knowledge.

The current study aims to investigate the effectiveness of asynchronous online professional development activities through the lens of English teachers in K-12 schools by examining the underlying motivations that drive English teachers to participate and exploring the relationship between these participation factors, motivations and their overall well-being. In line with this objective, the study aims to understand how various personal, professional, and contextual factors influence teachers' engagement in asynchronous online learning environments.

Considering the need to understand the subjective experiences and personal meanings that teachers attach to their asynchronous online professional activities, interpretivist research paradigm is appropriate for this study. Interpretivism allows for an in-depth analysis of the individualized perspectives and motivations that drive teachers' engagement in asynchronous online environments. Besides, since motivations, well-being status, and professional engagement are socially constructed and influenced by personal and contextual factors, the study can offer a deeper, more nuanced picture of teachers' involvement in online professional development and capture the variety of their experiences.

3.2. Research Design

Despite the demographic survey employed in initial phase to gather quantitative data on participants' background information (age, gender, education, professional experience, etc.), the primary focus of the research design is still qualitative.

As the qualitative research design enables an in-depth examination of experiences, phenomena, and contexts, emphasizing the underlying reasons and processes (Patton, 2005); it is particularly suited for investigating the subjective experiences, perceptions,

and feelings of participants of the study. This research design will facilitate a deeper exploration of the factors influencing these experiences and the reasons behind them, compared to quantitative methods alone can offer.

For this aim, digital ethnographic research design has been adopted within the interpretivist paradigm. This qualitative research design aligns with the interpretivist foundation of the research as it enables the researcher to immerse themselves in digital environments of participants offering in-depth, context-sensitive investigation of how teachers make sense of their asynchronous online professional development activities. In this way, a comprehensive understanding of the teachers' experiences is ensured capturing the details that may otherwise be overlooked in other research methods.

3.2.1. Ethnography and Digital Ethnography

The term ethnography is originally derived from Greek words “ethno” meaning “people” or “folks” and “graphei” meaning “to write”. As it could be inferred from the meanings, it is basically study of people and cultures. The primary aim of the ethnography is to provide rich, in-depth insights into people’s worldviews, perceptions, behaviours and environments. (Hughes,1992).

Ethnography, which originated in anthropology and was later adopted by sociology, is a qualitative research methodology designed for studying the beliefs, social interactions, and behaviours of small communities, involving participant observation, and the systematic interpretation of the data collected through this engagement as a researcher (Denzin and Lincoln, 2011).

Since its comprehension in the early twentieth century, ethnography evolved into a broad and flexible set of methods that are conducted in many academic fields. In the field of education, ethnography is particularly valuable, as understanding the beliefs, attitudes, and behaviours of sociocultural groups will inform the practitioners about more effective strategies for educational improvement (Zaharlick, 1992), like in teacher training and education in the current study. In other words, by offering deep insights into these dynamics, ethnographic research plays a crucial role in enhancing educational practices.

As a result of the expansion of ethnography across various academic fields, those fieldworks are currently conducted in diverse contexts with varying boundaries and distances from the researcher (Atkinson 1994). This could be exemplified by a type

of ethnography, digital ethnography, which is also referred as “virtual ethnography” (Hine,2000), “online ethnography” (Markham 1998, 2005), “netnography” (Kozinets, 2010) in the literature. Digital ethnography is a method of “representing real-life cultures through combining the characteristic features of digital media with the elements of story” (Underberg & Zorn, 2013, p. 10). In essence, it can be defined as a digital, innovative adaptation of traditional ethnographic methods.

One of the reasons of choosing this type of ethnography for the study is its alignment with the asynchronous online context. Asynchronous online platforms allow teachers to engage with professional activities at different times, across different locations, and often in a self-paced manner. At this point, traditional ethnographic research, which focuses on face-to-face interactions in physical settings, may not be enough to fully understand the dynamics of this virtual environments. On the other hand, digital ethnography allows researchers to explore how individuals participate in virtual communities and navigate digital platforms (Hine, 2005).

As Hammersley and Atkinson (2007) suggest that the researcher is a residence of the community being studied. Therefore, it posits a dual role for the researcher, as an observer and active member of the community. Given the researcher’s concurrent role as an English teacher in a K-12 secondary school in Istanbul, this dual position aligns well with her professional expertise and context.

Considering the characteristics of umbrella term “ethnography” and research questions of the current study, there are several strong reasons to choose “digital ethnography” as a research design for the study. Apart from the digital context of the study, digital ethnography as a research design would be advantageous for examining the online professional development behaviours, actions, and, more broadly, the asynchronous online professional development cultures of K-12 secondary school English teachers in İstanbul. As Kaur-Gill and Dutta (2017) state digital ethnography allows the researcher to understand “relational and behavioural patterns and orders of the digital sphere”, making it appropriate tool for examining the professional activities and digital interactions of participant teachers within this framework.

By offering contextually rich and qualitative data through the collection of observational data, interviews, life stories or other textual and visual documents, digital ethnography allows for an in-depth exploration of participants' experiences.

Considering all of these, deciding on digital ethnography as a research design of the study facilitates to interpret the motivations, emotions, and evaluations that drive teachers' involvement in asynchronous online professional development activities from firsthand. Besides, it offers valuable insights into the impact of those professional activities on teachers' professional development and overall emotional status.

3.2.2. Participants and Settings

The current study involves English teachers working at K-12 secondary schools in İstanbul. A total 32 English teachers from 5 different districts of İstanbul took part in the study voluntarily. The sample includes English teachers from both K-12 imam hatip secondary school and secondary schools regardless of the specific type of institution in which they work.

In accordance with the paradigm of the study, purposeful sampling was employed rather than random sampling techniques to decide on participants and setting based on their theoretical relevance to the phenomenon under investigation. This is consistent with the practice that is frequently observed in ethnographic research, which emphasizes the significance of the study of a specific target group or location (Mackenzie, 1994).

Apart from the nature of ethnography itself, the position of the researcher is another consideration for this sampling technique. As the ethnography recognizes that the researcher cannot be separated from the context, the researcher lives in a manner that is similar to that of the individuals they are investigating, to a greater or lesser extent (Hammersley & Atkinson, 1983). In this study, the role of the researcher is closely related to field of the research under investigation as she is an English teacher in a K-12 secondary school in Istanbul. This situation is reflected in participant selection process taking into consideration the researcher’s continuous interaction with the field.

The mean age of the participants is 37 with the youngest teacher 25 and the oldest teacher 54. Regarding their teaching experience, 21 of them had seven to ten years and more while 11 of them had up to seven years. While 27 of them were females, 5 of them were males. As for their academic background, the participants graduated from different departments of the universities in Türkiye. All of them had previously engaged in one of the asynchronous online professional development activities

organized by the Ministry of Education (MoNE) and continue to do so on a regular basis. Table 2 demonstrates more information about the sample group.

Table 2: Demographics of the Participants

		N	%
Gender	Female	27	84.38
	Male	5	15.62
	Total	32	100
Teaching Experience	0-7 years	11	34.38
	7-10 years	8	25
	11-15 years	9	28.12
	16 and more	4	12.5
	Total	32	100
AOTPD Engagement Frequency	Once a month	10	31.25
	Once every 3 months	12	37.5
	Once every 6 months	8	25
	Once a year	2	6.25
	Never	0	0
	Total	32	100

3.2.3. Ethical Considerations

Prior to starting to implementation of the study, the researcher consulted to the Academic Ethics Committee of Yıldız Technical University. Approval was granted under issue number 00656. Following this, the researcher submitted an application to the Turkish Ministry of Education through the "Araştırma Uygulama İzinleri Başvuru ve Değerlendirme Modülü" with application number MEB.TT.2024.000969, which was subsequently approved by the Ministry.

After receiving the necessary permissions from both the Ministry of Education (MoNE) and the YTU Academic Ethics Committee, potential participants were

identified by visiting schools listed by the MoNE. The researcher conducted in-person meetings with prospective participants to inform them comprehensively about the study's objectives, methodology, and potential risks. Each participant was provided with a detailed information form, and the researcher made both written and verbal commitments to preserve participants' personal data, assuring that no personal information would be disclosed without explicit permission of participants.

The researcher further committed, both orally and in writing, to keep data confidentiality and to avoid sharing any data or personal information with third parties or institutions without the participant's written consent or a legal mandate. Those willing to participate were asked to sign both the "Detailed Information and Voluntary Participation Form" and the "Audio-Visual Data Permission Form."

In case of their participation, participants were expected to consider the core values of the Turkish National Education system and social sensitivities of Turkish nationality and society while expressing their ideas and opinions during the research process. Responses were requested to be free from statements that might conflict with national and cultural values or incite discrimination, marginalization, or societal division. Adhering to these principles was essential to maintaining the study's ethical integrity and respecting the sensitivities of Turkish society. Participants agreed to these terms and acknowledged that their responses would be evaluated accordingly.

Throughout the research process, all data written, oral, and visual was handled in compliance with the law on the protection of personal data (KVKK) No. 6698. Personal data was collected and securely stored exclusively for research purposes during the data analysis phase. During both individual and group online interviews, video and audio recordings were taken just for data analysis. All data collected was processed according to KVKK standards, ensuring that it was used only for the purposes outlined in this study.

Confidentiality and privacy were prioritized at all stages in accordance with ethical research standards. As detailed in the Clarification Text, all data obtained was strictly confidential and used just for research purposes. Personal information was anonymized to protect participants’ identities, and no personal identifiers were used in data analysis or reporting. A unique code number was assigned to each participant, and data was anonymized by associating this code with the participant's information.

This approach was utilized in order to create an atmosphere in which participants felt comfortable providing sincere, candid, authentic responses. In accordance with the law on the protection of personal data No. 6698 (KVKK), necessary technical and administrative measures were taken to provide the data security. Data was retained only for the duration necessary for research, after which it was securely deleted using appropriate software to prevent unauthorized access or misuse. All qualitative data collected was securely encrypted and stored on the researcher's computer to facilitate comprehensive analysis in response to the research questions.

This study is designed to be conducted outside of official school hours and did not cause any disruptions or obstacles to educational activities. Besides, this study posed no foreseeable discomfort to participants, and participation in this study is entirely voluntary. If at any point a participant felt discomfort, they were given the freedom to withdraw from the study without providing any reason. In such cases, the use of previously provided data was contingent upon the participant's consent.

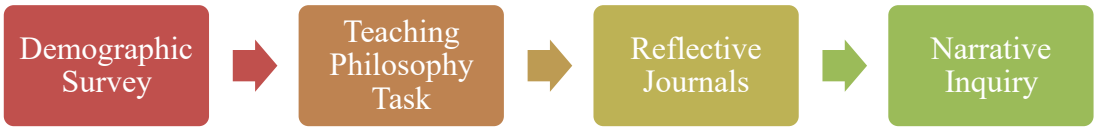
3.2.4. Data Collection Tools

As "Multiple methods of data collection" may provide more personal and detailed information about the group or community (Sharma & Sarkar, 2019), under the title of "Digital Ethnography'', which is a specific type of qualitative research design, multiple qualitative data collection tools were utilized in the study.

The design of those tools was realized by the researcher after a rigorous review of the literature. Additionally, they were reviewed and validated with the approval of an Assistant Professor specializing in English Language Teaching, who is also supervisor of the study.

The data collection tools are introduced in figure 2 respectively:

Figure 2: Synopsis of the Data Collection Tools



3.2.4.1. Demographic Survey

The survey was constructed around 25 questions, aiming to address all the research questions to provide a general gist at the initial phase. The inclusion of demographic questions also provides the analysis of contextual factors and variables such as age, context, and educational background and their influence on the teachers' experiences.

The survey was introduced to participants at the beginning of the study via Google Forms. The questions were constructed not only to learn about demographic background of the participants but also to provide a general gist about their preferences for professional development formats, technological competencies, and the impact of these programs on their professional growth, well-being, job satisfaction, and work-life balance.

The survey involves close-ended questions involving participants' gender, name, age, educational background, teaching experience, current educational setting, frequency of attending asynchronous professional activities, their experiences about it and the platforms preferred for that aim.

The questions constructed for the demographic survey are introduced below.

Table 3: Questions of the Demographic Form

1. Gender
2. Age
3. Educational level

4.	Graduation
5.	Type of the institution participants working
6.	Years of teaching experience
7.	District of Istanbul
8.	Technology Proficiency
9.	Proficiency in Online Educational Tools
10.	Preferred Professional Development Format
11.	Previous Asynchronous Online Activities Participation
12.	Frequency of the Participation
13.	Duration of these activities
14.	Platforms Used for Professional Development
15.	How do you generally evaluate the asynchronous online professional development activities you have attended?
16.	How do you evaluate the impact of these training programs on your professional development?
17.	What factors influenced your preference for asynchronous online professional development activities?
18.	What are the reasons for your participation in asynchronous online professional development activities?
19.	How do you evaluate the contribution of these activities to your well-being status?
20.	How have asynchronous online courses impacted your sense of professional belonging?
21.	Did participating in asynchronous online courses make you feel more connected to your colleagues?
22.	How has your participation in asynchronous online professional development activities influenced your overall sense of well-being in the workplace?
23.	How has your participation in professional development activities impacted your work-life balance?
24.	Overall, how satisfied do you feel with your teaching profession?
25.	What kind of professional development do you aim to achieve in your career over the next five years?

3.2.4.2. Teaching Philosophy Statements

The first step in professional development journey is the understanding the identification of one's educational philosophy (Conti, 2007) because comprehending teaching philosophy provides a concise overview of educators' perceptions of the significance and objectives of teaching, while promoting profound self-reflection among teachers (Ramani,2009). In addition, a philosophy is constituted of the reflections on experiences, by forming specific core beliefs related to teaching and learning (Lienhard, 2020).

At this point, TPs is described as a narrative essay outlining one's teaching philosophy, which includes one's beliefs, core values, viewpoints, and ideas about what(s), why(s),

and how(s) of teaching and learning (Bowne, 2017). TPs may serve as valuable data collection tools for investigating teachers' core values, beliefs, opinions, and emotions considering the aim of the current study. They provide insight not only into teachers' instructional methods and practices but also into their professional growth, motivations, and emotional expectations throughout their careers.

The reason to design this task in the current study is to encourage participants to reflect on their values, beliefs, and educational principles at both personal and professional levels. In this way, it is aimed to get deeper understanding of participants' evaluations, expectations, perspectives, underlying motivations, strategies, and the benefits they get and challenges they experience in their asynchronous OTPD activities.

Teachers may be familiarized with writing TPS at various stages of their teaching career including during their initial teacher education programs, when applying for a teaching position or promotion, and during their participation in a continuous professional development program (Baker, 2021; Bowne, 2017; Kurita & Yoshida, 2020; Supasiraprapa & De Costa, 2017). And it provides a reflective activity for teachers to improve their practices (Richards & Farrell, 2011).

TPS are criticized by some scholars because of its inadequacy of format and content (Pratt, 2005). However, when the process of writing a TPS is scaffolded through appropriate philosophical questions and feedback, teachers' established ideas of their professional identity, thoughts, and beliefs about teaching and learning are revealed (Baker, 2021). In accordance with this aim, the term "teaching philosophy'' was introduced to participants clearly in the beginning of task with the writing instructions.

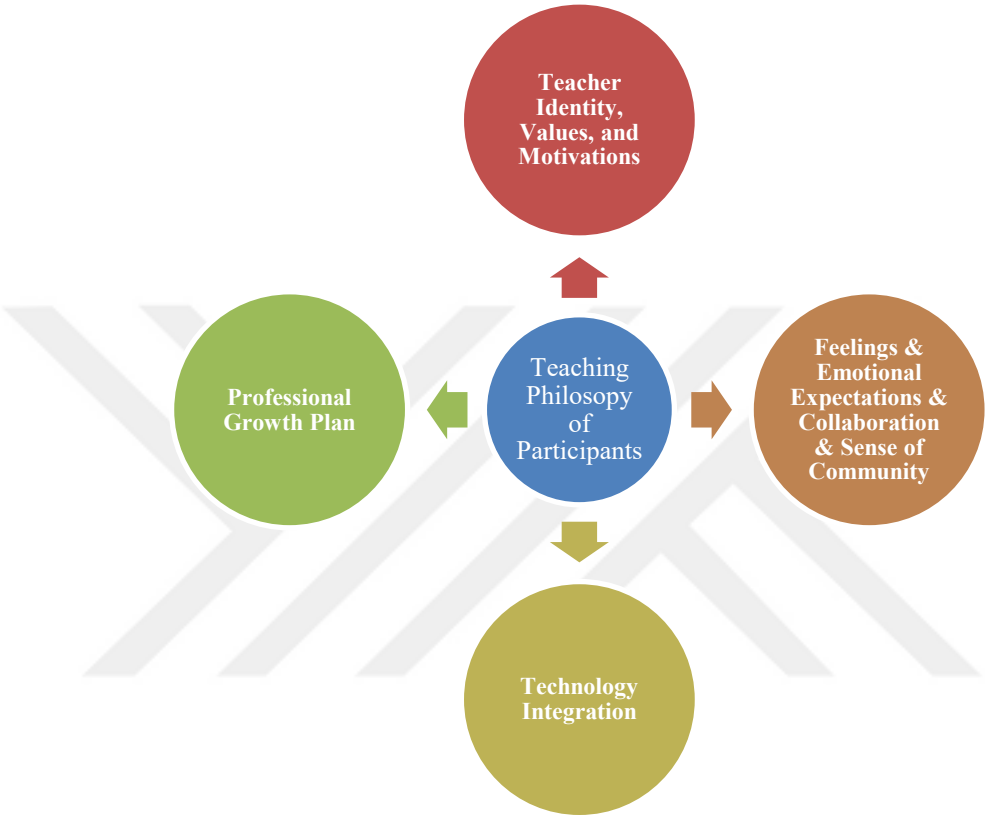
In collaboration with the supervisor of the study, four distinct areas of focus are decided based on the research questions and the relevant literature reviewed at the beginning of the study to form a coherent structure. These areas were carefully selected to ensure that the data collected for this part aligns with the study's objectives and provides a comprehensive exploration of the participants' teaching philosophies.

Each part has guiding open-ended questions and relevant key words to prompt the participants to reflect on their personal and professional experiences. The participants were requested to write around 150-300 words, which corresponds to 2-3 paragraph for each part of the task, providing enough space for detailed, yet concise, responses. This word limit was determined after the internal testing of the researcher herself.

Participants were given the option to write in their native language to facilitate more genuine and deeper reflections.

The table below represents 4 specific areas covered in the task to collect detailed information about the teaching philosophy of participants.

Figure 3: The Specific Areas Covered in the Teaching Philosophy Task



Heimlich and Norland (1994) state that "your personal philosophy of teaching and learning will serve as the organizing structure for your beliefs, values, and attitudes related to the teaching-learning exchange" (pp. 37-38). Basically, it provides a picture of "the author as a teacher and their thoughts and ideals regarding interactions between learning and teaching, perceptions of the teacher's and students' roles, and goals and values of the educational journey" (Klockner et al., 2021, p. 2) .Therefore, first part of the task were separated to *"Teacher Identity, Values, and Motivations''* to explore fundamental aspects of teacher identity, values and motivations.

10 open-ended questions at this part serve as a starting point to explore more about the research questions of the study. They were designed to make teachers reflect on their values, motivations for their professions, serving to explore the underlying reasons of

their participation in asynchronous OTPD activities, which indirectly addresses RQ3. In addition, the questions asked about how teachers put this theory in practice, addressing to RQ2, to explore how they evaluate their professional growth and effectiveness. There are also questions related to their emotions in general, addressing RQ4 to explore the relationship between these factors and their engagement with asynchronous OTPD.

The table below represents the guiding questions and key words for this part:

Table 4: The Guiding Questions and Key words for "Teacher Identity, Values, and Motivations" part

Guiding Questions	Key Words
1. *What is your goal as a teacher and for your students?*	Teacher Goals
2. *What do you value most when it comes to teaching?*	Teaching Values
3. *How did you decide to be a teacher? What inspired you?*	Decision to Become a teacher
4. *What does "teacher" mean to you? How do you define this role?*	Meaning of the word "teacher"
5. *What is your teacher identity in general?*	Teacher Identity
6. *How do you be a good teacher according to you?*	Being a Good Teacher
7. *How do you put your philosophy of teaching into practice? Provide examples of your methods and strategies.*	Practice of Teaching Philosophy
8. *What metaphor would best describe your teaching? Why?*	Teaching Metaphor
9. *What makes you feel good about teaching? What gives you reward? What are the reasons behind the feelings?*	Rewarding sides of teaching
10. *What is your greatest strength as a teacher? Why?*	Strengths in the profession

Teaching Philosophy Statements (TPs) are also reflective documents in which teachers express their approaches in terms of teaching and highlight their goals for professional growth (Hegarty, 2015). Therefore, the second part of the task was separated to

"Professional Growth Plan", involves 6 open-ended questions aiming to explore about participants' perspectives, goals, strategies for their professional development.

Those questions were designed to understand how they perceive their experiences with asynchronous OTPD activities addressing to RQ1 and how these activities impact on their long-term growth in their professions addressing to RQ2. In addition, the questions also ask about their preferences of asynchronous OTPD resources and reasons behind it by also questioning about their motivation and commitment to life-long learning as a teacher, which also addressing to RQ3 and RQ4 of the study.

The responses of participants will facilitate in identifying common themes, challenges, and resources preferred by English teachers in asynchronous OTPD activities, thus contributing to a deeper understanding of their professional growth.

The table below represents the guiding questions and key words for this part:

Table 5: The Guiding Questions and Key words for " Professional Growth Plan " Part

Guiding Questions	Key Words
1. *What are your aims regarding professional development? What do you hope to achieve?*	Goals for Professional Development
2. *How do you plan to grow and develop in teaching over the years?*	Growth and Development Plan
3. *What goals have you set for yourself as a teacher? How will you achieve these goals?*	Goals as a Teacher
4. *What are your opinions on professional development and lifelong learning as a teacher? Why is it important?*	Life-long Learning as a Teacher
5. *How do you maintain your own professional development and how do you set an example for your students?*	Maintaining Professional Development
6. *What are your resources for your professional growth? Why do you prefer them?*	Preference for the Resources

The third part of the task is separated for *"Technology Integration"* of participant teachers. This part includes 9 open-ended questions to encourage teachers to reflect on their integration of technology into both their teaching and professional development, with a specific focus on asynchronous OTPD. The questions were formulated in the

aim of exploring teachers' perceptions about the integration of digital tools into their teaching and the role of technology in their professional development. In alignment with the research questions of the study, the teachers were also encouraged to reflect on advantages and disadvantages of asynchronous OTPD providing valuable insights into their beliefs and attitudes toward its effectiveness.

The table below represents the guiding questions and key words for this part:

Table 6: The Guiding Questions and Key words for "Technology Integration'' Part

Guiding Questions	Key Words
1. *How do you evaluate the use of technology in education?*	Evaluating Technology in Education
2. *How do you integrate online and digital tools into the teaching process? Provide examples.*	Integrating Online Tools
3. *Do you keep up with new technological innovations in education? How do you integrate these innovations into your classroom?*	Keeping Up with Innovations
4. *How do you view the role of technology in your professional development?*	Role of Technology in Professional Development
5. *Which technological tools and resources do you use for your own professional development? How do these tools and resources contribute to your professional growth?*	Tools for Professional Development
6. *What are your thoughts on asynchronous online professional development programs?*	Thoughts on Asynchronous Online PD
7. *What are the strengths or weaknesses of asynchronous PD programs according to your teaching philosophy?*	Strengths and Weaknesses of AOPD
8. *How do asynchronous online PD programs contribute to your continuous learning and personal growth as a teacher?*	Contribution of AOPD to Continuous Learning

9. *How has asynchronous online PD had an impact on you having this educational philosophy?*	Impact of AOPD on Teaching Philosophy

Teachers' experiences a range of emotions in their professions, and these feelings have significant impact on their professional development activities (Saunders, R. 2013). Therefore, the last part *"Feelings, Emotional Expectations, Collaboration, Sense of Community"* includes 9 open-ended questions to explore the emotional and interpersonal aspects of teaching profession, highlighting on how teachers sustain their emotional well-being, relationships with their colleagues and students, and the sense of community in relation to their professional development.

This section, which explores how teachers manage stress and maintain emotional well-being and how asynchronous OTPD affects these aspects, is particularly relevant to RQ4. By specifically focusing on teachers' interactions with their students and colleagues, as well as asynchronous OTPD activities, this part offers insights into how asynchronous OTPD influences the sense of community or isolation and its possible role in supporting teachers' emotional needs. The ultimate goal behind this part is to investigate how teachers' professional relationships and emotions are related to asynchronous OTPD activities.

The table below represents the guiding questions and key words for this part:

Table 7: The Guiding Questions and Key words for "Feelings, Emotional Expectations, Collaboration, Sense of Community" Part

Guiding Questions	**Key Words**
1. *How do you maintain positive relationships with your students and colleagues?*	Maintaining Positive Relationships with colleagues
2. *How do you ensure your emotional satisfaction and well-being as a teacher?*	Emotional Satisfaction/Well-Being
3. *What is your strategy for dealing with work stress?*	Stress Management Strategy
4. *How do you collaborate with others?*	Collaboration with Others
5. *How do you interact with your colleagues in and outside of the classroom?*	Collaboration with Others

6.	*How do you believe asynchronous professional development programs can address the emotional needs of teachers?*	Impact of Professional Growth on Well-being
7.	*In what ways do you think feelings of isolation or connectedness are influenced by participation in asynchronous PD?*	Addressing Emotional Needs in Asynchronous PD and Influence of Isolation/Connectedness
8.	*How do you incorporate your own feelings and emotional experiences into your teaching philosophy, especially regarding asynchronous PD?*	Incorporating Feelings into Teaching Philosophy
9.	*How has your participation in asynchronous PD shaped your understanding of community and collaboration within the teaching profession?*	Shaping the Understanding of Community and collaboration

3.2.4.3. Reflective Journals

Schon's (1983) "reflection-on-action" model posits that individuals can gain insights from their experiences by carefully revisiting them and conducting a thoughtful analysis, by informing future actions. In the current study, writing reflective journals after asynchronous OTPD activities helps teachers to reflect on their immediate reactions by also encouraging them deeper analysis of the impact of those activities on their professional development and emotional status.

Journals are widely utilized in educational research as a method for exploring participants' evolving thoughts, feelings, and attitudes over time (Moon, 2006). A reflective journal is a private artifact that facilitates individual reflection of teachers. (Gil-Garcia & Cintron, 2002). It is an effective data collection tool because only through reflection can educators comprehend and derive meaning from their experiences (Osterman, 1990).

Reflective journals are subjective tools; however, they are crucial in comprehending personal viewpoints and can provide important insights into individual experiences (Ortlipp, 2008). To provide reliability at this point, some prompting questions were designed to structure consistent set of themes considering the research questions of the study. The design of those questions was conducted according to Casanave (2013)' definition of reflective journal: A journal is reflective if it:

> "engages the writer's feelings, emotions, interests, or curiosities; (2) connect writer with something (e.g., with another aspect of the self, with another idea, with another person, with experiences and subject matter); and (3) helps the writer develop the awareness needed to understand the self, an experience, an idea, or an event in expanded ways."(Casanave, 2013, p. 8)

In other words, questions were designed in the aim of fostering reflective thinking and self-assessment, guiding participant teachers to reflect on asynchronous OTPD activities from different dimensions. They make participants critically reflect on the training content and its impact on their teaching practice, contributing valuable data for the study on the effects of asynchronous OTPD on professional development attaching the theory and the practice. In addition, they also direct teachers to consider the emotional and psychological effects of the training such as satisfaction, professional stress, and feelings of support, belonging to a community ensuring a holistic evaluation of the training's impact on both professional growth and emotional status.

The length of the journal was expected to be approximately 200-300 words in length, corresponding to 2-3 paragraphs. The journal was designed by the researcher and supervisor of the study, including 10 guiding questions for the participants to specify the focus areas while writing their journals.

The table below represents the guiding questions prepared for the reflective journals.

Table 8: Guiding Questions for Reflective Journals

1.	How is this training different from what you have learned so far? How might these new aspects help your professional growth and improvement?
2.	Which parts of this training motivated you the most? How has this motivation influenced your profession?
3.	Are there any topics covered in the training that you wish to explore further or areas in which you desire additional development?
4.	Which topic from this week's training impacted you the most? What was the effect of this topic on you, and how has it changed your professional perspective?
5.	What did you learn today about an area or skill you want to improve in your teaching?
6.	How do you plan to integrate the knowledge gained from this training into your own professional practices?
7.	What is the primary advantage this training offers to your teaching process, and how will you apply this in your professional practice?
8.	What challenges did you encounter during the training process, and how did you overcome them?

9.	Overall, how did you feel throughout the training process? What effect has this training had on your professional satisfaction, emotional well-being, and levels of professional stress?
10.	To what extent did you feel valued and supported throughout the training process?

3.2.4.4. Narrative Inquiry

Considering the quotation “Experience happens narratively… Therefore, educational experience should be studied narratively.” (Clandinin & Connelly, 2000, p. 19). 18 participants were invited to share their experiences narratively. In accordance with this aim, narrative inquiry was conducted. This approach was decided on for its availability in deep exploration of experiences of participants, serving not only as a data collection for experimental data but also a viewpoint on the phenomena of people's experiences (Clandinin & Connelly, 2000).

Interviews were conducted by referring to the initial teaching philosophy task and the before and after training process, aiming to construct a coherent narrative of how asynchronous OTPD activities influence teachers’ perspectives, values, and instructional approaches. By inviting participants to share their stories, journeys during the research process, this reference allows for a deeper exploration of how teachers interpret and integrate new knowledge from asynchronous learning experiences. In this way, it is aimed to capture the changes in teachers' pedagogical strategies, their professional identity, professional growth, and commitment to continuous learning after their asynchronous OTPD experiences by also focusing on the emotional responses and adaptations experienced by teachers after their asynchronous OTPD experiences.

The target aim of these interviews was to provide verbal support for the written data gathered by participants through teaching practices (TPs) and reflective journals. These written data, along with the narratives shared during the self-reflection sessions, serves as the primary data sources, enabling a comprehensive understanding of how participants internalised and applied the skills taught in the program (Ratten & Jones, 2021), referring to asynchronous OTPD activities participant teachers engaged.

The other reason to choose this tool is to encourage participant teachers to critically reflect on their lived experiences, allowing them to tell their personal narratives, stories regarding professional and emotional changes and adaptations throughout the research

process. As noted by Johnson and Golombek (2002), narrative inquiry supports teachers in examining and expressing their own experiences:

> "Such inquiry is driven by teachers' inner desire to understand that experience, to reconcile what is known with that which is hidden, to confirm and affirm, and to construct and reconstruct an understanding of themselves as teachers and of their own teaching." (p. 6)

The position of the researcher as an English teacher in a secondary school was also advantageous in fostering genuine communication during the interview process. Although the inquiry was led by the researcher with guiding questions, sharing the same professional field as 2 colleagues facilitates a construction of relationship throughout interviews, which is very significant in narrative inquiry method according to Craig (2009).

The number of the participants to be interviewed was decided according to review of the literature, which suggests fewer participants for richer data. Purposeful sampling was employed for the interviews in the aim of capturing a diverse and representative range of experiences and perspectives among K-12 English teachers in Istanbul. Participants were decided by taking into consideration the demographic diversity, teaching context, frequency of engagement with AOPD activities. This criterion is significant to address on the impact of different variables on AOPD experiences of teachers. However, considering the busy schedule of teachers in MoNE, convenience sampling was also applied.

The interviews were conducted at Zoom sessions and lasted around 20-25 minutes. They were administered in Turkish to prevent any misunderstandings or communication breakdowns. The sessions were audio-recorded with the permission of participants voluntarily, to be transcribed later for the data analysis.

Although the researcher primarily guided the interviews with guiding questions, the process was co-constructed between the researcher and the participant. Open-ended questions were directed by the researcher, and following each response, the researcher prompted further elaboration to deepen the topic (Savin-Baden & Van Niekerk, 2007).

Table 9: Sample Question Roots

The Inquiry about their Initial Teaching Philosophy Task	1. Is there anything you would like to add to or remove from your TPs? If so, why do you feel such a change is necessary? 2. How have the new insights you gained from this training integrated with your existing educational philosophy? 3. Did the training process prompt any changes in your educational philosophy? If so, what are these changes? 4. As you reviewed your TPs, did you develop new insights regarding your own philosophy? How have these insights influenced your professional development? 5. Do you believe there are parts of your text that need to be made clearer or more precise? If so, which parts are they? 6. Did the training process bring about any changes in your educational philosophy? If so, what are these changes?
The Inquiry about Training Process	1. In what ways do you anticipate that this process will influence your future professional practice? 2. Did you experience any challenges during the training? If

	so, could you describe these difficulties and explain how you addressed them? What key lessons did you take away from this experience?
	3. During the training, how supported did you feel in your professional role? How did these feelings of support impact your motivation to engage in educational activities?
	4. During this training process, when did you feel the most motivated? What emotions contributed to this motivation?
	5. Which topics during the training did you feel most motivated about? What were the reasons for this high motivation, and how did it influence your professional practice?
	6. How did this process benefit you emotionally? What impact did it have on your overall well-being?
	7. What differences did you notice between your initial expectations before joining the asynchronous online professional development program and your experiences by the end of the program?

3.3. Data Collection Procedures

Initially, the researcher consulted for the approval from the relevant institutions to obtain official authorization for commencing the study. Upon receiving the necessary permissions, the data collection process was initiated. All data were gathered from digital platforms in alignment with the digital ethnography research design. For this

aim, the data were collected via two digital platforms commonly used among English language teachers.

Firstly, a virtual classroom on Google Classroom had been created for data collection, and participants were invited to join by a code provided to them. Research data was gathered through assignments appointed to participant teachers within this class. Following this, a WhatsApp group including the participants was set up, allowing the researcher to engage in direct and informal communication with participants and encouraging them to share their ideas and experiences related to the research.

Within the digital ethnography framework, a variety of data collection tools was employed in this study. These tools have been structured into stages: pre-training, during training, and post-training and are outlined as follows:

In the pre-training stage, firstly, demographic survey was administered to participant teachers on Google Forms via the link shared with participants on WhatsApp group in order to gather comprehensive background information on the participants. In addition to providing essential background information, this survey also includes demographic variables that are relevant to the research questions.

Following that, participating teachers were asked to submit their teaching philosophy statements to provide a brief written evaluation (100-200 words for each part) on their views of asynchronous learning and the educational philosophy underlying their evaluations. For this purpose, a structured document containing guiding questions and key words was prepared and uploaded to Google Classroom as an assignment. Participants were requested to submit their completed documents to Google Classroom within a specified time. These documents reveal teachers' perspectives and philosophical approaches before the training process.

In the second stage of the research, which is the during-training stage, participants were requested to engage in a 4-week asynchronous training program. These activities were provided by the Ministry of National Education (MoNE) for English teachers through the platform Öğretmen Bilişim Ağı (ÖBA), which can be academically translated as the "Teacher Information Network (TIN)." The activities were randomly selected from the range of trainings available on the platform, focusing specifically on asynchronous formats. These trainings, provided on the platform to enhance various aspects of English language teaching, were primarily in video and presentation

formats. Two of the randomly selected activities are video based, requiring participants to simply watch and listen, with no additional tasks or interaction. The other two activities, presented in a slide-based format, are more interactive, asking participants to provide reflections on the content. This random distinction on the formats allowed for a varied exploration of asynchronous OTPD experiences. The structure and content of the training programs are presented in the table below.

Table 10: The Structure and Content of In-service Trainings

In-Service Trainings	Content	Format
Session 1	Classroom Management in ELT	Slide-based presentation
Session 2	School–Parent–Community–Environment Interaction	Video-based format
Session 3	New Approaches in ELT	Video-based format
Session 4	Management and Use of Education Resources and Materials in ELT	Slide-based presentation

Each week, participants were introduced with one of the selected asynchronous OTPD activities on Google Classroom, each of which is approximately 20 minutes in duration. Upon completing each training, teachers were asked to provide proof of their participation by sending a screenshot of the "Training completed" section on WhatsApp to the researcher. Following each training, participants was encouraged to share their opinions on the session either visually, in writing, or via voice messages in the WhatsApp group. This setup allowed teachers to provide real-time, authentic feedback on the training and facilitate discussions and exchanges of ideas among themselves. Additionally, as a secondary data collection method of this part, teachers were required to keep a professional and reflective journal after each training. These entries, comprising 1-2 paragraphs (100-200 words), was structured as responses to specific prompts and submitted to the separated section for journals on Google Classroom within the specified deadline. In these journals, teachers were expected to

reflect on the knowledge, skills, and experiences they have gained from the training sessions and discuss how these insights can be integrated into their professional practice.

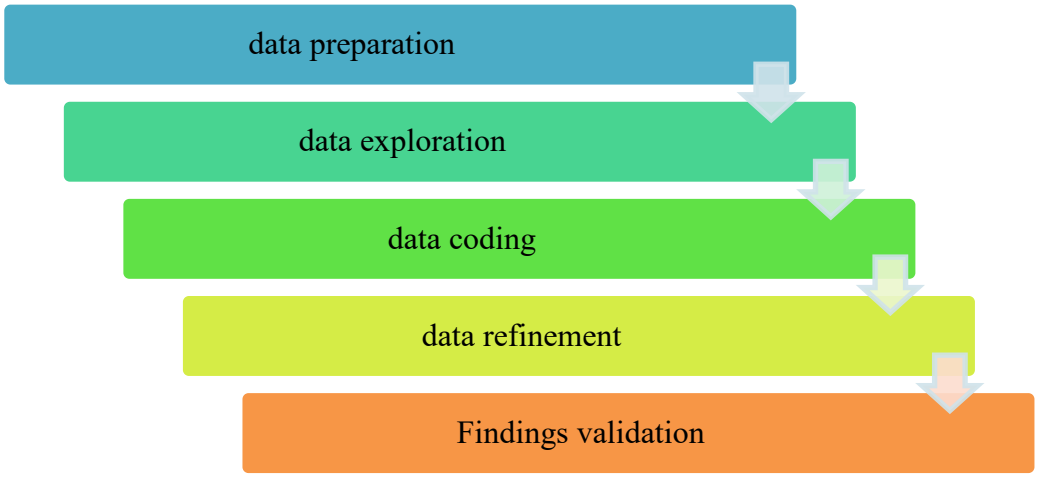
In the third phase of the research, after the training sessions have been fully completed, narrative inquiry was utilized as a data collection tool to conduct an in-depth examination of participants' asynchronous OTPD experiences and educational philosophies and how these philosophies relate to those experiences. The interviews were conducted individually by the researcher on Zoom, focusing on topics such as motivation for participating in the trainings, expectations, perceived benefits, and challenges encountered. Through structured questions, teachers were encouraged to express more clearly and in greater detail the experiences and emotions they encountered during the training sessions. In addition, the researcher provided feedback on the TPs of participants. In this way, their written statements were enriched orally by integrating the participants' new experiences and perspectives gained throughout the training process. This step aims to enable participants to articulate their thoughts more clearly, thus increasing the accuracy and validity of the data.

3.4. Data Analysis

After data collection process, the whole dataset encompassed a total of 32 questionnaires, 32 teaching philosophy statements, 128 reflective journal entries, and 18 narrative inquiry transcripts derived from a total of 5 hours and 55 minutes of interviews, all of which provides a rich and extensive set of qualitative data. The data were conducted through thematic analysis, a widely utilized method in qualitative research that is not restricted to any specific theoretical framework or epistemological stance as mentioned by Braun and Clarke (2006). As the current study is an explorative study, this flexibility enabled the researchers to effectively explore and interpret the different viewpoints of teachers (Nowell et al., 2017).

The researchers conducted the data analysis as in the following illustration.

Figure 4: The Steps Followed in Data Analysis



Source: Clark and Creswell (2014)

3.4.1. The Preparation of Data

Prior to beginning actual data analysis process, the narrative inquiries conducted with participants on Zoom were transcribed immediately following each session on Microsoft Software. In this way, the researchers engaged with the teachers' statements through reflective analysis, by taking notes to capture initial insights. Anonymity was maintained while presenting the findings. Each participant was identified by a number that was assigned to them.

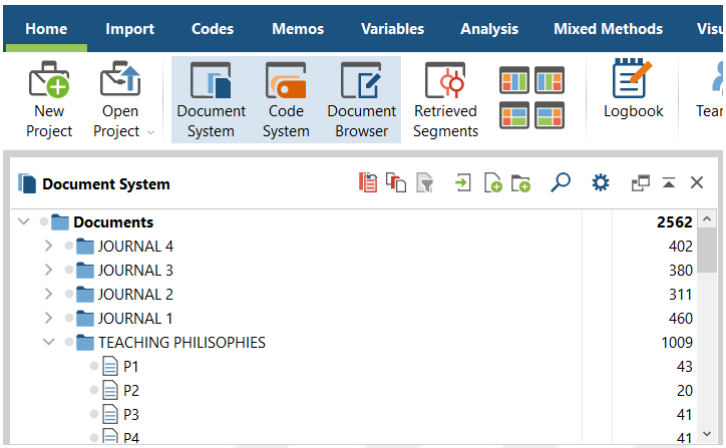
The descriptive data gathered through demographic survey on Google Docs were compiled and coded in Excel, to be used later for summary statistics. Those data about characteristics of participants were mainly used for the last research question while interpreting the findings accordingly. In other words, the data analysis process was implemented by going back and forth to those descriptive data in order to contextualize their interpretations (Clark & Creswell, 2014).

The rest of the data including TPS tasks and reflective journals were converted into Word format to make ready for the analysis. The documents of participants were assigned with a number to maintain anonymity. This assignment was conducted in alignment with the identification of narrative inquiry transcriptions.

Finally, as computer-assisted qualitative data analysis is ideal for studies with extensive datasets as noted by (Clark & Creswell, 2014), the qualitative data including TPS tasks, journals and narrative inquiry transcriptions were uploaded to MAXQDA Analytics Software (VERBI Software, 2020). Separate files were created for each data

set to ensure systematic organization and facilitate efficient analysis as in the following illustration.

Figure 5: Organization of the Data for the Analysis

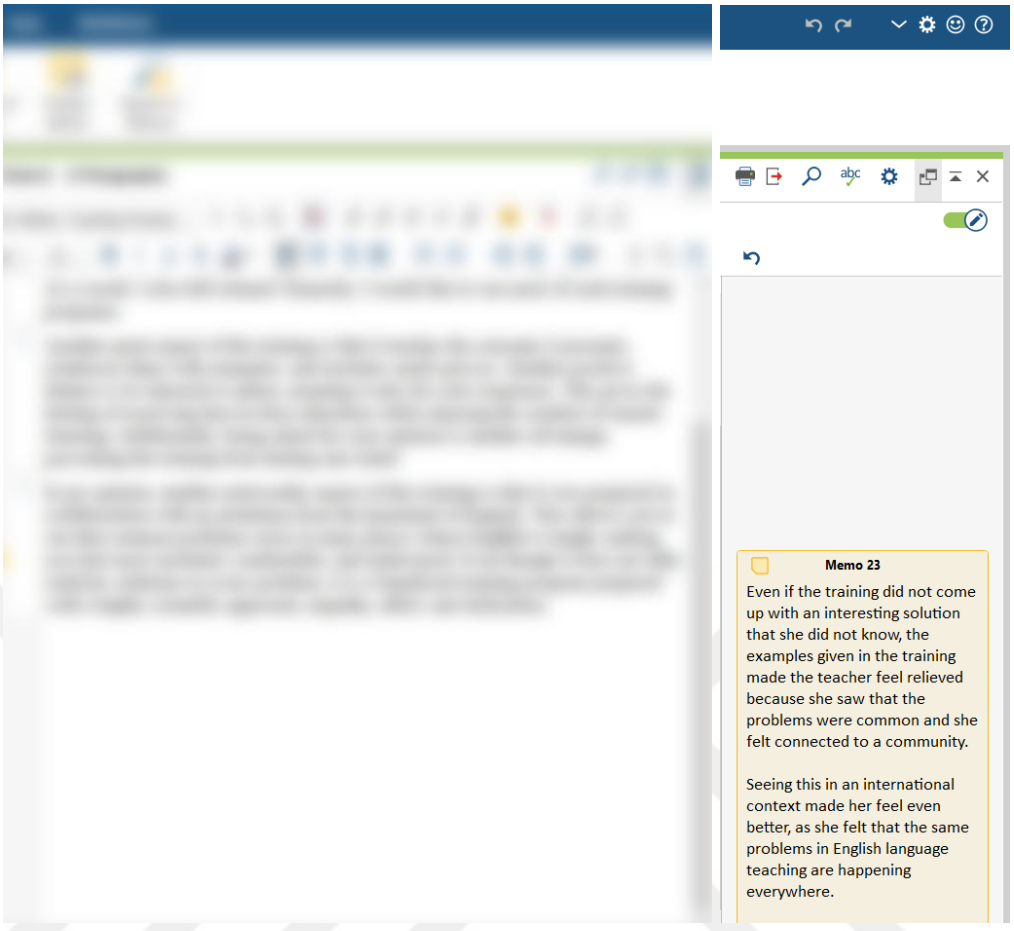


3.4.2. The Exploration of the Data

In qualitative studies, it is significant for the researcher to have an overall understanding of the data before starting to split them into different ideas as stated by (Clark & Creswell, 2014). Therefore, after the organization of the data on the software, the researcher realized a preliminary exploratory analysis to get initial gist of the whole data before starting to separate the data into small pieces for deeper understanding.

During this exploration, the researcher utilized memos available on the MAXQDA to record their initial thoughts, observations and feelings as suggested by (Clark & Creswell, 2014). These short and reflective notes enriched the interpretive depth of the findings by capturing the researcher's immediate reactions, contextual observations, and evolving analytical thoughts. The example notes were provided in the following illustration.

Figure 6: The Exploration of the Data

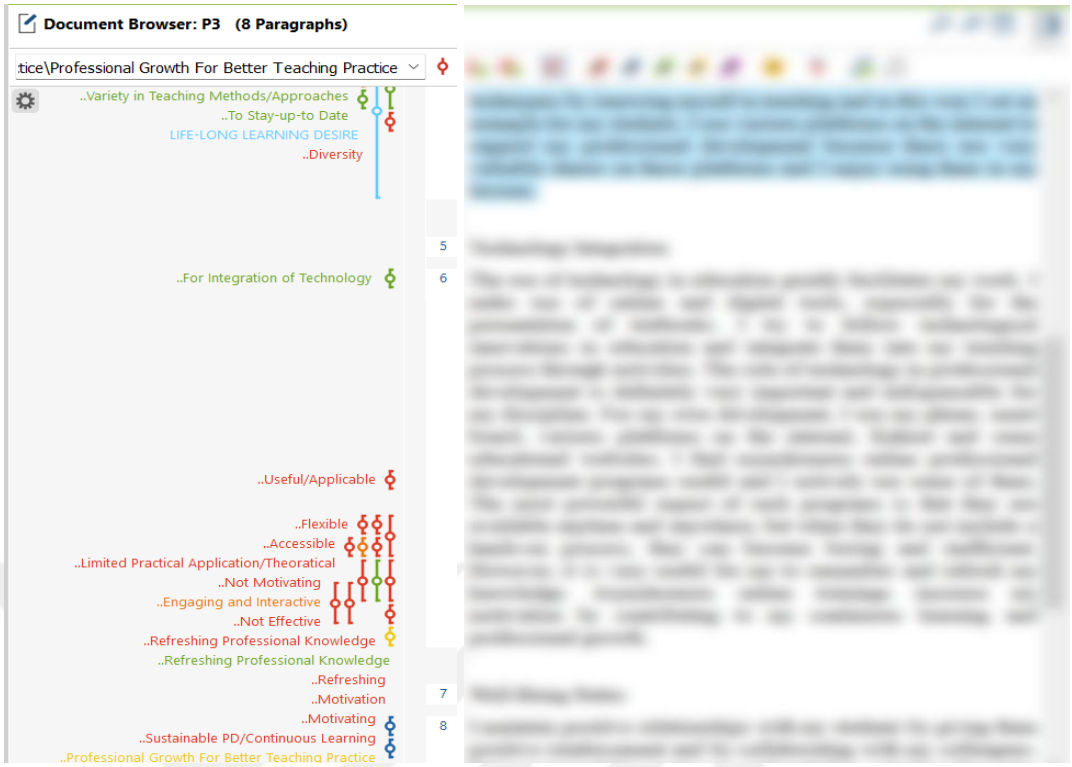


3.4.3. Coding the Data

After an initial gist of the data, the researcher began to engage in deeper exploration by identifying the smallest meaningful segments in the data. The coding process was conducted sequentially across the data collection tools. The general statements of teachers were not included in the coding process as they reflected general ideas about English language teaching and learning. Instead, relevant and substantively meaningful insights were systematically integrated into the coding process.

For this aim, the researcher engaged in a thorough reading and re-reading of the raw data to generate initial codes. To facilitate the process, she utilized the highlights and brackets available on MAXQDA as in the example illustration below.

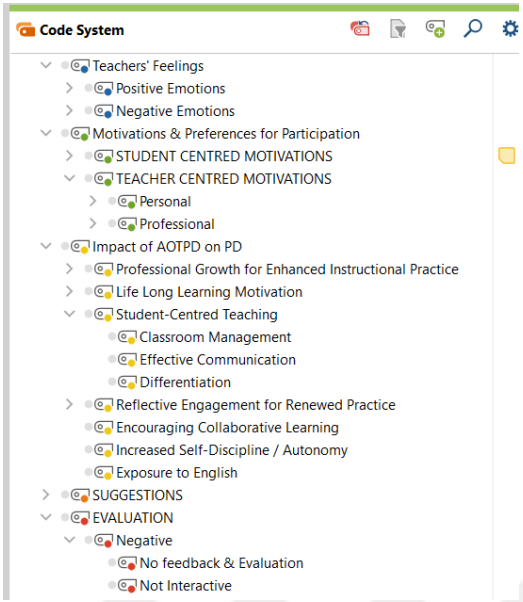
Figure 7: Coding the Data



3.4.4. Refinement of Codes

After labelling meaningful segments with codes, the researcher began to review those initial codes looking for overlapping or repetitive ones to combine them in groups or categories and ultimately organize them in broader categories and themes as suggested by Creswell (2008). In other words, the initial codes were refined in broader themes for answering the research questions as illustrated below.

Figure 8: Refining Codes



3.4.5. Validation of Findings

As the qualitative data analysis is an interpretative process reflecting researchers' personal viewpoints, researchers should use some strategies to ensure validity of their findings for trustworthiness of the research (Creswell, 2013). Within this aim, the researcher utilized some strategies to guarantee the reliability of findings during the data analysis.

First of all, the researcher employed various data collection tools while designing the study to validate the findings through different dimensions. In other words, they aimed to triangulate the data from different resources to enhance the credibility of the study as suggested by Clark & Creswell (2014). This strategy facilitated the depth of exploring the lived experiences of teachers while also improving the reliability of the study.

Secondly, the member checking was another strategy to ensure the trustworthiness of the findings. Namely, the researcher was not alone while analysing the data; instead, it was a collaborative process during which the researcher consulted to the supervisor of the study about the data interpretation. Indeed, the researchers worked together on grouping and categorizing the emerged codes through academic discussions to ensure the codes were appropriately grouped into meaningful themes or subthemes. In this way, a more accurate interpretation of data was achieved (Creswell, 2013).

Lastly, as the qualitative data is quite interpretive and subjective in nature, the researcher utilized bracketing to suspend her personal views for more objective results as suggested by Clark & Creswell (2014). In other words, the researcher stayed away from data interpretation on purpose from time to time to focus on participants' perspectives more objectively by setting their personal views aside.

To conclude, these strategies helped reduce the impact of potential bias and the personal perspectives of teachers on data interpretation, although they did not eliminate them entirely. In this way, the reliability, trustworthiness, and rigor of the research was aimed to be enhanced.

4. FINDINGS

This section introduces the findings of the current study, which aims to explore English teachers' experiences, perceptions, motivations and the factors behind this motivation regarding asynchronous OTPD activities within the context of K-12 secondary schools in İstanbul. The data analysis was conducted through thematic analysis on MAXQDA Analytics Software (VERBI Software, 2020). The analysis involves multiple qualitative data collection sources involving participant teachers' teaching philosophy statements, reflective journals after their each asynchronous OTPD experiences, narrative inquiry interviews, along with questionnaires required for background information at the beginning of the study.

The data obtained from teachers were analysed meticulously on MAXQDA. An inductive coding approach was adopted, beginning with the identification of initial codes through line-by-line coding of the raw data, allowing broader categories to emerge and synthesized into themes and subthemes. This interpretive approach, grounded in digital ethnography, enables a contextualized understanding of how secondary school English teachers in İstanbul engage in asynchronous OTPD activities in the digital environment.

This approach also facilitates the grounded comprehension of the data, emerging from participants' authentic perspectives, experiences and genuine narratives rather than pre-determined themes or theories. This approach was specifically adopted to preserve the exploratory and interpretive nature of the study. In this way, it allows for more comprehensive and holistic exploration of participant teachers' evolving perspectives about asynchronous OTPD activities encompassing their whole online professional development journey from their initial attitudes, immediate responses to post reflections and evaluations following their asynchronous OTPD experiences.

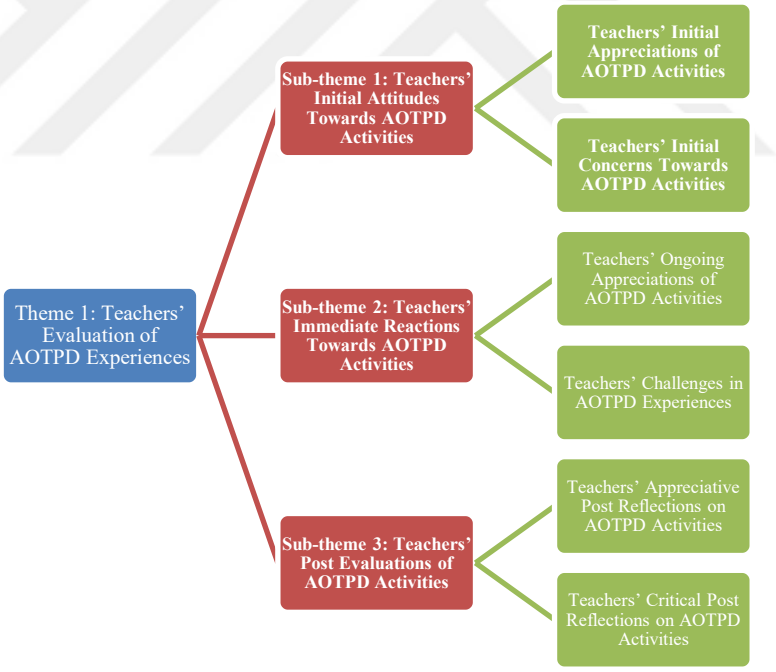
To provide clarity and coherence in reporting those explorations in this part, the final presentation of the main themes was deliberately aligned with the research questions

of the study and other subthemes and categories were organized accordingly. In this way, this methodological strategy allows more systematic presentation of the findings, revealing evolving perspectives of participant teachers in an organized way

4.1. Theme 1: Teachers' Evaluation of AOTPD Experiences (RQ1)

The first research question of the study aimed to explore how K-12 secondary school English teachers in İstanbul evaluate their asynchronous OTPD experiences. Following the analysis of participants' teaching philosophy statements, reflective journals, and narrative inquiry interviews, three key sub-themes emerged respectively: Teachers' Initial Attitudes, Teachers' Immediate Reactions to asynchronous OTPD experiences and Teachers' Post Reflections on asynchronous OTPD activities as illustrated in the following figure.

Figure 9: Visual Representation of Findings: Theme 1



4.1.1. Sub-theme 1: Teachers' Initial Attitudes Towards AOTPD Activities

Following the background information gathered through questionnaires, teaching philosophy statements task assigned to teachers offered valuable insights about teachers' core beliefs, ideas, and emotions about asynchronous OTPD activities. This task is particularly significant to explore the pre-existing attitudes or experiences of

participants about asynchronous OTPD activities before any intervention. By engaging this task, teachers were offered an opportunity to express their evaluations by mentioning about their initial appreciations and concerns in a genuine way.

4.1.1.1. Teachers' Initial Appreciations of AOTPD Activities

Regarding the analysis of TPSs, among the 32 analysed participant documents in total, 90.63 % (n = 28) revealed relevant codes about teachers' initial attitudes while 9.38% (n = 3) did not particularly mention about any attitude of teachers in their statements. Those uncoded documents is mainly because of teachers' statements writing about their general teaching values, beliefs or emotions rather than evaluating their previous asynchronous OTPD experiences in some respects. For this reason, those statements are not included in the codes created for evaluations of teachers.

According to analysis, participants' initial attitudes toward asynchronous OTPD reveals an appreciation predominantly. However, a noticeable number of teachers still expressed about their initial concerns in their statements as represented in the following table:

Table 11: Evaluation of Teachers of AOTPD in TPSs

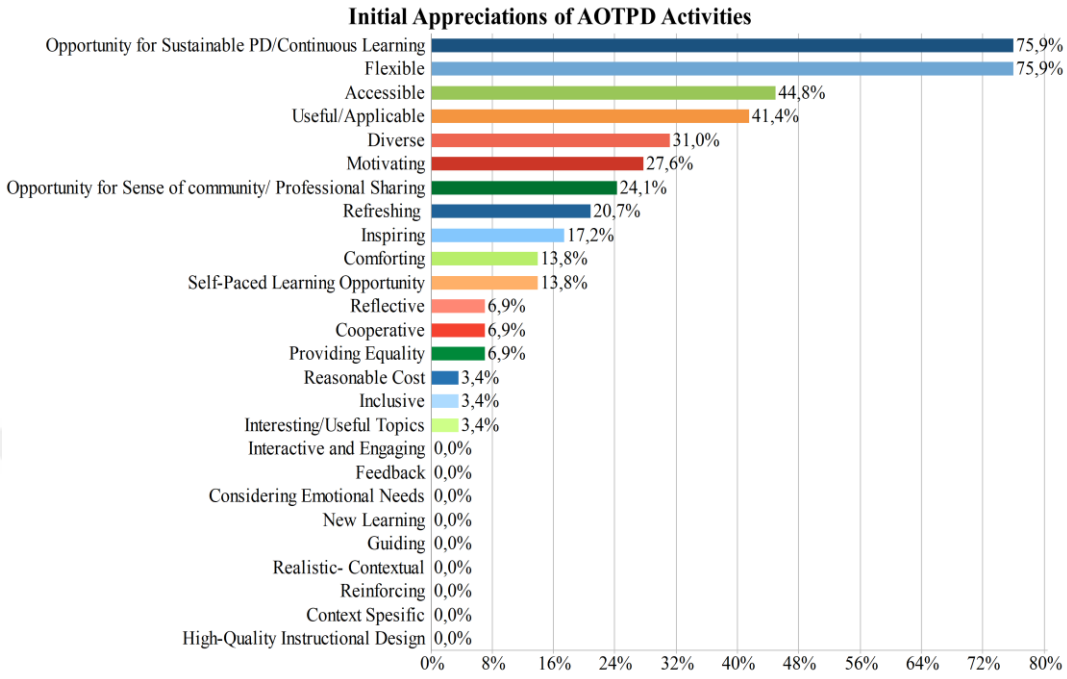
	Documents	**Percentage**	**Percentage (Valid)**
Appreciations	29	90,63	100,00
Concerns	24	75,00	82,76
Coded Documents	29	90,63	100,00
Uncoded Documents	3	9,38	-
Analysed Documents	32	100,00	-

Within the coded documents, appreciation of asynchronous OTPD were identified in 90.63% (n = 29) of teachers' task. This indicates that most of the teachers expresses their appreciations of asynchronous OTPD experiences in a favourable way.

The statements of teachers in their teaching philosophy statements were systematically analysed. The figure presented below illustrates the emerged codes generated in

MAXQDA during the data analysis, which particularly focuses on teachers' consistent appreciative responses in their statements.

Figure 10: The Initial Appreciations of AOTPD Activities



According to figure above, teachers' evaluations emerged various codes revealing teachers' initial appreciations of asynchronous OTPD activities. In the aim of introducing the emerged codes in a coherent way, they have been categorized according to their contextual similarities. This classification by categorizing related codes facilitates the meaningful interpretation of data.

4.1.1.1.1. Sustainability and Flexibility

The most popular identified codes "Opportunity for Sustainable Professional Development/Continuous Learning'' (75.9%) and "Flexible'' (75.9%) were merged under the category of "Sustainability and Flexibility''. These findings indicates that teachers value the opportunity to continue their professional development at their own pace without time or location constraints and this flexibility also allows them to provide a sustainability for their continuous learning in their professional life.

Some teachers who appreciate sustainability and flexibility of asynchronous OTPD activities have stated as following:

Table 12: Quotes for Sustainability and Flexibility of AOTPD

“ One of the strengths of asynchronous trainings is that we have the chance to benefit from them anytime and anywhere, Istanbul is very problematic in terms of transportation, so going to the face-to-face trainings I mentioned above is often a problem, asynchronous trainings are more advantageous in this sense. I think it is very difficult to create a routine in face-to-face trainings in terms of professional development. In the busy pace of life (and we are teachers), in Istanbul conditions, it would be incredibly tiring to constantly get training in different districts. But asynchronous trainings are not like that, it is easier to set a goal and ensure continuity. It is enough to set your time and turn on your PC.” (Participant 8, Teaching Philosophy Statements Task)
“ I think the asynchronous online education program provides us with very good conveniences in terms of time, space and availability. First of all, we can be active whenever we want, we don't have to keep to a certain time, and with time being so important nowadays, I think it's a great opportunity to have access whenever we want. Secondly, we can access it wherever we want, we don't need a specific environment. and that's one of the things that comforts us.” (Participant 30, Teaching Philosophy Statements Task)
“ Thanks to asynchronous programs, I get the chance to learn new educational approaches and technologies. This situation allows me to constantly keep my teaching methods up to date.” (Participant 6, Teaching Philosophy Statements Task)
“ I think asynchronous professional development applications will be preferred more by many people. I think it is advantageous in terms of creating opportunities for yourself among the intense tempo and allowing you to develop professionally.” (Participant 17, Teaching Philosophy Statements Task)

As it can be inferred from the sample quotes above, it is apparent that teachers appreciate the flexibility of asynchronous OTPD activities. Considering the teachers’ busy working schedule in the biggest metropolitan city of Türkiye, it is hard to manage their time to maintain a sustainability in their professional development process. Therefore, teachers highly appreciate asynchronous OTPD activities allocating time and location flexibility to sustain a continuity in their professional development.

4.1.1.1.2. Accessibility and Inclusivity

The second category merges the identified codes “Accessibility’’ (44.8%), “Diverse’’ (31.0 %), “Providing Equality’’ (6.9 %) and “Inclusive’’ (3.4%). The findings for this category suggest that teachers appreciate the accessibility of asynchronous OTPD activities, underlining the ease of access to various PD opportunities regardless of resources. Although the percentage of appreciation is not as high as accessibility and diversity, teachers also appreciate the opportunity of those activities for providing inclusivity and equal opportunities for them.

Participants who appreciated asynchronous OTPD activities in terms of accessibility and inclusivity have stated followings:

Table 13: Quotes for Accessibility and Inclusivity of AOTPD Activities

" Nowadays, it is easier for us to access rich content as target resources." (Participant 21, Teaching Philosophy Statements)
" Asynchronous professional development programmes have provided significant benefits in terms of accessing information easily." (Participant 11, Teaching Philosophy Statements)
" If you are not afraid to share what you have learned with your colleagues, this can overcome the disadvantages of asynchronous activities, indeed; at some point it is an advantage of asynchronous activities considering the shy or unwilling teachers to engage in discussions in seminars." (Participant 24, Teaching Philosophy Statements)
" Asynchronous education has advantages and disadvantages in educational life. One of the most important advantages is that it provides equality and equal opportunity among teachers for continuous professional learning." (Participant 31, Teaching Philosophy Statements)

Regarding the statements of teachers in their TPs, most of the participants appreciate the convenience of access to asynchronous OTPD activities offering rich content and various resources for their professional development. In other words, they evaluate those activities as a convenient tool to continue their professional development. In addition to that, although in relatively lower in percentage, a few teachers also mentioned about the opportunity of those activities in terms of equality and inclusivity. Indeed, teachers genuinely express that those activities enable not only equal opportunities for teachers to participate PD activities but also an inclusive atmosphere for all teachers regardless of their experiences, personal characteristics, or backgrounds.

4.1.1.1.3. Professional Growth and Practicality:

This category includes the emerged codes "Useful/ Applicable'' (41.1%), "Motivating'' (27.6%), "Self- Paced Learning Opportunity'' (13.8%). Those codes implies that teachers evaluate asynchronous OTPD activities as useful to integrate their learnings into real classroom environments. The findings also suggest that the motivating aspect of those activities encourage teachers for their ongoing professional growth in their career according to their own learning paces in their professional development.

Teachers who appreciated asynchronous OTPD activities' practicality for their professional growth have stated following:

Table 14: Quotes for Professional Growth and Practicality

" During the pandemic, I attended many asynchronous seminars and learned how to use digital tools. I had the opportunity to use almost all of what I learned in my lessons. I am still actively using many web2 tools." (Participant 29, Teaching Philosophy Statements)
"Asynchronous online trainings increase my motivation by contributing to my continuous learning and professional growth." (Participant 3, Teaching Philosophy Statements)
" In this sense, I try to attend conferences and trainings in undergraduate academies online as much as I can. Of course, it is difficult to find time, but I feel more motivated and better when I do this. Professional development is like going to the gym for me, I actually have a hard time going, but when I leave, I leave satisfied and motivated. I am even happier when I see the effects on children or on myself." (Participant 24, Teaching Philosophy Statements)
" I support technology in terms of professional development, especially asynchronous online programs are very valuable. It is nice to be able to sit after school and learn at my own pace. (Participant 15, Teaching Philosophy Statements)

As a conclusion for the statements of teachers, they evaluate asynchronous OTPD activities as practical for their professional growth in their teaching practices. More specifically, they appreciate usefulness of those activities supporting their continuous professional learning which facilitates more meaningful integration of their novel knowledge and skills into real classroom practices. In addition, participants also find those activities motivating nourishing their enthusiasm to improve themselves in their professions continuously. This motivation may also be attributed to teachers' another appreciation of asynchronous OTPD activities for their self-paced nature allowing teachers to arrange their own learning pace. To conclude, teachers appreciated the practicality of those activities enabling useful, motivating, continuous professional learning opportunity for themselves according to their own learning paces.

4.1.1.1.4. Sense of Community and Support:

This category includes the identified codes "Opportunity for Sense of Community/ Professional Sharing'' (24.1%), "Comforting'' (13.8%), "Inspiring'' (17.9%). The identified codes suggest that teachers appreciate asynchronous OTPD activities fostering sense of community and encouraging professional sharing throughout their learning process. Furthermore, the inspiring aspect of those activities introducing new

professional perspectives for a change in their professional practices help teachers to reduce their professional stress to some extent.

Teachers who perceived these experiences as enhancing sense of community and professional support have stated following:

Table 15: Quotes for Sense of Community and Support

" I think that participation in the asynchronous professional development program will affect the sense of social belonging, because even though they are teachers, as we observe in our working environments, each of our teacher colleagues may have difficulties in expressing their feelings and thoughts in crowded environments in terms of their personality traits. On the contrary, I think that in such programs, colleagues with these characteristics can be active and take part in their community successfully." (Participant 17, Teaching Philosophy Statements)
" My participation in asynchronous professional development has strengthened my sense of belonging to a large community in my field of expertise," (Participant 22, Teaching Philosophy Statements)
" Thanks to those trainings, I am informed about innovations and new approaches related to my profession, which gives me a different perspective and different horizons, even if I cannot apply all the innovations." (Participant 12, Teaching Philosophy Statements)
" I think that in order to maintain well-being in our profession and to get away from our teacher stress, we should definitely participate in such programs that will refresh and comfort us." (Participant 26, Teaching Philosophy Statements)

In accordance with the quotes above, teachers appreciate asynchronous OTPD activities establishing a sense of community and promoting professional sharing among participant teachers. This situation may be attributed to stronger sense of belonging to their profession, which offers emotional comfort to teachers to manage the stress in their daily and professional life. Moreover, teachers also appreciate the inspiring content in those activities encouraging them to adopt innovative pedagogical methods, or to reconsider their applications in classroom. In other words, teachers value asynchronous OTPD activities not only for the professional support in their careers but also for emotional support they offer, contributing to their overall comfort.

4.1.1.1.5. Reflective Renewal:

This category includes teachers' appreciations of asynchronous OTPD as "Refreshing'' (20.7%), "Reflective'' (6.9%). As the identified codes imply, teachers appreciate the opportunity in those activities to refresh their previous professional

knowledge helping them to reflect on their teaching practices in order to renew themselves professionally.

Teachers who mentioned reflective and renewal aspect of asynchronous OTPD activities have stated followings:

Table 16: Quotes for Reflective Renewal Aspect

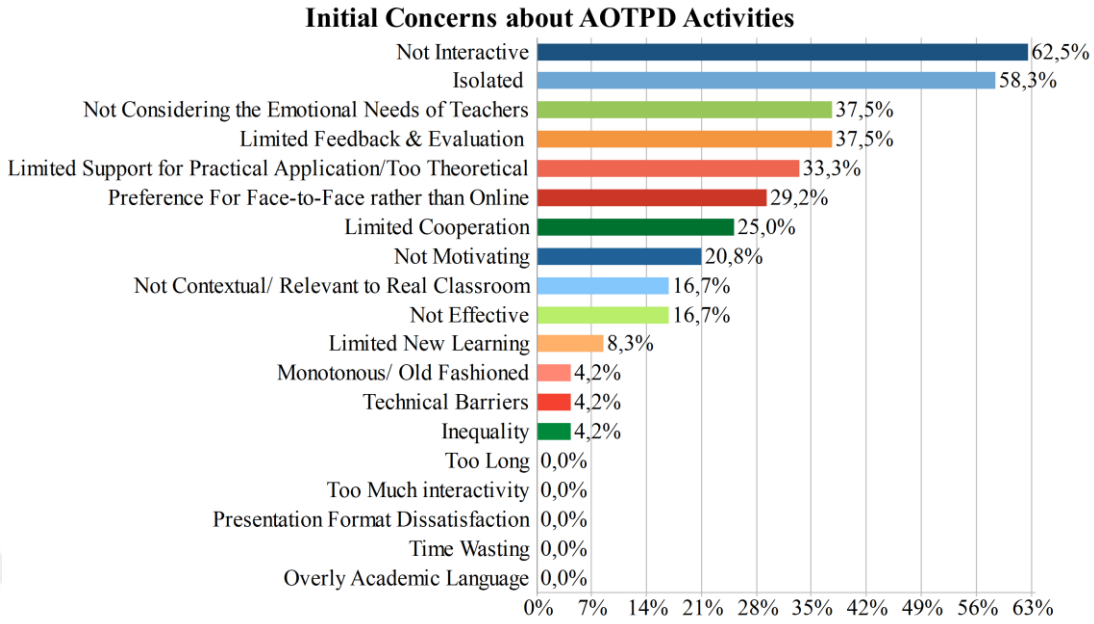
" My professional development goals include not falling behind in my own branch and adding every new development to my knowledge. Unfortunately, knowledge can sometimes be forgotten unless it is repeated or used. For this reason, I follow some teachers' accounts on social media, and I try to attend asynchronous trainings in English as much as I can and as much time as I have." (Participant 13, Teaching Philosophy Statements)
" I try to listen to those online trainings whenever I can to keep my profession young and fresh." (Participant 25, Teaching Philosophy Statements)
" They enable me to reconsider myself and situations by seeing what is lacking or excessive, what is going wrong or going well, and the alternatives that can be brought to every positive or negative situation." (Participant 12, Teaching Philosophy Statements)
" And after these trainings, to review what I have added to myself and what more I can add." (Participant 30, Teaching Philosophy Statements)

4.1.1.2. Teachers' Initial Concerns Towards AOTPD Activities

While most of the participant teachers expressed their appreciations about asynchronous OTPD, a significant percentage still mentioned about their concerns that impacted their positive attitudes towards those activities. Those concerns are present in 75.0% (n=24) of TPSs of teachers, accounting for 82.76% of valid responses. These findings indicate that while teachers predominantly favour and appreciate about the various aspects of asynchronous OTPD, they are still concerned about some issues.

The evaluations of teachers in their teaching philosophy statements were systematically analysed. The figure presented below illustrates the codes that emerged from the data analysis, specifically focusing on the concerns expressed by teachers in their teaching philosophy statements.

Figure 11: Initial Concerns about AOTPD



According to the figure above, the evaluation of teachers in TPSs revealed several codes that reflect their initial concerns about asynchronous OTPD. In order to introduce the codes in a structured and organized way, revealed codes have been categorized to interpret them in more comprehensive way.

4.1.1.2.1. Lack of Interaction and Engagement

The first category in this part is separated for emerged codes "Not Interactive'' (62.5%), Isolated (58.3%), "Limited Feedback and Evaluation'' (37.5%), "Limited Cooperation'' (25.0%), "Not Motivating'' (20.8%). As the codes implies teachers have concerns about interactive and engaging aspect of asynchronous OTPD which may be attributed to isolated and discouraging learning atmosphere presenting limited support throughout learning process.

Teachers who assessed asynchronous OTPD as lacking in interaction and engagement have stated followings:

Table 17: Quotes for Lack of Interaction and Engagement

"I could not even apply some things due to lack of feedback. I don't find asynchronous trainings very useful in this respect because I don't have the chance to ask questions." (Participant 8, Teaching Philosophy Statements)
" Asynchronous trainings are good, but as I said, they make me feel a bit lonely. I am happy when I learn new things and improve myself, but you can't get the taste of learning

with colleagues there, we are used to teachers' room conversations." (Participant 15, Teaching Philosophy Statements)

" However, asynchronous online professional development programs are not ideal for me; I find them ineffective due to the lack of interaction. According to my teaching philosophy, while asynchronous programs have strengths such as flexibility (especially in terms of time), the limited opportunities for feedback and discussion are a disadvantage. The contribution of such programs to my personal development is limited; I feel more productive in face-to-face or synchronous trainings." (Participant 18, Teaching Philosophy Statements)

" Such programs support individualism instead of cooperation, but professional development is more successful with the support of friends. Working with such a group and being in such an environment increases motivation. This is not seen in asynchronous trainings." (Participant 19, Teaching Philosophy Statements)

"They have strengths, I cannot deny it. However, they are really weak in terms of motivating us to participate. And this is very important thing to consider." (Participant 6, Teaching Philosophy Statements)

The quotes of teachers reveal their concerns about interactive and engaging dimensions of asynchronous OTPD programmes. These concerns could be referred to virtual nature of the training context. Lacking face-to-face setting, teachers expressed their limited opportunities in terms of interaction, collaboration, evaluation and feedback exchange. As a result of that, teachers reported a sense of isolation, which they evaluate as a demotivating factor to take part in those activities.

4.1.1.2.2. Practicality and Application Issues

The second category represents another concern of teachers including "Limited Support for Practical Application/ Too Theoretical'' (33.3%), "Not Contextual/ Relevant to Real Classroom'' (16.7%), "Not Effective'' (16.7%). Those codes implies that teachers evaluated asynchronous OTPD as not supportive for practical application and predominantly theoretical in content. They reported that it would be hard to implement their new learnings in real classroom settings. Additionally, they evaluated those activities as not contextual or relevant to their own classroom experiences. Indeed, some teachers simply labelled them as ineffective, questioning their impact on their professional development.

Teachers who mentioned about their concerns about practicality and application issues have stated followings:

Table 18: Quotes for Practicality and Application Issues

" It is important that the information received should relieve teachers by providing direct answers to the situations they face in the real classroom environment as enlightening and/or confirming, or if the information provided is information to be applied, it is important that this information can be applied in the real classroom environment. Still, the trainings offered are very useful, but they do not always coincide with the real classroom conditions and environment. This can sometimes make me feel incomplete." (Participant 12, Teaching Philosophy Statements)
" Although asynchronous trainings provide convenience in terms of time and space, I think they are not effective. Because with the convenience of accessibility, education is not taken seriously. Since there is no assignment/assignment/workshop, the lessons are not followed with extra attention. And since their duration is usually short, time passes as if listening to podcasts." (Participant 19, Teaching Philosophy Statements)
"Those trainings are helpful to refresh my university years. However, they are too theoretical talking about theoretical names or other things. Indeed, they are just actually telling us what to do, where to do or when to do, but when it comes to practical application in my classroom, I always feel inadequate where to start or how to apply it. Therefore, they are like a recipe book without clear instructions." (Participant 11, Teaching Philosophy Statements)

The statements of teachers in TPS reveals their concerns about practicality and application issues in asynchronous OTPD. Teachers asserted feeling of inadequacy in real classroom environment while transferring their learnings into their teaching practices due to overly theoretical dimension of asynchronous OTPD. The absence of practical tips or contextualized support were interpreted as disconnected from real classroom practices by participant teachers. Therefore, this mismatch between those activities and real classroom settings led teachers to question about the effectiveness of those activities on their profession.

4.1.1.2.3. Emotional and Social Considerations

This category represents teachers' concerns regarding emotional and social aspects of asynchronous OTPD. For this reason, the codes "Not Considering Emotional Needs of Teachers'' (37.5%), "Preference for Face-to-face Rather Than Online'' (29.2%) were incorporated under this category. As the codes implies, participant teachers do not consider their emotional needs are met in asynchronous OTPD, making them feel a sense of loneliness during their learning experiences. Therefore, some teacher explicitly expressed their preferences for face-to-face learning opportunities rather than online learning environments.

Teachers who have considerations about emotional and social aspects in those trainings have stated followings:

Table 19: Quotes for Emotional and Social Considerations

" In terms of asynchronous trainings, I cannot meet my emotional needs of course, because of its isolated learning environment." (Participant 28, Teaching Philosophy Statements)
" Asynchronous professional development programs are of course insufficient to meet the emotional needs of teachers. Because this need cannot be met in an environment where gestures and facial expressions cannot be observed one-to-one. During the program, it is not possible to produce a solution for a situation that the teacher experiences in his/her private life and to understand him/her." (Participant 17, Teaching Philosophy Statements)
"Asynchronous professional development programs do not provide emotional satisfaction because they are online." (Participant 27, Teaching Philosophy Statements)
"Although I believe that asynchronous professional development programs will benefit our personal development, I believe that face-to-face trainings or the ideas I get from my colleagues develop me better and nourish me emotionally." (Participant 14, Teaching Philosophy Statements)
"They sometimes feel emotionally inadequate. Moreover, I feel that these programmes can weaken the sense of social connection and community. To compensate for these shortcomings, I prefer to attend face-to-face events and have one-to-one interactions with colleagues." (Participant 11, Teaching Philosophy Statements)

According to quotes above, teachers have raised some concerns about emotional needs in their learning experiences. In their statements, teachers mostly referred to the virtual learning environment perceived as a limiting aspect for their emotional satisfaction. Within this virtual environment, teachers expressed an emotional disconnection by highlighting the absence of in-person interaction. Indeed, they simply evaluated asynchronous OTPD inadequate in terms of their emotional and social needs. Therefore, some teachers assert their preferences for more sincere face-to-face learning environments rather than artificial online settings.

As a conclusion for initial attitudes of teachers towards asynchronous OTPD activities, it could be asserted that teachers have demonstrated an overall favourable evaluation of asynchronous OTPD acknowledging its benefits alongside their concerns about those activities. Basically, they appreciate the opportunities offered in those programs such as flexibility, accessibility, reflective and refreshing dimensions in order to preserve a continuity in professional development. However, they have still considerations about the transmission of their learnings into their actual professional

teaching environments mainly because of limited engagement, interaction, emotional and social aspects of those activities.

4.1.2. Sub-theme 2: Teachers' Immediate Reactions Towards AOTPD Activities

Following the initial attitudes of participants towards asynchronous OTPD activities, reflective journals were analysed to investigate teachers' ongoing perceptions and immediate reactions throughout the training process. Those journals, which teachers completed after each training session, serves as an immediate and genuine record of teachers' reflections, thoughts, emotions and evaluations after their experiences of asynchronous OTPD.

4.1.2.1. Teachers' Ongoing Appreciations of AOTPD Activities

According to analysis of reflective journals of participants, teachers' ongoing appreciations are more dominant in the documents compared to their ongoing concerns as stated in the table below.

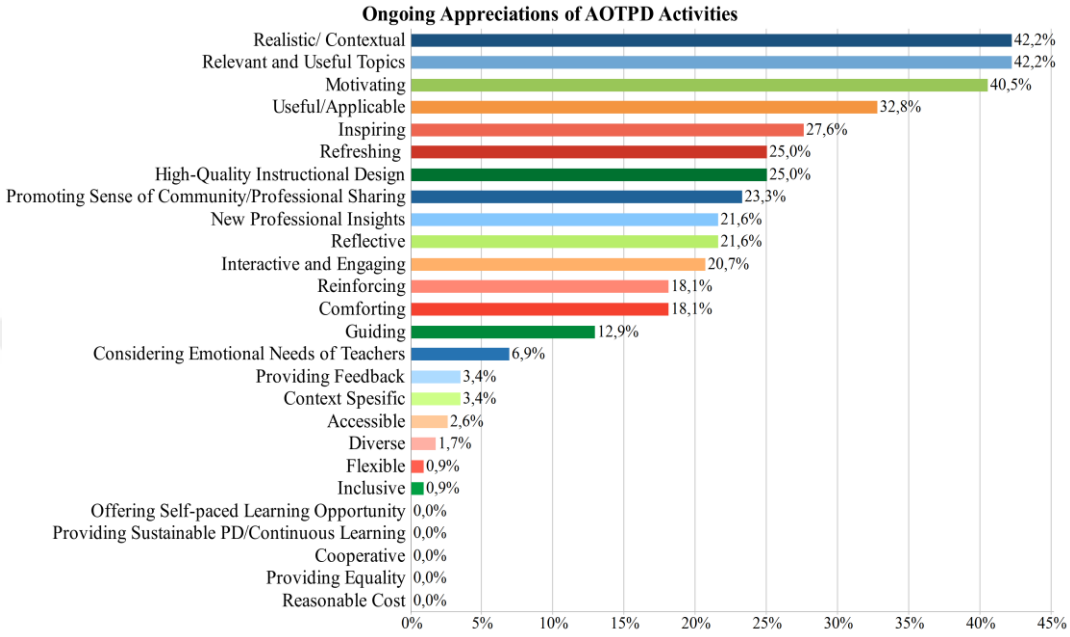
Table 20:Evaluation of Teachers of AOTPD in Reflective Journals

	Documents	Percentage	Percentage (Valid)
Appreciations	116	90,63	90,63
Challenges	90	70,31	70,31
Coded Documents	128	100,00	100,00
Uncoded Documents	0	0,00	-
Analysed Documents	128	100,00	-

As the table suggests, teachers' ongoing evaluations in reflective journals mainly express appreciation. In comparison with their initial attitudes in teaching philosophy statements, teachers' positive appreciations remain largely consistent with 90.63% of teachers' journals. This finding indicates that teachers maintain a favourable appraisal about their asynchronous OTPD experiences.

The evaluations of teachers' reflections, as recorded in their reflective journals, was systematically analysed. The figure presented below illustrates the codes that emerged from the data analysis, specifically focusing on the recurring appreciations uttered by teachers in their reflective journals.

Figure 12: Teachers' Ongoing Appreciations of AOTPD Activities



According to figure above, the analysis of teachers' reflective journals emerged a few codes related to their immediate reactions and evaluations for their asynchronous OTPD experiences. Those codes were categorized to ensure clarity and coherence while introducing findings.

4.1.2.1.1. Engagement and Motivation

The first category entails participant teachers' emotional and cognitive engagement with asynchronous OTPD, mainly shaped by its contextual relevance, applicability and motivational content. Therefore, this category includes the emerged codes "Realistic/ Contextual'' (42.2%), "Relevant and Useful Topics'' (42.2%), "Motivating'' (40.5%), "Inspiring'' (27.6%), "Useful/Applicable'' (32.8%). These codes implies that teachers appreciate asynchronous OTPD meaningful, relevant, engaging and useful for their professional needs, increasing their motivation by inspiring them to apply new strategies in their classrooms.

Teachers who appreciated their asynchronous OTPD experiences in terms of engagement and motivation have stated as in the following:

Table 21: Quotes for Engagement and Motivation

“ Unfortunately, we are not welcome to use any additional resources in our lessons other than the materials provided by the Ministry of National Education. But the activities in the textbooks given to us are very limited. There are usually more than 30 students in the classes I teach and their English levels are quite different from each other. That's why I have a lot of trouble in guiding the students in the lesson, because while I am trying to explain the activities to the students with higher English levels, the students with higher levels sometimes finish the activity. That's why I liked this training very much because it gave me a lot of ideas about the materials I am currently using and how I can differentiate them according to the needs and levels of my students.” (Participant 5, Reflective Journal 4)
“ When we look at the content, it made me feel good again because the example situations mentioned are really situations that we all face on any school/holiday day; I saw again that I am not alone, that there are similar situations,” (Participant 7, Reflective Journal 2)
“The content provided practical tips that will make my professional life easier, and I enjoy non-utopian training programs, designated according to realities.” (Participant 6, Reflective Journal 1)
“ The idea of increasing the motivation and learning process of students by understanding how they feel during the educational process, by including them in the learning process, has always been very interesting to me and the idea of learning and applying these methods has motivated me.’’ (Participant 28, Reflective Journal 1)
“ Unfortunately, with the advancement of technology and the change of times, we are very uncomfortable with the way parents communicate, and I liked the fact that this was the subject of the training.’’ (Participant 25, Reflective Journal 2)
“ The content on the use of technology-supported language teaching tools and the contribution of interactive teaching methods to student motivation motivated me a lot.’’ (Participant 9, Reflective Journal 3)
“ The idea of using everyday materials such as leaves, bottles, etc. as teaching materials was both creative and inspiring.’’ (Participant 6, Reflective Journal 4)
“ Additionally, understanding the significance of technology and activity-based approaches in foreign language teaching has inspired me to integrate digital tools into my lessons more effectively.’’ (Participant 16, Reflective Journal 3)

According to the reflective notes of teachers in their journals, teachers appreciate trainings for introducing both practically grounded and emotionally engaging learning experiences. In their notes, they mentioned about realistic aspect of the trainings, addressing actual professional dynamics. This realistic aspect was also perceived as an inspiration by teachers for application of their learnings according to immediate

instructional needs of their classrooms. As they found the content introduced as relevant and useful for their professional needs, they also expressed their increased motivations engaging in the asynchronous OTPD activities.

4.1.2.1.2. Instructional Design and Learning Quality

This category emphasizes teachers' appreciation of their asynchronous OTPD experiences by highlighting their strengths in terms of structure and delivery. The codes "High Quality Instructional Design'' (25.0%), "Refreshing'' (25.0%), "New Professional Insights'' (21.6%) were included in this category. As reflected in emerged codes, teachers appreciate the instructional design of asynchronous OTPD activities in delivering the content effectively. This systematic design was also perceived by teachers as a supportive element for refreshed and new learnings.

Participants who appreciated asynchronous OTPD experiences in terms of instructional design and learning quality have stated followings:

Table 22: Quotes for Instructional Design and Learning Quality

" The most motivating aspect of this training for me was the visual animations and carefully prepared case examples." (Participant 1, Reflective Journal 1)
" The biggest advantage of this training was that it allowed me to understand different approaches in foreign language teaching in a more systematic way thanks to its presentation. I had learned about them before, but they were disorganized in my mind; now, they have become clearer." (Participant 18, Reflective Journal 3)
" With this training, I learned new things that I did not use before, but I can use after this training." (Participant 28, Reflective Journal 4)
" In particular, I gained theoretical and practical knowledge that students' being more active participants in the lessons instead of passive recipients accelerates the language learning process". (Participant 9, Reflective Journal 3)
" The training didn't go much beyond the technical methods I learned at university, but it was a good refresher. I realized that I had forgotten certain things and therefore wasn't using them (such as the Six Thinking Hats technique)." (Participant 14, Reflective Journal 1)
" I can say that the video refreshed some technical information that I had almost forgotten." (Participant 2, Reflective Journal 3)

The reflective notes of participant teachers suggest that teachers highly value the carefully organized design of the training sessions, supporting learning quality. They particularly valued the slide-based training format incorporating interactive tasks, which is a new format in ÖBA. In addition to this systematic structure, teachers also claimed that those training sessions have a significant role in reinforcing their prior knowledge and introducing new professional insights. In conclusion, the journals of teachers indicates that they appreciate the well-structured design of the trainings and evaluated them as an opportunity for a more enriching and meaningful professional development experience.

4.1.2.1.3. Interaction and Community

The third category highlights the value of professional knowledge exchange and collaborative learning uttered by participants. Therefore, the identified codes "Promoting Sense of Community/ Professional Sharing'' (23.3%), " Interactive and Engaging'' (20.7%) were included in this category. This category illustrates the significance of interactive, engaging and collaborative components of asynchronous OTPD from the points of participants.

Teachers who highlighted the value of interaction and community in their journals have stated followings:

Table 23: Quotes for Interaction and Community

" Also, there were many questions in the video that the audience was expected and required to answer. This made the audience actively participate in the process and helped them to focus more on the training." (Participant 1, Reflective Journal 4)
"Another positive feature is its interactive nature, meaning it asks for your responses. This gives the feeling of receiving face-to-face education while enjoying the comfort of remote learning. Additionally, being asked for your opinion is another advantage, preventing the training from feeling one-sided." (Participant 12, Reflective Journal 1)
" Sharing the cases of other exemplary teachers made me very happy, I felt that I was not alone in some of my thoughts and problems in classroom management." (Participant 22, Reflective Journal 1)
" During the training, I was excited to think that maybe tomorrow I could share these examples with my colleagues in the school." (Participant 14, Reflective Journal 4)
" During the training I had some difficulties in understanding some technical details, which I overcame, sometimes through the internet but mostly by sharing with my colleagues in the teachers' room." (Participant 4, Reflective Journal 3)

" Although I felt lonely, the topic discussed in the training actually made me feel that I was not alone to some extent. I saw that the problems experienced were common, that the discomfort caused by the lack of respect for teachers' private spaces was a common problem." (Participant 18, Reflective Journal 2)

According to the quotes from their reflective journals, teachers appreciated the interactive component of trainings claiming that it supported engagement with the content and mitigated the isolation in their learning experiences. Teachers demonstrated a strong appreciation for training sessions that incorporated interactive components, such as question-and-answer segments, matching exercises, and the sharing of real-life classroom scenarios. These elements were perceived as highly engaging and relevant by teachers. Beyond enabling active participation, the training sessions has also contributed to their sense of community among teachers. Participant teachers noted their awareness about common challenges in their professional life. And this recognition may be a reason for their increased willingness to share their experiences or challenges with their colleagues.

4.1.2.1.4. Reflective and Emotional Aspects

This category is separated for reflective and emotional dimension of teachers' asynchronous OTPD experiences. For this reason, the codes "Reflective'' (21.6%), "Reinforcing'' (18.1%), "Comforting'' (18.1), "Considering Emotional Needs'' (6.9%) were incorporated in this category. The identified codes suggest that teachers appreciate reflective and reinforcing aspect of their learning experiences and they evaluated it as relaxing and comforting learning process taking their emotional needs into account.

Teachers who mentioned about reflective and emotional aspects of asynchronous OTPD experiences positively have stated following:

Table 24: Quotes for Reflective and Emotional Aspects

" The most important contribution of the training was the opportunity to reconsider different perspectives in language teaching. Seeing the strengths and weaknesses of different methods such as traditional, behavioural, cognitive, communicative and constructivist approaches will enable me to make informed choices in the teaching process." (Participant 15, Reflective Journal 3)

" I realized that due to the overcrowded classrooms, I reduced the interactivity between the children over time, so I was very interested in the group work in the training." (Participant 25, Reflective Journal 1)

" I was relieved that it was emphasized that we should apply methods such as modifying a material or a book, adapting it to the level of the students and simplifying it when necessary as I have done in my teaching." (Participant 22, Reflective Journal 4)

" However, the ideas about classroom management provided in the training, although not entirely new, helped reduce my stress because classroom management is very stressful. Thinking about it and looking for solutions helped me feel a bit more at ease." (Participant 8, Reflective Journal 1)

What I was most impressed by in this training is that it responded to the emotional needs of teachers. Teachers want to feel valued as much as any other professional group and in this video, the speaker expressed this respect very well with his words, attitude. At the same time, as he clearly expressed the responsibilities of the teaching profession, I realized once again how important my profession is." (Participant 1, Reflective Journal 2)

" I liked to share the weight of my identity that I carry 24/7, but at the same time to be told that we understand you to my profession that I am proud of. Hearing this, of course, reduced my stress and increased the belief in me that we are valuable and that every child will get his/her share of the right things in this education system and that every educator will blend the beautiful experiences and lessons that he/she will learn from the wrongs in his/her own emotion and education system and apply them again for the benefit of education and society, and I think that he/she will get rid of the identity and personality anxiety and preserve the desire to work peacefully." (Participant 24, Reflective Journal 2)

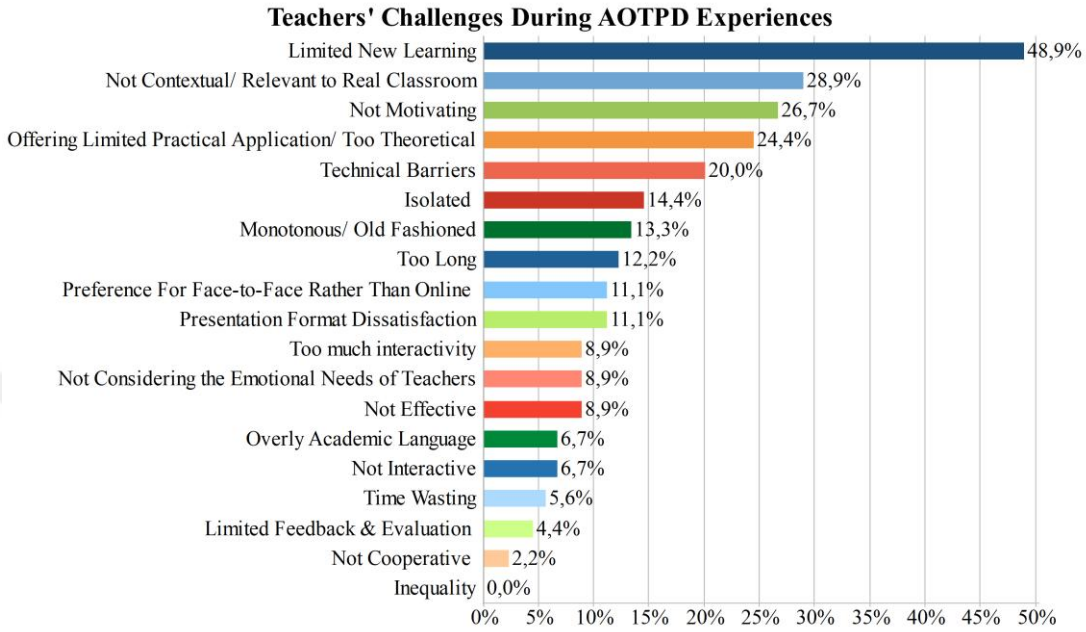
According to the notes of teachers in journals, teachers evaluated the training sessions as emotionally and professionally supporting experiences. They defined their experiences as reflective and reinforcing, enabling them to engage in self-evaluation and confirm their pre-existing practices. In addition to that, they evaluated those activities as qualified to acknowledge their emotional needs and challenges. Therefore, teachers described the training as comforting, attributing this to the professional and emotional support throughout the process.

4.1.2.2. Teachers' Challenges in AOTPD Experiences

While it is remarkable that considerable proportion of teachers appreciated the asynchronous training sessions in various ways, the data presented in the previous figure demonstrates that 70.31 of analysed reflective journals noted challenges encountered during those experiences. This finding recommends that, in spite of an overall positive impression, teachers still encountered various challenges during their engagement with asynchronous OTPD experiences.

The reflective notes of teachers in their journals were carefully analysed by specifically focusing on the challenges and difficulties teachers faced during the process. The identified codes were illustrated in the figure below.

Figure 13: Teachers' Challenges During AOTPD Experiences



According to the figure above, the analysis of reflective journals introduced several codes related to challenges and obstacles teacher faced in their asynchronous OTPD experiences. The codes were categorized into groups to represent the findings in a coherent way.

4.1.2.2.1. Pedagogical Limitations

The first category implies the concerns of teachers addressing effectiveness and relevance of their training experiences. For this reason, the identified codes "Limited New Learning'' (48.9%), "Not Contextual/ Relevant to Real Classroom'' (28.9%), "Offering Limited Practical Application/ Too Theoretical'' (24.4%), "Not Effective'' (8.9%), are discussed in this category.

According to those codes emerged, most of the teachers complained about the familiar content not contributing extensively to their professional growth. Besides, they also criticized the content as not being relevant to real classroom settings expressing difficulty in practical applicability. Likewise, they evaluated the content as being too theoretical obstructing real-classroom implementation. Indeed, some teachers even simply labelled those trainings as ineffective for their professional development.

Teachers who have asserted pedagogical limitations of asynchronous OTPD experiences have stated followings:

Table 25: Quotes for Pedagogical Limitations

" So when I first saw this training, I thought it would introduce me to new methods and techniques that I could use in my lessons. But this seminar was like a summary of the methods course in the faculty of education. It only re-presented the information I already knew. To be honest, I felt like I wasted my time. I think a person who does not have this knowledge should not be an English teacher anyway. Instead of telling me these approaches that I already know, I wish he had provided me with a few activities on how to apply these methods in crowded classrooms. Then it would have been much more productive for me." (Participant 3, Reflective Journal 3)
" The classroom management training already included techniques we have known since our university days. For this reason, I cannot say that it added something very different from what I have learned so far." (Participant 30, Reflective Journal 1)
" Again, I think it was a seminar that was a bit far from the system in Turkey. Because I work in an imam hatip secondary school, and it is incredibly challenging to teach in English to a class of all male students and it makes me very sad to have to return to our mother tongue at some point. I think such trainings should be prepared on today's problems taken from us..." (Participant 26, Reflective Journal 1)
" Unfortunately, I cannot apply the language teaching methods mentioned in this training or I want to apply because the secondary school I am working in is very crowded. I sometimes have difficulty communicating with the students even in Turkish because there are many Syrian students in my class, let alone teaching in English." (Participant 5, Reflective Journal 3)
" Some examples were presented along with theoretical information, especially on crisis management, but the content could have been more practical and application oriented." (Participant 26, Reflective Journal 2)
" However; as I wrote in the above article, although reading and researching things theoretically excites me, the obstacles outside the training process that I will encounter while applying them in the classroom demotivate me. I cannot say that the training video here can go beyond the theoretical part and help me overcome these difficulties." (Participant 11, Reflective Journal 3)
" Sometimes some things are done just for the sake of doing them, this seminar seemed like that to me. I would have applied to other sources to improve myself on this subject, watching this seemed like a waste of time. I don't think it provided the support teachers needed." (Participant 19, Reflective Journal 3)

As teachers' notes from reflective journals demonstrates, they criticize the trainings for introducing similar contents teachers are already familiar without adequate concrete examples or any differentiation according to the real contextual challenges.

In other words, while participants acknowledged the relevance and importance of the content in relation to their actual classroom experiences, they expressed concerns regarding the repetitive delivery of the same content over years. Specifically, they emphasized a lack of differentiation or adaptation to address diverse instructional challenges, which limited the effectiveness and responsiveness of the training. They also complain about the mismatch between the content and the challenges they are struggling with in their real classrooms. Therefore, they evaluate those trainings as ineffective with overemphasis on theory instead of more practical or applicable strategies to address their professional needs.

4.1.2.2.2. Motivational and Emotional Challenges

This category simply describes teachers' motivational and emotional challenges highlighting their engagement and feelings towards asynchronous OTPD. Therefore, "Not Motivating'' (26.7%), "Not Interactive'' (6.7%), "Isolated'' (14.4%), "Not Considering Emotional Needs of Teachers'' (8.9%) are included in this category. As the identified codes indicates, participant teachers do not find asynchronous trainings motivating enough to interest them. In addition, they criticize those trainings for being not adequate to fulfil their emotional needs, which may be attributed to isolated learning atmosphere of the trainings.

Participants who mentioned about motivational and emotional challenges in their reflective journals have stated followings:

Table 26: Quotes for Motivational and Emotional Challenges

" There was nothing that motivated me in this training actually." (Participant 22, Reflective Journal 2)
" The biggest challenge during the training process was that it was difficult to keep the interest alive because the content was purely theoretical; thereby boring." (Participant 15, Reflective Journal 3)
" One of the challenges I faced was not being able to immediately come up with creative ideas about resource differentiation. I could not answer the questions asked in the training because I did not have a friend with me to exchange ideas. Although learning new things motivated and satisfied me, I felt lonely in general." (Participant 18, Reflective Journal 4)
" This training was not in a presentation format, but I would have liked to see more emotion while watching the training. The person who gave the training was very professional, which is of course a good thing, but I couldn't help but wonder if the intimate

atmosphere of the teachers' room could have been created." (Participant 6, Reflective Journal 3)
"However, emotionally, I didn't find it entirely fulfilling. Since I didn't have a colleague to share my thoughts with, I didn't feel completely satisfied." (Participant 14, Reflective Journal 1)
" This made me feel very alone. Because it seems that we, as teachers, are expected to take the students in the classroom and the parents outside the classroom. No one cares what kind of problems we are dealing with. "(Participant 5, Reflective Journal 1)

According to reflective notes of teachers in the table, teachers struggled with various emotional and motivational obstacles during their asynchronous OTPD experiences. In their journals, teachers expressed that maintaining interest and attention was challenging due to unmotivating nature of asynchronous trainings. Moreover, they declared their feelings of isolation as a result of the digital nature of OTPD programmes. As those programmes often lack opportunities for authentic peer interaction, this led teachers to express a desire for greater peer support during trainings. In addition to that, some teachers also reported feelings of emotional neglect during certain trainings, particularly when the content was overly technical or standardized and failed to consider the affective dimension of the teaching profession. These teachers expressed a sense of isolation claiming that their emotional needs are ignored during some trainings. They complained about the burdensome and often unrealistic professional expectations imposed on them, namely that teachers are continuously expected to be best however, systemic support from other stakeholders such as parents, as highlighted in one of the trainings remains limited or insufficient. As a result, this sense of isolation has contributed to feelings of frustration, professional burnout, and a diminished sense of value within the profession.

4.1.2.2.3. Technical and Structural Issues

This category reflects structural and format-related challenges teachers experience during the trainings. For this reason, the identified codes "Technical Barriers'' (20.0%), "Monotonous/Old Fashioned'' (13.3%), "Presentation Format Dissatisfaction'' (11.1%), "Too Long'' (12.2%), "Overly Academic Language'' (6.7%), "Too Much Interactivity'' (8.9%) were categorized in this title. Altogether, the codes reveal teachers' dissatisfaction about structure, delivery style, design and duration of asynchronous OTPD activities they took part, emphasizing potential issues with the platform.

Teachers who mentioned about technical and structural issues in their reflective journals have stated followings:

Table 27: Quotes for Technical and Structural Issues

" I think the biggest difficulty of this training is having to wait at the beginning, the moment you go to another site and try to research something, the training stops, that is, it does not work in the background, I think this is unnecessary. I think it is a big disadvantage that it does not continue in the background and that there is no option to speed up the training video, because every moment is very precious. Moreover, I can neither rewind nor fast-forward the training, unfortunately it was very inadequate from a technological point of view." (Participant 14, Reflective Journal 2)
" I am amazed that this training, contrary to its name, uses such an outdated method. A training that goes through slides, topics we see at the university, flat tone of voice... I understand that the Ministry needs to follow a framework for such trainings, but it is really old, boring environment and content. It didn't add anything new anyway. This information is what we have seen in our university education. For a subject like this, it would have been much more useful to see videos of live classroom examples and make comments on them. We could have been shown a few sample classrooms, and these methods could have been practiced there. Positive and negative aspects could have been discussed, and comments could have been made. I am really sorry that such a beautiful subject melted away on the slide." (Participant 7, Reflective Journal 3)
" In fact, there are very high-quality trainings in ÖBA, but ideas gain value as they are shared. Maybe my colleagues and I should get together from time to time and organize such events, but this is a difficult prospect. The questions and activities asked during the training were generally suitable for pair or group work, so at one point I thought, "What's the point now?" I think asynchronous trainings should be clearer in this sense. Asking questions and adding interactive content disrupts the structure and makes it more demotivating. I think it is very illogical for an asynchronous training to give directions like "Now think about it...", because there is only one person in front of the screen and how is he expected to evaluate what? It would be much more logical if the training flowed in the form of a video and was in a presentation format." (Participant 18, Reflective Journal 4)
"Videos with a training duration of over 15 minutes for in asynchronous setting are too long for me. I guess there is no way to overcome this." (Participant 11, Reflective Journal 2)
" The problem I had during the training was that it was boring, and my attention was distracted because there was too much technical information." (Participant 17, Reflective Journal 3)
" However, the interactivity I appreciated became annoying after a while. The constant questionnaires, surveys, questions, tests, exercises made me feel like I had to constantly confirm something." (Participant 32, Reflective Journal 4)
" Constantly expecting feedback, doing activities, and adding questions, as if we were being tested, felt very time-consuming and frustrating. Of course, feedback is important, but the sheer volume of it was both a waste of time and a serious demotivator for me. The training

wasn't flowing; rather, it felt like I had to constantly stop and give commands, which made me very tired." (Participant 8, Reflective Journal 1)

According to the sample quotes from participants, teachers experience some technology-related challenges during their asynchronous OTPD experiences, and they expressed their concerns about wasting their time which is restricted for their professional development. Besides, they mentioned about irrelevance of some elements in the training with asynchronous nature. The excessive use of interactive elements to present the content were not welcomed by teachers because of the technical problems they gave rise to. Although participants acknowledged the importance of interactivity for effective professional learning, they critiqued the excessive use of interactive elements, suggesting that it disrupted the overall flow of the training and created dissatisfaction by placing them in situations where they felt pressured to provide confirmation or responses, potentially threatening their professional image. Some participants also criticized outdated presentation format in the video-based trainings, which is associated with traditional methods, and the duration allocated for trainings for being excessively long. Accompanied by extensive use of academical language, the learning process was overwhelming and distractive as noted in journals of teachers.

4.1.2.2.4. Preference for Alternative Learning Methods

This category is separated for teachers' expressions of inclination towards face-to-face interaction and more collaborative learning environment after their asynchronous OTPD experiences. Therefore, the codes "Preference for Face-to-face Rather Than Online'' (11.1%), "Not Cooperative'' (2.2%) were merged under this category.

Teachers who mentioned about preference for alternative learning methods have stated followings:

Table 28: Quotes for Preference for Alternative Learning Methods

" I attended 2 different teacher training programs in London years ago. I still use the techniques I learned there because I received face-to-face training. I reinforced what I learned practically. such trainings are very expensive abroad now, but they are trainings that must be given to English teachers in our country in certain periods. I can say that I liked the training in terms of bringing some terms I forgot to the surface. But I am always in favour of face-to-face trainings." (Participant 2, Reflective Journal 3)

"I would have liked to receive such an interesting and useful content face-to-face, so that I could take notes more easily, concretize the information and perhaps have the opportunity to share it with my colleagues." (Participant 27, Reflective Journal 4)
"I felt that the content would have been much more productive if it was face-to-face, and I would have been able to interact more with my colleagues and share experiences." (Participant 10, Reflective Journal 1)

As can be inferred from the sample statements of teachers, they expressed a strong preference for face-to-face trainings because of limited cooperation in asynchronous settings. Indeed, teachers pointed out a desire for more collaborative learning environment supporting meaningful interaction and shared problem solving, which is highly restricted by virtual platforms. As a result, some teachers evaluated those aspects as a barrier for their learning process, which they consider to be more effective when it involves active participation and collaborative engagement.

4.1.2.2.5. Lack of Feedback and Support

The last category focuses on the challenges teachers face in the absence of assessment, evaluation and guidance in their asynchronous OTPD experiences. This category is based on "Limited Feedback and Evaluation'' (4.4%) code emerged in reflective journals. Teachers who mentioned about lack of feedback and support have stated followings in their reflective journals:

Table 29: Quotes for Lack of Feedback and Support

" The biggest challenge I faced during the training was the lack of feedback in an asynchronous setting; however, I plan to discuss the example applications with my colleagues tomorrow to overcome this issue. " (Participant 18, Reflective Journal 1)
"There were things that did not sit in my head because they were not exemplified enough, I wish I could ask about them. Now, I do not specifically know where I am." (Participant 25, Reflective Journal 3)
" However, as a disadvantage of asynchronous education, not being able to ask for more examples and concretization seemed to be a shortcoming." (Participant 27, Reflective Journal 3)

As implied in reflective notes of teachers, they evaluated the trainings as insufficient to provide effective feedback and evaluation. It is understandable that teachers seek for clarification or concretization during the process, which requires more personalized feedback. However, the asynchronous virtual environment was ineffective to address

their misconceptions with specific feedback, thereby perceived as an obstacle by teachers to follow their own progress.

In summary, it could be asserted that teachers' immediate reactions towards asynchronous OTPD trainings reflects a complicated interplay between appreciation and disappointment. For instance, some teachers favoured those trainings as motivating and inspiring while others criticized them for being not motivating or limited new professional insights offered. This may be related to individual, contextual, and pedagogical differences among participant teachers. Besides, this discrepancy could also be stemmed from the different presentation formats like video-based or slide-based trainings, or the contents of trainings offered. This distinction can be illustrated through teachers' own reflections, with some describing certain trainings as interactive and engaging, while characterizing others as lacking in interactivity and engagement.

This situation is also a reflection of teachers' complex, layered evaluations which implies a critical evaluation along with their appreciation. It demonstrates that teachers do not deny the advantages of trainings; instead, they are engaged in them analytically, acknowledging its benefits while also identifying potential areas for improvement. For instance, while majority of teachers appreciate the relevant and useful content mirroring their actual needs in classroom environments, they expressed their dissatisfactions about delivery of the content, complicating its applicability, usefulness, and relevance to classroom needs.

According to their statements, although the training had a potential to be adaptable, realistic, and inspiring; the delivery handicaps translating it into practical, context-responsive learning for teachers, therefore perceived as a repetition of previous training experiences because of limited differentiation or contextualization. For this reason, they expressed a demand for greater differentiation and flexibility in presentation and delivery, which accounts for teachers' diverse experiences, expectations, and needs. Nevertheless, teachers continued to acknowledge the value of the training facilitations throughout their learning process, recognizing the contributions these sessions offered to their professional development.

4.1.3. Sub-theme 3: Teachers' Post Evaluations of AOTPD Activities

Continuing with the first research question, which focuses on how teachers evaluate their experiences with asynchronous OTPD activities, narrative inquiries were analysed to explore teachers' post training reflections and evaluations in the final analysis of first research question of the study. The inquiries, conducted with 18 participants, provided in-depth insights into teachers' experiences, perceptions, emotional responses, and critical evaluations regarding their asynchronous OTPD engagements. In fact, these narratives served as a whole story of their asynchronous OTPD experiences revealing their ideas on their professional growth, appreciations or challenges encountered.

4.1.3.1. Teachers' Appreciative Post Reflections on AOTPD Activities

Following the analysis of 18 narrative inquiry transcriptions in total, frequency analysis of coded segments indicates that critical post reflections are partially more common than appreciative post reflections as illustrated in the table below.

Table 30: Teachers' Post Evaluations of AOTPD Activities

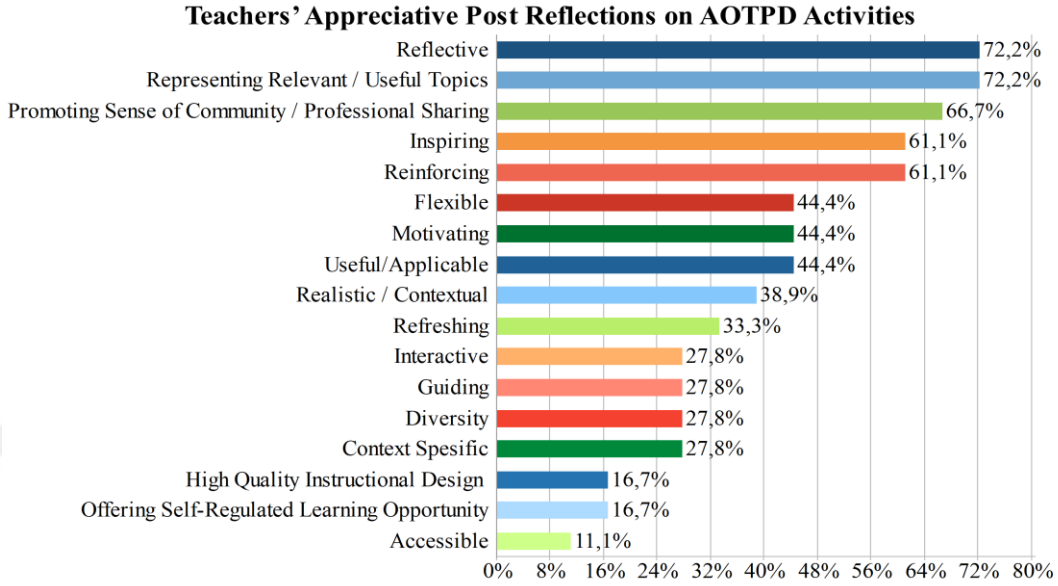
	Segments	**Percentage**
Critical Post Reflections	148	53,43
Appreciative Post Reflections	129	46,57
Total	277	100,00

Namely, 53.43% (n = 148) of all coded reflections raised critical evaluations about their asynchronous OTPD experiences, while 46.57% (n = 129) uttered appreciation of those activities. This doesn't mean that teachers' experiences are necessarily negative or positive; instead, it suggests an equilibrium highlighting the appreciative attitudes of teachers with a critical tone making room for improvement of those activities.

The transcriptions of narrative inquiries were analysed attentively, and the consistent codes emerged from the data analysis. The figure introduced below represents those

codes, which specifically focuses on teachers' appreciative utterances for their asynchronous OTPD experiences during online meetings.

Figure 14: Teachers' Appreciative Post Reflections on AOTPD Activities



Regarding the figure above, during the analysis of transcriptions of narrative inquiries, various codes identified revealing teachers' appreciative post reflections on their asynchronous OTPD experiences. The identified codes were categorized accordingly in the aim of interpreting findings in a comprehensible way.

4.1.3.1.1. Professional Reflection Through Flexible Nature

Majority of teachers continued to appreciate the flexible and reflective professional learning opportunity offered them in asynchronous OTPD. To emphasize on those appreciations, the emerged codes "Flexible'' (44.4%), "Offering Self-Regulated Learning Opportunity'' (16.7%), "Reflective'' (72.2%) were merged under this category. As the codes implies, teachers mostly mentioned about the flexible nature of asynchronous OTPD, facilitating to manage their own learning process in their busy working tempo. Along with that, they also expressed their satisfaction with reflective space allocated to them in those activities, enabling them to reconsider their teaching practices.

Teachers who mentioned about professional reflection through flexible nature have stated as in the following:

Table 31: Quotes for Professional Reflection Through Flexible Nature

"The flexibility of the trainings… I mean the ease of access whenever I want… has added a little more order to my life and enabled me to continue learning in my busy schedule, that is the most important strength of those training I really can't deny." (Participant 18, Narrative Inquiries)
" If we look at the strengths, the flexibility of these trainings was a great advantage. Being able to access them whenever I wanted created an opportunity to learn something even during busy working days." (Participant 7, Narrative Inquiries)
"I mean, I feel safer and more confident in terms of my professional development. Because, as I just mentioned, this process contributed to my learning at my own pace and my own life. I have a chance to take control during this process and I am happy in this respect." (Participant 14, Narrative Inquiries)
"I mean the trainings were actually like an interrogation for me, I had the chance to see again what I was doing and how I was doing it. This was actually like a reminder and a reflection for me." (Participant 9, Narrative Inquiries)
"Learning is always positive for me, increasing awareness, seeing new things even if they are not very different, remembering some academic terms, but most importantly, I think it was very nice to be like a student in this process and to be able to empathise and reflect on myself, I saw my shortcomings, I understood their feelings and thinking how to change something." (Participant 8, Narrative Inquiries)

According to the quotations in narrative inquiries, the flexibility of asynchronous OTPD continued to be perceived as an important advantage for teachers with busy schedules. Therefore, they appreciated asynchronous OTPD providing a sustainable and manageable professional development process despite their restless working tempo. Additionally, they also evaluated the whole process as a revision of their professional practices through which they had opportunity to detect areas for growth and sustainable ongoing improvement.

4.1.3.1.2. Relevance and Practical Utility

During narrative inquiries, teachers mentioned about practical value of their asynchronous OTPD experiences, which was highly relevant to real world professional environments. Indeed, codes "Useful/Applicable'' (44.4%), "Realistic/ Contextual'' (38.9%), "Context Specific'' (27.8%), "Representing Relevant/Useful Topics'' (72.2%) reflects teachers' utterances evaluating asynchronous OTPD as relevant and responsive to teachers' actual practical and immediate needs.

Teachers who mentioned about relevance and practical utility have mentioned followings:

Table 32: Quotes for Relevance and Practical Utility

"For example, the methods discussed in the third training on guiding students to explore a topic were very applicable. At that moment, I could visualise how I would convey this to my students in the class" (Participant 13, Narrative Inquiries)
" There were many practical ideas on how to adapt the limited materials available to me in the training to learners at different levels. You know different level of learners mean to us in Istanbul with very very crowded classes, hocam." (Participant 3, Narrative Inquiries)
" There were also very realistic things that addressed our experiences in the trainings. For example, there was a training about the relationship between society, parents and the environment. It was definitely very realistic, because the problems mentioned were nearly one-to-one." (Participant 18, Narrative Inquiries)
" Firstly, I would like to state that I think it is very logical to provide special trainings for English teachers. Because the dynamics of each branch is different, neither the knowledge nor the anxiety nor the emotion of my lesson can be the same as other lessons, so a generalised training cannot teach us." (Participant 1, Narrative Inquiries)
"As for the contents, they were very good contents for me, in fact, some of the trainings were very meaningful for me, especially since some of the contents were about the problems I have been experiencing for a long time." (Participant 3, Narrative Inquiries)

The sample quotes from narrative inquiries conducted with teachers imply that teachers are mostly satisfied with the realistic content of the trainings, addressing their unique instructional needs, classroom realities, and content-specific challenges. This is particularly understandable given the nature of topics such as classroom management, material differentiation, and similar areas. Besides, they appreciated adaptability of some of the practical suggestions delivered through asynchronous OTPD, which encourages teachers to integrate them into their instructional practices. For instance, they responded positively to the training specifically focusing on differentiation of classroom materials, particularly appreciating the practical strategies offered. As teacher working in heterogeneous classroom settings in İstanbul, they found the interactive nature of the session both relevant and beneficial for addressing the diverse needs of their students. Therefore, although it cannot be generalized to all training programs, teachers evaluated their asynchronous OTPD experiences in some trainings as practical, realistic and relevant to their content-specific instructional needs and challenges.

4.1.3.1.3. Affective and Cognitive Stimulation

During the narrative inquiries, teachers expressed about stimulating and engaging strength of their asynchronous OTPD experiences emotionally and cognitively. In fact, "Inspiring'' (61.1%), "Motivating'' (44.4%), "Refreshing'' (33.3%), "Reinforcing'' (61.1%), "Interactive'' (27.8%) were identified during the analysis of data. Those codes basically implies that teachers experienced an affective stimulation and professional refreshment following their inspiring, engaging and approving asynchronous OTPD experiences.

Teachers who mentioned about affective and cognitive stimulation have stated as in the following table.

Table 33: Quotes for Affective and Cognitive Stimulation

" As I mentioned before, the trainings that encouraged me to think and actively participate motivated me a lot. Because afterwards, along with our answers, other solutions were also shared. These moments really inspired me, because I not only questioned my own methods, but also had the chance to see different perspectives." (Participant 7, Narrative Inquiries)
" I was most satisfied with the motivating and hopeful atmosphere of the programme. " (Participant 24, Narrative Inquiries)
" In other words, the trainings supported me in constantly renewing myself. In addition, there were concepts that I had forgotten, there were too many academic terms, in this sense, I always reminded myself how normal it was, and I would move forward. In this sense, I think it was good for me too. It was like a professional refreshment." (Participant 29, Narrative Inquiries)
"As far as I understand, you mean the areas where I say 'oh, it is the same me'. In some trainings, I actually experienced this in a general sense because apart from academic success, they were talking about creating a free but equal environment within the framework of rules in the classroom, and I see myself in this sense, integrating with my existing teaching philosophy." (Participant 1, Narrative Inquiries)
"I actually did not expect much from asynchronous education. I was expecting something full of theoretical information, less interactive and far from practice. However, the interactive methods used showed that even an asynchronous programme can be instructive and engaging. There were deficiencies, of course. But, I still appreciated the effort here." (Participant 21, Narrative Inquiries)

According to the table below, teachers emphasized on affective and cognitive strengths of their asynchronous OTPD experiences. More specifically, teachers appreciated to experience new professional perspectives and insights during those activities. In addition to this inspiration, teachers also mentioned about renewing and affirming

aspect of asynchronous OTPD in terms of their pre-existing professional knowledge and teaching philosophies. Besides, the interactive elements included in the asynchronous setting was favoured by some teachers, which was evaluated as an engaging factor in the trainings. This engagement was driven not only by the interactive components of certain training sessions but also by their emotional relevance. For example, the inclusion of sample teacher scenarios within slide-based presentations facilitated both emotional and cognitive engagement, as participants were able to identify with shared challenges and reflect on their own classroom experiences. Overall, the teachers' utterances indicate that they perceived the asynchronous OTPD activities as intellectually enriching and emotionally engaging, highlighting their value in supporting both cognitive development and affective engagement.

4.1.3.1.4. Supportive Learning Environment

Some teachers highlighted the supportive and guiding learning environment offered through asynchronous OTPD activities. In fact, the codes “Promoting Sense of Community/ Professional Sharing’’ (66.7%), “Guiding’’ (27.8%), “Diversity’’ (27.8%) indicates teachers’ appreciations of asynchronous OTPD for introducing inclusive and cooperative learning atmosphere.

Teachers who mentioned about the supportive learning environment offered in asynchronous OTPD have stated followings:

Table 34: Quotes for Supportive Learning Environment

“ This process is actually a butterfly effect, of course I shared what I learnt here or some of the difficulties I experienced with my friends at school. I looked for solutions together with my colleagues. This is another factor that motivates me, just like the child who tells his mother about what he experienced at school.” (Participant 7, Narrative Inquiries)
“ But I can say that after this process, my desire to share professionally has also increased. In this sense, I can say that there is a desire to share more with my teachers at school, and I think this is the result of asynchrony.” (Participant 16, Narrative Inquiries)
“ The examples and step-by-step instructions used during the training facilitated the process of learning new tools and methods. I think the training guided us in this sense. In addition, this supportive and guiding attitude towards professional development also motivated me.” (Participant 9, Narrative Inquiries)
“ “I think professional development should no longer be specialised to ÖBA. Today, there are many platforms that provide asynchronous education, and they are like a wardrobe. It

is in our own hands to choose the education that suits us the most. This is not the old era, there are many trainings at our fingertips at any time. "(Participant 18, Narrative Inquiries)

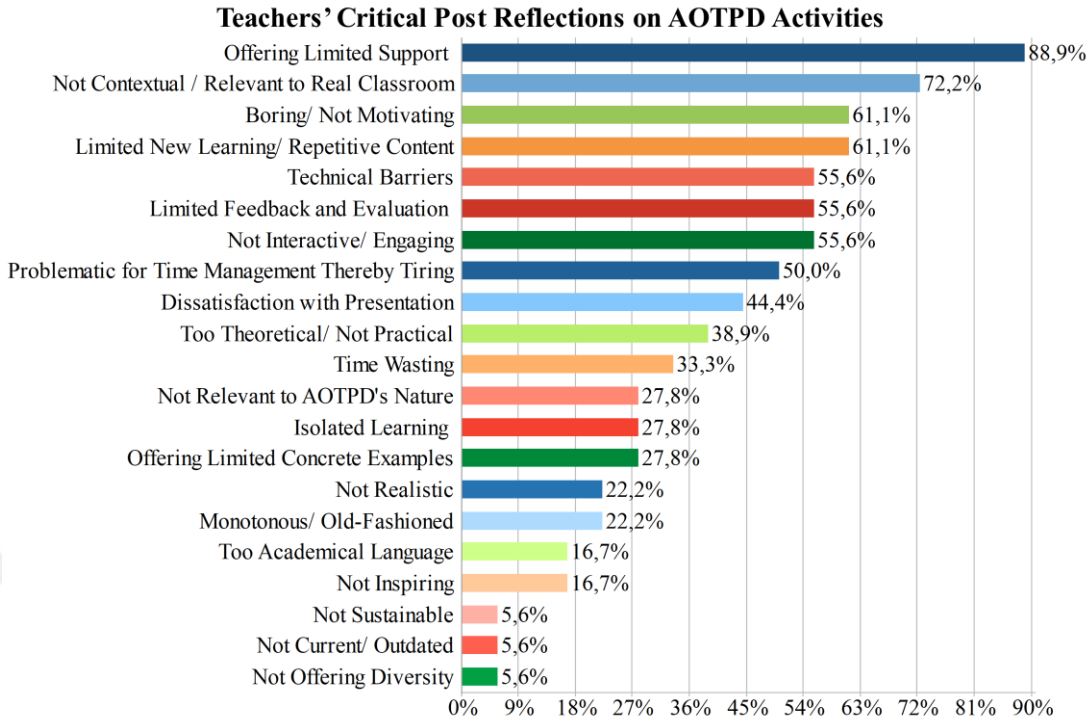
The utterances of teachers refer to challenges they have undergone during asynchronous OTPD experiences. And the trainings provided help to some extent while dealing with those challenges. Few teachers expressed their satisfaction with trainings which were guiding enough for them, while most of the teachers looked for a peer support to overcome those difficulties. Indeed, those challenges was interpreted as increased sense of community, belonging to profession along with the professional sharing among teachers. With all of these, some teachers appreciated the support asynchronous OTPD with diverse learning experiences for individual needs, learning styles, and backgrounds.

4.1.3.2. Teachers' Critical Post Reflections on AOTPD Activities

As stated in the previous table of teachers' post evaluations of asynchronous OTPD activities in narrative inquiries, teachers expressed critical post reflections alongside their appreciative comments on their experiences. In fact, the frequency analysis based on transcription of narrative inquiries indicates that teachers have ongoing concerns about their learning experiences.

As illustrated in the table, 53.43% (n = 148) of all coded reflections have mentioned about some disappointments and dissatisfactions of teachers following their training experiences. As a slight difference exist between the distribution of appreciative and critical post reflections, the total satisfaction or dissatisfaction could not be claimed based on the table. Instead, it can be asserted that teachers maintained a critical stance, expressing concerns alongside their appreciation. Indeed, the figure below represents identified codes during the analysis of transcriptions, particularly focusing on critical post-reflections of teachers on their asynchronous OTPD experiences.

Figure 15: Teachers' Critical Post Reflections on AOTPD Activities



As introduced in the figure above, teachers evaluated their asynchronous OTPD experiences with a critical attitude in various ways. The identified codes in the figure were categorized in order to represent them in an organized and structured way.

4.1.3.2.1. Insufficient Support and Feedback

This category basically implies teachers' concerns about limited support and feedback they get in an isolated learning environment. Accordingly, the identified codes "Offering Limited Support'' (88.9%), "Limited Feedback and Evaluation'' (55.6%), "Isolated Learning'' (27.8%) were merged under this category. The codes demonstrated that teachers needed an immediate support to be able to overcome the challenges during their learning experiences, however; the feedback or evaluation introduced was not adequate, making them feel a sense of loneliness in their learning process, which negatively effects their engagement and professional growth.

Teachers who narrated about insufficient support and feedback in their narrative inquiries have stated as in the following table.

Table 35: Quotes for Insufficient Support and Feedback

Interviewee: " Hocam, unfortunately there was no specific support, there was nothing I could consult, even at one point I wished there was something like live support section on as in Trendyol. (laughs) " (Participant 17, Narrative Inquiries) *Interviewer: "What do you mean by that?"* *Interviewee: "For example, let's say, there are some methods and techniques given in the trainings, and I had a problem while applying them or while they were explaining them, something stuck in my mind, taking into account my own class, in this sense, I think it would be great if there was a platform where I could actually get support or ask about it. Even artificial intelligence can be developed in this sense. " (Participant 17, Narrative Inquiries)*
" Sometimes I was very lonely. In one of the trainings, it was implied that the problems faced by teachers often had to be solved alone. This was demoralising for me because there are times when I feel lonely in the classroom when communicating with both students and parents. And, in fact; I was also alone while watching the training and there was no one to talk about this problem. I think this training only provided me with theoretical knowledge; it did not give me enough ideas on how to get support in practice." *" I think a discussion forum, or a live broadcast can be added at the end of asynchronous trainings. This could provide a space for teachers to share, ask questions and connect. I mean that a platform that will reinforce our learning and provide feedback is absolutely essential. At least it would be easier to get support we needed this way." (Participant 3, Narrative Inquiries)*
" One of the shortcomings expected from such training is of course the lack of feedback. You can't ask anyone anything, then you have to search for things you don't understand with your own efforts. Or, although there were small quizzes in some trainings, there was no area where I could evaluate myself in general. I think these are big deficiencies." (Participant 8, Narrative Inquiries)
"In fact, it is not possible to feel direct individual support in these asynchronous trainings, because such trainings can often feel like a process where we are left alone on the other side of a screen." (Participant 13, Narrative Inquiries)

According to the quotations of teachers, they criticized asynchronous OTPD for limited structural support offered. They evaluated those trainings as too individualistic process lacking in specific feedback mechanism or scaffolding to support their learning process. Although participants appreciated the interactive tasks integrated into the slide-based training sessions, particularly the inclusion of activity outcomes presented as feedback, they noted that this feedback lacked individualization and was not sufficiently tailored to their specific instructional needs. As a result, this limited support was also perceived as a handicap by teachers to evaluate their own learning

progress. Therefore, teachers came up with some alternative ways in their statements to improve the training platform to be able to get the support they needed.

4.1.3.2.2. Low Classroom Relevance and Practical Application

This category was separated for concerns of teachers criticizing the training content for being not contextual and relevant to real classroom practices. Indeed, the identified codes "Not Contextual/ Relevant to Real Classroom'' (72.2%), "Too Theoretical/ Not Practical'' (38.9%), "Offering Limited Concrete Examples'' (27.8%), "Not Realistic'' (22.2%) implies a mismatch between training content and real instructional practices in the classroom. This detachment also affects the applicability of those trainings in real professional practices. Besides, overly theoretical content and lack of concrete examples in the trainings was another deficiency of trainings which leaves teacher helpless about their real practices.

Teachers who expressed their concerns about low classroom relevance and practical application have stated as followings in the table.

Table 36: Quotes for Low Classroom Relevance and Practical Application

"Hocam, the conditions are different, yes, maybe it can be applied, and as I said the content is really good for us. But the applying things is very, very difficult, it often feels like we are talking utopian. Classes are very, very crowded, the number of children with discipline and behaviour problems is very high, and when I think about these, I say 'come on and adapt these in Istanbul conditions'." (Participant 25, Narrative Inquiries)
" Before starting the trainings, my expectation was to gain more practical knowledge and methods that could be applied in the classroom. I was also hoping to find more in-depth analyses and solution-oriented suggestions about the difficulties experienced by teachers. I was especially expecting to hear concrete suggestions about problems such as the pressure to catch up with the curriculum and the individual differences of students. However, I was disappointed from time to time because most of the trainings were incredibly theoretical, I was really inadequate in terms of what I could do with this information. I can say that the trainings that I left with great excitement at the beginning and filled my diaries full turned out to 'puffff' the moment they came to the classroom environment. In fact, I realised at that moment that there was not enough direction or guidance on practice in the trainings." (Participant 12, Narrative Inquiries)
" Of course, I had difficulties, first of all, I can say that the examples given in some trainings are insufficient. In this sense, some things remained very abstract in my opinion because there were no solid examples. For example, there were not enough examples of how technologies such as augmented reality can be used in the classroom, and this left what I learnt empty." (Participant 24, Narrative Inquiries)
" For example, in one training we were talking about communication with parents, and it was emphasised that we should approach problems such as parents interfering with

teachers' decisions by setting limits. However, this approach did not seem realistic to me, as if we have never tried them. Anyway, such interventions can be very tiring. The solutions offered by the training on this issue were not satisfactory enough, they were just things said for the sake of saying them." (Participant 5, Narrative Inquiries)

As the quotes implies, teachers evaluate their asynchronous trainings as unrealistic, being inadequate to reflect real classroom conditions. In other words, while the content was generally aligned with teachers' classroom needs and challenges, its presentation like offered suggestions failed to account for the specific constraints, contextual complexities, and nuanced realities of their individual teaching environments. Additionally, overly theoretical content without specific examples left teachers unsure about how to apply their learnings in their actual teaching environments. Therefore, asynchronous OTPD was perceived as insufficient to address the realities of classroom practices, thereby diminishing its practicality in actual pedagogical contexts.

4.1.3.2.3. Monotonous Design and Limited Engagement

Another category reflecting teachers' concern about asynchronous OTPD stemmed from the learning design, programs' tone, content and form. In fact, the codes "Limited New Learning/ Repetitive Content'' (61.1%), "Not Interactive/ Engaging'' (50.0%), "Boring/ Not Motivating'' (61.1%), "Monotonous/ Old-Fashioned'' (22.2%), "Too Academical Language'' (16.7%), "Not Inspiring'' (16.7%) implies the logistical and structural challenges teachers face during their learning experiences.

Teachers who mentioned about monotonous design and limited engagement have stated as in following table.

Table 37: Quotes for Monotonous Design and Limited Engagement

" I think it would be unfair for me to say that all of these trainings created a change in my existing philosophy. For example, in a few trainings, I realised that they put in front of me the things that I had seen at university or throughout my professional life. What would happen if I took this training or not? Okay, maybe it can be useful to remind me of these things, let's appreciate it again in this respect, but while I can spare time for professional development with great sacrifice in such a limited time, I would like to provide this development in more innovative subjects that I personally do not know or that arouse curiosity in me. Not the things that we as teachers have been specialising in for years. You can actually do that at some point. The same content but differentiated. For example, no one can say that a subject like classroom management is unimportant. However, when we listen to the things we have been listening to for years, people say 'enough is enough'. Instead of that, we can now differentiate the content according to our real challenges in our classrooms, or according to the students with different learning styles, or let me be more specific. Cultural diversity or class size are serious realities in the context of Istanbul. So what should I add or subtract in classroom management in these situations?

If a content was prepared for me in this sense, I am sure that hocam we would be talking about how simple but rich the content is here right now." (Participant 18, Narrative Inquiries)

" Of course I had difficulties, hocam. Lack of interaction was already the main difficulty. Although different perspectives were presented from time to time, it did not create that satisfaction for me. The perspectives presented on the screen do not give you the enlightenment that comes from discussing with your colleague. It was as if the training was not over for me because I did not know whether I was thinking correctly or not. In fact, the training did not cause lightning to flash in my head, I could not be a Frankenstein and come alive." (Participant 17, Narrative Inquiries)

" Honestly, there was no area where I was motivated while listening. I mean, learning something new motivates me a lot. Yes, but there was no training at the points I wanted. I mean, they were things I knew. So frankly, I had no motivation during the training." (Participant 26, Narrative Inquiries)

" Some videos were very long and monotonous. The content never surprised me and always proceeded in a monotonous and stable mode. Content that constantly progressed in the same format gave me difficulties in gathering my attention and motivation. Although different things were tried to be tried in some trainings, which I really appreciated hocam, I still don't think it went beyond old-school." (Participant 13, Narrative Inquiries)

" In my opinion, a training in asynchronous format can only be listened to if it is given by a very expert person, and that person should tell it in a story format, in a way that will appeal to all of us, even as if telling a story, slides full of academic words that I have already forgotten do not interest me personally." (Participant 3, Narrative Inquiries)

As could be inferred from the quotations, teachers did not find some asynchronous OTPD intellectually stimulating or emotionally engaging. Accordingly, teachers could not be able to follow the training intrinsically motivated or to engage themselves to the content with which they were already familiar with. In fact, teachers valued the importance of the topics introduced in the trainings to a great extent; however, they still asked for a relevant differentiation and presentation of those contents. Participants particularly perceived the video-based training sessions as monotonous and outdated, emphasizing that the format lacked the dynamism and relevance necessary to maintain engagement and reflect contemporary instructional practices. Instead of predictable and monotonous delivery, teachers requested more innovative, engaging, relevant PD programmes, arousing curiosity and inspiration in their learning journey. For this reason, they liked the slide-based trainings with novel interactive elements; however, not all sessions still could not be able to succeed in capturing teachers' sustained professional interest or motivation.

4.1.3.2.4. Technical and Delivery Challenges

This category basically reflects the challenges of teachers stemming from technical and delivery issues. As the codes “Technical Barriers’’ (55.6%), “Dissatisfaction with Presentation’’ (44.4%), “Time Wasting’’ (33.3%), “Not Relevant to AOTPD’s Nature’’ (27.8%), “ “Problematic for Time Management thereby Tiring’’ (50.0%)’’ implies, teachers raised some concerns with the technological infrastructure and pedagogical delivery of asynchronous OTPD, which disrupts the learning process of teachers.

Teachers expressing concerns about technical and delivery challenges have uttered as in the followings in the table.

Table 38: Quotes for Technical and Delivery Challenges

“ I did not have any difficulty in the digital sense. But, as you know, there were those interactive trainings. There, it seemed like one or two pages did not open at some points. I waited and waited and waited. I reloaded the page again, and this time it emphasised that I had to take the training from the beginning again. This was a bit of a waste of time for me, frankly. Now, with many apologies, I have started to calculate 5 minutes due to the intensity of my schedule. So it wasted my time. I could not see some pages. I couldn't give my answers, frankly.” (Participant 26, Narrative Inquiries)
“ In some trainings, there were serious problems in terms of presentation, this demotivated me a lot, we are all teachers, I think no one should lecture in a flat tone of voice without using hand and arm, this satisfies neither the children nor me. The narrator is also another problem for me, they were obviously not motivating or individuals who used the tone of voice effectively. In the trainings that were already in narrator format, most of them were reading from the screen, I said to myself, can such a thing happen? Apart from that, although I appreciated the interactive trainings in terms of their use of English, I was not very satisfied with the fact that they were presented as slides, the training was not fluent, I had to constantly advance myself and I felt as if I was navigating in an application. In addition, the activities, tests, etc. that were put in between really disrupted the flow, prolonged the process a lot. I understand that they are waiting for feedback, like whether I understood it or not, but I didn't need this much, I was frankly very demotivated.” (Participant 32, Narrative Inquiries)
“ I don't like the technique in Öba anyway because it is really difficult to fast forward and go backwards, and it is really difficult to open the training from the beginning again. In that sense, I think this process was not healthy at all, stressing me a lot. 20 minutes of training sometimes happened to me 45 minutes, it also disrupted my time management, frankly, it overwhelmed me. “ (Participant 8, Narrative Inquiries)
“ Especially the interactive trainings, although they seemed short, lasted incredibly long. The duration of the videos made it difficult for me to maintain my attention and caused me to have difficulties in time management. In order to cope with this difficulty, I tried to watch the videos by dividing them, but from time to time it distracted my attention. I don't understand why they expected so much feedback from us that there is no environment to

discuss. It's called asynchronous. I have no interlocutor, no one to discuss with. So there is no social aspect. They designed some activities to test what we have learnt, but I think this time, if they had put the mentioned methods in video format, and even though we were still a passive observer, that is, we did not have the chance to try it individually, we would observe it, maybe later we would open it and apply it by looking at it again and again. At least it would be a format suitable for asynchronous." (Participant 11, Narrative Inquiries)

"Especially the interactive trainings did not end late, it took me hours when I said question answer question answer, moreover, I was angry when it seemed shorter through the system in terms of time and took up much more of my time, obviously. I was very, very tired, and I'm already even more tired. After all, there is a work-life balance, right? It is important for my mental health to establish this, but this lack of time made me have difficulty establishing this balance and returned to my tiredness as tiredness." (Participant 29, Narrative Inquiries)

As expressed in quotations, teachers had various technological difficulties during the trainings and those difficulties resulted in one of the most discussed concerns in narrative inquiries, which also could be attributed to time-related concerns. This problem was especially expressed by teachers who priories time conscious professional development in the aim of managing work-life balance in their private life. Additionally, the presentation format was not welcomed by teachers deviating the core principles of asynchronous OTPD, preferred by teachers for its flexibility in terms of time. The findings basically highlight that participant teachers valued the technological readiness and instructional design quality in their professional development activities in order to make use of the limited time well separated for their professional development.

Based on the findings presented for post evaluations of teachers about asynchronous OTPD, the end of those activities could be interpreted as the phase at which teachers felt unsupported most. Although they had appreciated the trainings as an opportunity to reflect on their professional practices encouraging them to initiate necessary changes, they have often found themselves alone in actual implementation. The useful content alone could not offer the support teachers needed after trainings.

Besides, technical and other technological barriers was perceived as a threat by teachers trying to manage a work life balance in their lives. While teachers appreciated the inclusion of new interactive and evaluative elements within the trainings, they simultaneously criticized the lack of balance in their implementation, noting that the

intensity of interactivity made the sessions excessively long and, at times, overwhelming.

In conclusion for evaluation of teachers' asynchronous OTPD experiences, their initial attitudes were mostly positive reflecting an enthusiasm for the training process. However, as they started to engage in those programs, they have become more critical especially when it comes to implementation of their learnings. The limited support, feedback and interaction led to a sense of isolation for teachers, which makes it harder to apply their learnings in their instructional practices.

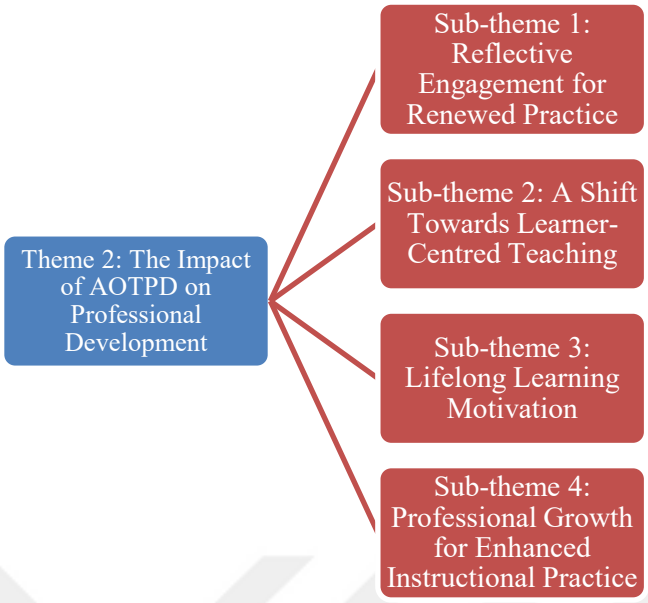
Nevertheless, teachers' evaluations encompass dual evaluation, including both appreciation and criticization about those programmes. While most of them appreciate the flexibility and practicality of those programmes in terms of a sustainability for their professional growth despite their busy professional schedules, they have also some criticization for the challenges they have during the trainings process. Therefore, this dual perspective facilitates to suggest improvements for more efficient programmes from the perspective of participants.

4.2. Theme 2: The Impact of AOTPD on Professional Development (RQ2)

The second research question of the study focuses on the impact of those programmes on professional development of English teachers. In this respect, reflective journals and narrative inquiries were analysed. The teaching philosophy tasks were not included in data analysis for providing the data about before teachers' actual engagements in those activities. Therefore, reflective journals were analysed to comprehend teachers' perceptions of their professional growth following each asynchronous activity. And narrative inquiries gave insights about teachers' reflections about the impact of activities in a longer term.

Following the analysis of journals and transcriptions, 4 key sub-themes have been identified for the second research question of the study as illustrated in the following figure.

Figure 16: Visual Representation of Findings: Theme 2



4.2.1. Sub-theme 1: Reflective Engagement for Renewed Practice

Most of the participants mentioned about the impact of asynchronous OTPD to encourage them in professional reflection, enabling an awareness about their actual teaching practices in the classrooms. This strength of asynchronous trainings was consistently highlighted across both reflective journal entries and narrative inquiry interviews as illustrated in the following table.

Table 39: Cross-Source Representation of the Sub-theme: Reflection on Professional Practice

Data Source	Coded Documents	Percentage	Percentage (Valid)
Reflective Journals	99	77,3	100,00
Narrative Inquiries	17	94,4	100,00

According to the table, the sub-theme was identified in 99 reflective journals, reflecting 77.3% of journals. This demonstrates that almost all of the participants regularly engaged in reflective thinking process by also refreshing their previous learnings during their asynchronous OTPD experiences, which could be considered as a positive outcome of those activities.

Furthermore, the theme was also identified in 17 narrative inquiry transcriptions, representing 94.4% of all interviews. This finding points out that teachers consistently continue to their reflection and refreshment with more critical evaluation of their professional development.

Across both data collection instruments, participants mentioned about the refreshing impact of those trainings in terms of remembering their previous knowledge. More specifically, the trainings served as a reminder of theoretical knowledge, technical and academical terms participants learned during their university years. Therefore, it could be asserted that those trainings have reinforced participants previous learnings as quoted in the following:

Table 40: Quotes for Reflective Engagement for Renewed Practice

"First of all, the examples he gave reminded me of the terminological name of some of the materials I use in the classroom. (Participant 24, Reflective Journal 4)"
" I had the opportunity to refresh my knowledge in this training. It's been 12 years since my graduation, and during the past time, I've involuntarily moved away from what I've learned." (Participant 12, Reflective Journal 3)
" The majority of the trainings were actually a repetition of methods that I already knew or had already used in my professional practice. At first I was a bit disappointed by this situation. However, as I completed the trainings, I realised that this repetition also provided some kind of benefit. Reviewing what I knew, reinforcing my practices and evaluating them from a different perspective was actually more useful than I thought. (Participant 13, Narrative Inquiries)

As could be implied from the quotations of participants, this refreshment also provided learners a space to reflect on their teaching practices with an awareness about their professional practices. In other words, recalling their prior learning experiences prompted participants to critically reflect on their own professional practices, leading to increased awareness in this regard as clearly stated in the quotations below.

" The trainings helped me to update my knowledge. Since I am in my 26th year of teaching, I realized that I was a bit lacking in terms of terminology and other theoretical knowledge. Reminding them also made me question myself and my behaviour in the classroom a lot. (Participant 29, Reflective Journal 1)"
" For example, I use game-based learning applications and interactive digital materials more frequently in my lessons, which is actually important in terms of student motivation and participation. I also asked for help from my teachers in this sense. I am also thinking of adapting positive reinforcement methods to digital platforms to increase student motivation. It is very strange that we have forgotten these concepts... We know these

things, but when you remember them, you say, 'Why don't I do these things? In fact, it is really pathetic to ignore the things they say at the university over time. (Participant 9, Narrative Inquiries)"

Apart from this refreshment, participants also mentioned about the reflective dimension of those trainings encouraging them to re-consider about their professional practices in the school while also questioning about their strengths and weaknesses as a teacher in their classrooms.

' While thinking about some of the methods during the training process, I actually questioned myself about the classroom management and order, which was seriously emphasised in one of the trainings. Previously, I did not care much about the routines or habits or seating arrangements in the classroom, they were not incredibly important to me. However, these trainings emphasised their impact on the classroom atmosphere and students' motivation. It also raised my awareness. Now, I have made a more systematic planning for practices such as changing seating arrangements according to activities and class contracts. (Participant 32, Narrative Inquiries)"

" Communication and interaction is very critical for all of us and I realized again how important it is to draw boundaries since technology is used by everyone. In this training, I realized that I responded to parents after 18:00 because I could not 'say no' and I had to create boundaries for this again. From now on, I will not respond unless there is an emergency. (Participant 31, Reflective Journal 2)"

" I thought that I should use different techniques for the topics in the textbook and renewed myself about how I should handle the source books. I had the opportunity to refresh the knowledge I learned in my university education. I plan to reflect the knowledge I have gained in my professional practice by using many methods and techniques. Understanding that when textbooks are not sufficient, it is necessary to change their content and use different sources has been one of the biggest advantages for me. (Participant 2, Reflective Journal 4)"

According to quotations of teachers, they have started to become more critical about their professional practices since they involved in a reflective thinking and professional awareness. That increased awareness about their professional practices led participants to adopt a more critical and reflective stance toward their future professional development plans, as evidenced in the narrative inquiries.

" The trainings gave me the opportunity to see both my strengths and weaknesses. In my professional development from now on, I plan to do more questioning, to critically filter the methods and to evaluate what I have learnt more carefully before adapting it to the real classroom environment. In other words, if I do not put the awareness I have gained in any order and make a plan, everything will be in the air, in this sense, I definitely need to proceed step by step, systematically but decisively. (Participant 26, Narrative Inquiries)

" Firstly, I need a needs analysis, in which sense students need digital platforms and how they learn best, and then I need to do the necessary research and support myself with the necessary platforms in this sense. In this way, I will be able to see which skills I can support in which sense, and I will have done research with a clear strategy in this sense. (Participant 8, Narrative Inquiries)"

In conclusion, asynchronous OTPD facilitated teachers' reflection on their own learning processes by providing a space that was both intellectually stimulating and refreshing. The professional awareness as a result of this reflection helped teachers to adapt more critical approach for their future professional development plans. Therefore, it could be claimed that asynchronous OTPD has an impact on participants to encourage professional reflection and awareness not only for their teaching practices, but also for their professional growth plan.

4.2.2. Sub-theme 2: A Shift Towards Learner-Centred Teaching

Another observed impact of asynchronous OTPD was its role in encouraging a shift toward student-centred teaching practices. Although the participant teachers did not always state that the trainings directed them toward student-centred teaching explicitly, their reflections implied such an influence. In other words, even though they did not directly refer to student-centred pedagogy as an outcome of those trainings, certain expressions in both their reflective journals and narrative interviews revealed that the trainings actually supported this approach and encouraged them to adopt more student-centred teaching practices as illustrated in the following table.

Table 41: Cross-Source Representation of the Sub-theme: A Shift Towards Learner-Centred Teaching

Data Source	Coded Documents	Percentage	Percentage (Valid)
Reflective Journals	44	34,4%	100,00
Narrative Inquiries	16	88.9%	100,00

According to the table above, encouragement for student-centred teaching in asynchronous OTPD was determined in 44 reflective journals, referring to 34.3% journals. This means that a significant proportion of participant teachers uttered

practices related to student-centred teaching during their asynchronous OTPD engagements.

These practices appeared more in transcriptions of narrative inquiries. Nearly all of the participants, representing 88.9% of all interviews, mentioned about their student-centred practices following their asynchronous OTPD engagements.

In both sets of data, teachers specified their teaching practices revealing a shift towards learner-centred teaching. However, in reflective journals, this shift is based on the encouragement of trainings for more learner-centred pedagogy. Therefore, they expressed their instructional plans for more learner-centred teaching in their classrooms as in the quotes below.

Table 42: A Shift Towards Learner-Centred Teaching

" I have set my goals. I aim to make the resources I use more diverse and to diversify my methods of using them. Thus, I think that students will internalize the lesson more and my feelings in the classroom will be better. I believe that I should definitely reflect the knowledge I gained in this training to my classroom practices for my students' success and improvement. (Participant 1, Reflective Journal 4)"
" In particular, techniques used to engage students, encourage participation, and maintain discipline introduced innovative approaches to my knowledge in this field. These insights have contributed to my professional development by restructuring my classroom management strategies, enabling me to interact more effectively with my students. (Participant 9, Reflective Journal 1)"
" The knowledge that enriching resources with various digital tools can better meet students' individual learning needs, which I learned during the training process, reinforced my need to develop this skill. Gaining competence in preparing digital materials is important for me to provide a more effective learning experience for my students. I plan to reflect the methods I learned in the training to my professional practice by enriching my course content and using online resources more efficiently. (Participant 3, Reflective Journal 4)"

As could be inferred from the quotes of participants, as they engaged in asynchronous OTPD activities, they have started to think about their instructional practices putting students at centre of the learning process. In other words, teachers expressed their intentions to design their activities, materials, and overall lesson plans in alignment with the individual and collective needs of their students, aiming to enhance academic development within rich and supportive learning environments.

On the other hand, in narrative inquiries, teachers' utterances were clearer and more direct to express their adaptation of learner-centred teaching. Besides, teachers

narrated their learner-centred implementation stemming from their empathetic awareness of students' individual needs and contexts. It means that the content introduced in asynchronous OTPD helped teachers evaluate the learning process from the perspective of learners; therefore, teachers regulated their instructional practices to address individualized needs of students.

" It helped me to better understand the emotional needs of my students in the learning process. The feeling of loneliness I experienced made me realise that my students can sometimes experience similar feelings during the learning process. In this sense, I tried to create a more inclusive and participatory environment with plenty of feedback. (Participant 25, Narrative Inquiries)

" I think it will have a positive effect on my classroom practice as a more effective classroom management, a more collaborative learning approach, a more innovative teacher, a teacher who is more open to innovations in his/her professional development, a teacher who plays every string for his teachers. In addition, this training process has helped me to understand my students better and I will support my students in this sense. Because I would not want to be a teacher who is working his 30th year in an education where those heavy terms are presented. In this sense, it is very important to see each student differently and to address their needs. (Participant 1, Narrative Inquiries)

" After the trainings, I tried to do more for my students. I think doing something for my students strengthened our bond. I tried to make learning more meaningful and fun by creating content according to the interests of my students. I want to support this process more in terms of materials or technological, digital games. I hope I can do it. (Participant 22, Narrative Inquiries)

" I want to provide individual and differentiated solutions. I think it is essential to understand the basis of a student's behaviour, rather than seeing a student who causes trouble in class as a problem. Maybe that student lacks motivation or is bored with the lesson. In this case, it may be possible to prepare special activities for him/her in the first place and then liberate him/her by making him/her take responsibility over time. (Participant 3, Narrative Inquiries)"

" I started to use more creative and student-centred methods with the students in the classroom. I try to understand my students more and come to the classroom with activities suitable for them. (Participant 32, Narrative Inquiries)"

" I think that my lessons have become more student-centred. Now my students are at the basis of all kinds of planning, I think it has always been like that in the trainings. This was emphasised frequently. In a way, I was already a student-centred teacher, but I think it was nice that the trainings emphasised this. (Participant 16, Narrative Inquiries)"

To conclude, teachers conveyed both implicitly and explicitly that the asynchronous OTPD activities had a considerable influence on their inclination to adopt learner-centred pedagogical approaches within their instructional practices. Consequently,

teachers have increasingly begun to design their lessons in alignment with students' individual needs, interests, and emotions, revealing a shift toward more responsive and student-centred instructional planning.

4.2.3. Sub-theme 3: Lifelong Learning Motivation

Another impact of asynchronous OTPD on teachers' professional development was to motivate them in terms of lifelong learning in their profession. Most of the participants mentioned about motivating aspect of those programmes to pursue their continuous learning in their careers. This motivation was identified in reflective journals and narrative inquiries of teachers as illustrated in following table.

Table 43: Cross-Source Representation of the Sub-theme: Lifelong Learning Motivation

Data Source	Coded Documents	Percentage	Percentage (Valid)
Reflective Journals	55	43%	100,00
Narrative Inquiries	15	83%	100,00

According to the table, this motivating aspect for lifelong learning was mentioned in 55 of reflective journals of participants, corresponding to 43% of journals. This suggests that a substantial number of participants acclaimed the motivating aspect of those trainings in their journals.

As for narrative inquiries, this aspect was mentioned in 15 interviews, reflecting 83% of journals. This situation reflects that most of the teachers expressed their motivations to continue their professional growth in nearly all the transcriptions.

In both reflective journals and narrative inquiry transcriptions, teachers mentioned about incentive dimension of trainings to continue to their careers committed to lifelong learning. This incentive aspect inspired them to attend alternative trainings to further enhance their professional practices as could be implied from the quotations below.

Table 44: Quotes for Lifelong Learning Motivation

" The most motivating part was the examples of how to increase student engagement with digital tools. This made me want to implement new strategies to increase student

engagement in my courses. In addition, I aim to improve myself in digital content production; preparing student-centered materials will allow me to play a more active role in the teaching process." (Participant 16, Reflective Journal 4)

" In this training, I have observed that digital resources and applications enable students to take a more active role in the learning process. This motivation can help me manage the learning process more effectively by making my lessons more dynamic. I believe that the use of technology can increase students' interest in learning, which will help me improve classroom achievement. I want to improve myself in the preparation of digital materials and the effective use of online tools. I have found that technology-assisted instruction increases the level of interaction and interest, especially in foreign language classes." (Participant 9, Reflective Journal 3)

" I even plan to take a look at the other suggested modules at the end of the training and thank the 10 friends who contributed to the production. I would like to continue to participate in such trainings." (Participant 19, Reflective Journal 4)

" In this process, I felt highly motivated and open to innovations. Realizing that I could use the resources at my disposal in different ways motivated me and made me think creatively. My stress level decreased." (Participant 9, Reflective Journal 4)

" I think the most important gain I got from these trainings was how valuable it is for every teacher to refresh their knowledge and meet new methods throughout their professional life. For example, yes, technology was part of my philosophy, but the trainings reminded me once again that I need to increase the use of technology in education more effectively. So in a way, these trainings were a way of saying to me, "OK, you say it is important, but what are you doing for it?". As a teacher, especially we should always keep learning. No matter how much we criticize the trainings, I think it is very important for everyone to have this gain." (Participant 13, Narrative Inquiries)

" Especially in terms of technology, as I mentioned, artificial intelligence or augmented reality attracted my attention in the trainings, yes, I say let's apply it, but I need to consider the context and make a clear plan, and I should definitely attend trainings in this sense before that, because I feel incomplete. Language academies provide a lot of support in this sense, but I do not participate, because I feel inadequate, it is sometimes difficult to go beyond my comfort zone to learn and analyse, and I do not like technology very much in terms of subject matter. Apart from that, maybe podcasts or videos from YouTube will be useful in this process, and I definitely plan to share with my colleagues." (Participant 24, Narrative Inquiries)

In light of the quotations previously presented, teachers' engagement in asynchronous OTPD fostered a desire to engage in further learning, promoting self-directed development professionally. Therefore, those trainings served as a reminder for teachers about the importance of lifelong learning as a teacher. As a result, teachers explicitly mentioned about their instructional and professional plans to stay up to date in their professions although it was hard to be out of their comfort zone at the beginning of the process. Accordingly, it could be concluded that asynchronous OTPD has a

significant impact on participants in terms of encouraging them to be lifelong learner teachers.

4.2.4. Sub-theme 4: Professional Growth for Enhanced Instructional Practice

Participant teachers reported the changes of their instructional practices following their training experiences. Most of them acknowledged the impact of asynchronous OTPD to bring an innovation in their teaching practices by encouraging them for a change for better practices in their classrooms. This practical variation occurred consistently in their reflective journals and narrative inquiries as demonstrated in the following table.

Table 45: Cross-Source Representation of the Sub-theme: Professional Growth for Enhanced Instructional Practice

Data Source	Coded Documents	Percentage	Percentage (Valid)
Reflective Journals	66	51.6%	100,00
Narrative Inquiries	16	88.9%	100,00

As illustrated in the table, the alternation of teachers in their instructional practices was stated in 66 of reflective journals, referring to 51.6% of them in total. This finding illustrates that more than half of the teachers has mentioned about their plans for their teaching practices following their participation to asynchronous OTPD activities.

In online conducted interviews, this impact was identified in 16 interviews, addressing to 88.9% percentage of the transcriptions. This finding simply suggests that nearly all the teachers in interviews expressed their enhanced teaching practices subsequent to asynchronous activities.

The table below represents quotations of teachers reflecting this impact of asynchronous trainings.

Table 46: Quotes for Professional Growth for Enhanced Instructional Practice

"I will now look at the objects around me in a different way. For example, I plan to use the trees outside the classroom window or objects in the environment as lesson materials. I also plan to diversify my resources by incorporating original materials I find on the internet into my lessons to create an enriched learning environment that is not dependent on textbooks. (Participant 8, Reflective Journal 4)"

“ I especially plan to try the TATE model in my classes with appropriate resources. Task-based activities that can be applied at the end of the topics will be effective both for students to reinforce the knowledge and to be more motivated. (Participant 6, Reflective Journal 3)’’

“ I will try to use the knowledge I have gained from this training, especially in speaking activities that I can use in my own branch. I will expect my students to express themselves and try to observe the effects of what they experience in their own environment on their school life in the activities. At the same time, I will give my students the ability to be part of a whole, even more group activities. (Participant 1, Reflective Journal 2)”

“ What I was most impressed by in this training was the way it was recommended to try to negotiate with students about their behaviour. In the best case scenario there would be no more problems with classroom management and rules, in the worst case it would be a good writing activity. I also think that assigning students and having each student have a different responsibility is a method worth trying. (Participant 27, Reflective Journal 1)”

“ By applying the knowledge gained from the training, I successfully incorporated these tools into my classroom management, creating a more effective online teaching process. As a result, I improved my ability to use digital tools efficiently in classroom management. (Participant 9, Reflective Journal 1)

“ The issue of individual differences, which was also emphasized in the trainings, actually made changes in my practice. Apart from that, maybe the negative aspect of these trainings is also a reason for this change. In fact, I want to say that I decided to adopt a more flexible educational approach by taking into account the individual differences of my students. But after these trainings, I also realized that I cannot solve every situation with one method. So now I try to develop methods that will be suitable for different situations. Like Plan A, Plan B. (Participant 2, Narrative Inquiries)

“ Yes, I was very interested in the flipped learning. In fact, I got into a mindset that we know things, but why don't I use it, and I talked to a few of my friends. I started practicing it, especially in the 5th grade because they are preparatory. And the results were not bad, my time in class increased more. (Participant 7, Narrative Inquiries)”

According to the quotes above, the content of trainings inspired teachers to modify their teaching practices for introducing better teaching to their students. As an outcome of this inspiration, teachers planned to apply the recommended methods or techniques in their real classroom environments more consciously. Indeed, they also engaged in further research to realize a meaningful differentiation in their teaching practices. In other words, teachers introduced a variation in their materials, resources, methods, and overall teaching practices by adopting a more flexible instructional approach to better address the diverse individual needs of their students.

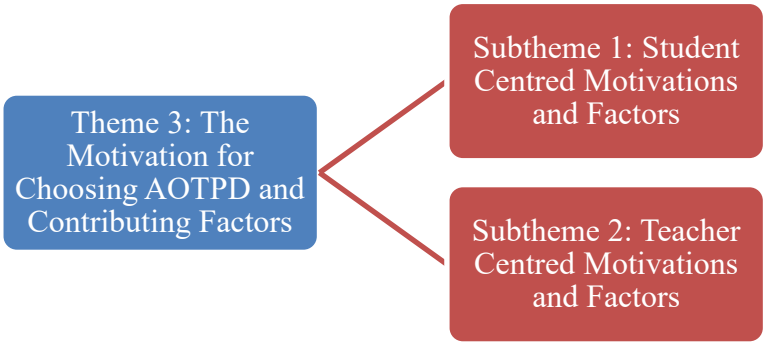
As a conclusion for the impact of asynchronous OTPD on their professional development, it could be asserted that asynchronous OTPD stimulated teachers to reflect on their instructional practices by providing an awareness which led them to make meaningful adjustments in their instructions. According to statements of participants, asynchronous OTPD has a motivating influence on teachers, defining himself/herself as a lifelong learner through their career years. Therefore, asynchronous OTPD could be described as a significant driving force supporting teachers' professional growth in both cognitive and emotional dimensions, enhancing not only the pedagogical expertise but also professional, self-awareness and motivation.

4.3. Theme 3: The Motivation for Choosing AOTPD and Contributing Factors (RQ3)

The third research question of the study aims to explore the motivations of teachers behind their participations in asynchronous OTPD activities. To answer this question, teaching philosophy task, reflective journals and narrative inquiries were analysed to investigate why those teachers choose to engage in those activities and contributing factors or reasons for this choice.

Building upon the data analysis of TPSs, journals and transcriptions. 2 sub-themes have been determined for the participance motivations of teachers as illustrated in the following figure.

Figure 17: Visual Representation of Findings: Theme 3



4.3.1. Subtheme 1: Student Centred Motivations and Factors

Majority of teachers pointed out their passion to empower their students in every aspect for their motivation to engage in asynchronous OTPD. Namely, teachers' main reason to continue to those programmes is to support the growth of their students not only in their academic achievements but also in their personal development and social skills. The data sources are evident for that motivation as in the following table.

Table 47: Cross-Source Representation of the Sub-theme: Student-Centred Motivations

Data Source	Coded Documents	Percentage	Percentage (Valid)
Teaching Philosophy Statement Task	29	90.6%	100,00
Reflective Journals	11	8.6%	100,00
Narrative Inquiries	13	72.2%	100,00

Based on the table above, the student-centred motivation of teachers for their participation was mentioned in 29 of teaching philosophy tasks with 90.6 percentage in total. Accordingly, almost all teachers expressed their approaches to professional growth by outlining their teaching philosophies that prioritized students.

In reflective journals, the percentage is lower compared to other data sources simply because of teachers' statements evaluating their ongoing engagements rather than expressing their motivations. Still, 11 reflective journals, corresponding to 8.6% of journals implied student-centred motivations for teachers' participations.

In narrative inquiries, that motivation was encountered in 13 of transcriptions, responding to 72.2% of all data in this source. This finding indicates that teachers narrated about their motivation to sustain their professional development in the aim of supporting their growth across all dimensions.

In all data sources, participants expressed about their student-centred motivations for their asynchronous OTPD choices as illustrated in the following table.

Table 48: Quotes for Student-Centred Motivations

" My main goal is not only to increase their academic achievement, but also to raise them as individuals who are beneficial to society and to provide them with lifelong learning skills. In this process, helping them discover their own potential by supporting their self-confidence is also among my primary goals. That's why I need to learn continuously. (Participant 6, Teaching Philosophy Task)"
"One of my biggest goals is to ensure that my students are able to express themselves in English. I believe in the importance of professional development and lifelong learning, and I think that I should constantly progress in this direction. I try to include different techniques by renewing myself in teaching and in this way, I set an example for my students. (Participant 3, Teaching Philosophy Task)"
" As an educator, my primary goal is to make my students love learning, to make lifelong learning a part of their lifestyle and to teach them to learn. It is very important for me to adapt the content of the curriculum to the interest, ability and level of each student based on original, innovative and contemporary teaching methods, and to reinforce it with practices and activities by making real-life connections. (Participant 22, Teaching Philosophy Task)"
" Students remember how we treat them more than what we teach them. This is something I often remind myself in my professional life. In my opinion, a good teacher is, first of all, someone who can empathize very well, who can maintain a good relationship with his/her students by providing a safe-positive learning environment, who is aware that his/her students can learn a lot from their mistakes, who allows them the luxury of making mistakes, and who constantly updates himself/herself in this context. (Participant 29, Teaching Philosophy Task)"
" If separate trainings were provided for teachers in Istanbul conditions, or I don't know, maybe for big cities, in terms of cultural diversity, because for example, I have a lot of Syrian students, or our classes are very crowded, and it is difficult to balance students of different levels in the same class. I think if more practical information and suggestions were provided considering all these, continuity in terms of participation in these trainings would be clearly ensured. (Participant 8, Narrative Inquiries)"
"I was very interested in making my classroom even more democratic or the role I portray for my students during the trainings. After all, as teachers, we do what we do mainly to raise our students well and to develop them in every sense. I think even our participation in these trainings is an example of this mentality. Aren't we hocam? (Participant 18, Narrative Inquiries)"

In light of the quotations previously presented, the motivation behind teachers' engagements in those programmes encompasses various dimensions prioritizing learners in the teaching and learning process. Despite the diversity in students' cultural and academic level differences, teachers have tried to find effective ways to encourage

all students' academical success by setting an inclusive and positive learning environment. Apart from that, they also intend to support students' development beyond academic achievement by fostering individuals who possess strong moral values, can express themselves confidently, and engage in critical thinking.

Basically, they continue to take part in asynchronous OTPD to find a solution for their contextual challenges in İstanbul context by representing a role model for their students portraying a lifelong learner who directs their own learning. Considering all of them, it could be concluded that ultimate motivation of teachers for engaging in those programs is to encourage the holistic development of their students.

4.3.2. Subtheme 2: Teacher Centred Motivations and Factors

Another motivation of teachers underlying their choices arises from self-oriented needs. Specifically, teachers continue to participate in those programs to receive support for themselves personally and professionally. They mentioned about their self-centred motivations in data resources as illustrated in the following table.

Table 49: Cross-Source Representation of the Sub-theme: Teacher-Centred Motivations

Data Source	Coded Documents	Percentage	Percentage (Valid)
Teaching Philosophy Statement Task	31	96.9 %	100,00
Reflective Journals	71	55.5 %	100,00
Narrative Inquiries	18	100.0 %	100,00

As indicated in the table, this participance motivation of teachers were referred in 31 of teaching philosophy task, corresponding to 96.9 % of the tasks. It means that nearly all of the teachers highlighted their aspiration for personal and professional growth as the cornerstone of their educational philosophy.

In their journals, this aspiration was emphasized in 71 of journals, with 55.5 % in total. This finding indicates that teachers cited their intrinsic motivation in more than half of the reflective journals.

As for narrative inquiries, it could be asserted that all participants uttered their motivations in both academic and personal domains, framing them within a professional context.

From a professional standpoint, participants expressed their teacher-centred motivations as in the following table.

Table 50: Quotes for Teacher-Centred Motivations by Professional Reasons

" With the changing and developing technological possibilities, every day a new one is added to the areas where we need to improve ourselves as teachers. The use of digital tools and integrating these tools into lessons requires serious knowledge, skills and practice. In this context, making maximum use of technology in terms of learning materials is among my goals like every teacher. (Participant 27, Teaching Philosophy Task)"
" Professional development is of course something that every teacher should do. A teacher should never be static. That is why I am constantly learning and developing. Thanks to this development, I plan to be a better teacher in the future. Lifelong learning is necessary for my professional progress, so I try to attend those seminars. (Participant 8, Teaching Philosophy Task)"
" I aim to be a teacher who has the requirements of the age by following the changing teaching methods and techniques and can use them in teaching. I try to learn different things by attending in-service trainings or special trainings, eTwinning and Erasmus projects. (Participant 28, Teaching Philosophy Task)
" First of all, the fact that this training was in English caught my attention. Sometimes, we speak too much Turkish in the classroom (especially when giving advice to students), and since I don't always have enough opportunities to practice in this regard, I feel like I've become a bit rusty. Because the training was in English, it was beneficial for me. I would like to try participating in training like that to refresh my English Language skills. (Participant 14, Reflective Journal 1)"
"I think that topics such as enriching the creation and effective use of resources should be included in every training because every English teacher now wants to develop themselves professionally by differentiating their materials, teaching methods and techniques. More modern approaches should be offered so that we can follow these trainings in order to stay up to date. Anyway, personally, when I apply the new things I have learned in my class and get an effective result, I go into the "don't touch my joy" mode. In this sense, it motivates me to learn more and continue. I think I went on too long... As a result, I don't think that any teacher would personally run away from professional development if we are offered trainings that will specialize us in our own region. (Participant 31, Narrative Inquiries)"
" Asynchronous trainings are like our hands and arms now; they are the only ones that come to our rescue in this time constraint. Because there are incredible responsibilities at home and transportation is always a lock in İstanbul, it is often very difficult to attend face-to-face trainings. Therefore, we turn to asynchronous trainings, it is difficult because

there is no question-answer or emotional environment, but I can say that I am glad they exist in this intense pace. (Participant 24, Teaching Philosophy Task)

As evidenced by the quotes, the main motivation driving teachers to engage in professional development through asynchronous OTPD is their intrinsic commitment to lifelong learning as a teacher. Given this commitment, they make use every opportunity to integrate innovative practices into their classrooms and update their knowledge in order to stay up to date with evolving educational trends. However, the specific preference for asynchronous programs was primarily attributed to the participants' demanding schedules and time constraints, which are characteristic of living and working in a large metropolitan environment. Nevertheless, those efforts of teachers could be interpreted as a deliberate and conscious investment in their own professional growth rather than external expectations.

In addition to their professional motivations for participating in these programs, participants also expressed some personal reasons and factors contributing to their engagement in asynchronous OTPD. The table below represents their personal goals while engaging in those programmes.

Table 51: Quotes for Teacher-Centred Motivations by Personal Reasons

" It is our most important duty to raise our young people, who will be the owners and managers of the future, as individuals who are beneficial to their homeland, to the society and to all humanity, who protect national values. I think it is the goal of teaching to instill the consciousness of love, respect, justice, friendship, benevolence in the generations we raise and to raise individuals with these values, because society is shaped by these values. I was attracted to the teaching profession because I get along well with children and my communication is strong and I have always progressed in that direction in terms of my professional growth. (Participant 21, Teaching Philosophy Task)"
" We actually take asynchronous trainings to get away from stress, to clear our heads and to think about different things. (Participant 6, Reflective Journal 4)"
" What I was most impressed by in this training is that it responded to the emotional needs of teachers. Teachers want to feel valued as much as any other professional group and in this video, the speaker expressed this respect very well with his words, attitude and demeanour. At the same time, as he clearly expressed the responsibilities of the teaching profession, I realized once again how important my profession is. (Participant 1, Reflective Journal 2)"
"As a teacher, looking at the field of education from the perspective of a school's administrative staff, institutional identity, parents and the environment will definitely contribute to my empathy and effective communication skills in my profession. In addition, I think that the effective communication skills I have learned to draw our boundaries

clearly will also contribute to me personally. In this sense, I liked the training, and I may personally participate in a few more trainings in this field in order to manage crisis moments through more effective communication. I hope to meet with them on ÖBA soon. (Participant 12, Reflective Journal 2)"

The quotations of teachers reveal the heaviness of their responsibilities they have to take for the sake of contribution to the society. With the aim of supporting individuals who contribute meaningfully to society, teachers prioritize their own professional and personal development, recognizing that their growth directly influences the quality of education they provide. In this challenging mission, teachers needed a relaxing space in which they feel understood, supported and valued to get away from their work stress for their overall well-being. Indeed, they uttered more enthusiastic statements for trainings with contents acknowledging their importance in the society and reflecting the challenges in their professions. As a conclusion, teachers engage in asynchronous OTPD not only for career advancement but also as a means of pursuing a healthier work-life balance, by addressing their personal well-being and individual needs.

Based on the findings of both student and teacher centred motivations of teachers in terms of their engagement in asynchronous OTPD, it could be concluded that teachers positioned themselves in the heart of shaping quality of education. Therefore, they participated to those programs with a dual motivation. Firstly, they are motivated to raise best individuals in terms of academic and social aspects for contributing to the society they are part of. Given the demands of their professional responsibilities, teachers had to select programs that offered the maximum efficiency and flexibility, enabling them to make the most of their limited time and integrate learning into their busy work lives. By engagement in asynchronous OTPD, they aimed to foster their own professional and personal growth to introduce their best versions in the classrooms. Therefore, it could be stated that the motivation behind their participation extended beyond their own development; it was also rooted in a deep sense of responsibility toward their students and a broader commitment to serving society in the most effective and meaningful way.

4.4. Theme 4: Emotional Dimensions and other factors of AOTPD Participation

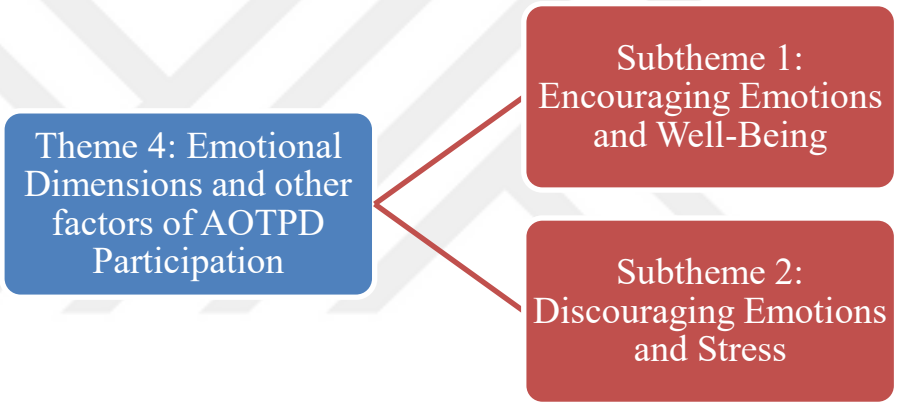
The final research question of the current study aims to explore how those factors and motivations of teachers' participation in asynchronous OTPD are affected by their other emotional responses. More specifically, based on the demographic survey at the

beginning, this section explores how teachers' participance motivations is impacted the way they express their emotions according to which variables.

In order to comprehend the specific participant characteristics relating to emotional experiences of teachers, the demographic survey conducted at the beginning of the study were analysed correspondingly. Accordingly, teachers' commitment to TPD and years of teaching experiences emerged as important variables offering valuable insights about their attitudes towards their asynchronous OTPD experiences.

According to the data analysis of the other data sources, two different sub-themes were identified revealing teachers' emotional responses as illustrated in the following figure.

Figure 18: Visual Representation of Findings: Theme 4



4.4.1. Subtheme 1: Encouraging Emotions and Well-Being

The analysis of data sources revealed a various encouraging emotional reactions linked to their engagement in asynchronous OTPD activities.

The table below basically summarizes those emotional responses reported by different participant groups according to their percentages in data sources.

Table 52: Encouraging Emotional Responses by Demographic and Motivational Factors

Emotional Response and the Percentage in Data Sources:	**Participant Profile**	**Illustrative Quote / Insight**

Sense of Community and Belonging (43.82% in total)	Limited PD commitment, Strong PD commitment, Early career teachers (<5 years), Mid-career teachers (< 15 years), Late-career teachers (<15)	*" During the training, I felt like I was part of a very big team sharing the same challenges in different places. As a part of this community, I said to myself 'I am not alone.' (Participant 29, Reflective Journal 2)* *" The fact that the language of instruction was English made me feel closer to the training, more belonging and listened carefully. (Participant 19, Reflective Journal 4)"*
Feeling Valuable/ Supported/ Understood (48.91 % in total)	Limited PD commitment, Strong PD commitment, Early career teachers (<5 years), Mid-career teachers (<15 years) Late-career teachers (<15)	*" Considering the roles and judgments that society assigns to teachers, being aware of the heavy burdens given to the teaching profession, approaching our profession with empathy made me feel that we are not alone on this path and that someone really understand and care about us. (Participant 15, Reflective Journal 2)"*
Well-Being (29.8% in total)	Limited PD commitment, Strong PD commitment, Early career teachers (<5 years), Mid-career teachers (<15 years), Late-career teachers (<15)	*" Seeing the respectful and grateful attitude towards teachers throughout the training made me feel very good as a young teacher and also made me realize how important and spiritual my profession is. (Participant 11, Journal 2)* *"I think that in order to maintain well-being in our profession, we should definitely participate in such programs that will refresh us. (Participant 26, Teaching Philosophy Task)"*

Resilience (24.71 % in total)	Strong PD commitment, Early career teachers (<5 years), Mid-career teachers (<15 years)	*"When I came to the classroom, of course there were challenges. I tried to get ideas on how I could use certain resources more creatively to improve my own methods, sometimes talking to colleagues at school, sometimes doing research myself. In fact, I basically realized that professional development was a personal process and effort. I don't think you can expect perfection from asynchronous education by its very nature. Instead of complaining, you will grab what you hear and see what you can put on it, that's the only way we can improve. (Participant 1, Narrative Inquiries)"*
Curiosity (33.3% in Narrative Inquiries)	Strong PD commitment, Early career teachers (<5 years), Mid-career teachers (<15 years)	*" I can say "curiosity" is behind this motivation. Curiosity is a feeling that ignites me, and the potential in me comes out more, and I try to make children curious in the classroom environment. (Participant 17, Narrative Inquiries)"*
Professional and Emotional Satisfaction (39.37 in total)	Limited PD commitment, Strong PD commitment, Early career teachers (<5 years), Mid-career teachers (<15 years) Late-career teachers (<15)	*"The fact that the teaching methods I used were supported with examples during the training made me feel that I was following the right approach and made me feel professionally satisfied. (Participant 17, Reflective Journal 4)"* *" The training increased my professional satisfaction and encouraged me to use more effective methods in my lessons. (Participant 9, Reflective Journal 4)"*

As a noteworthy finding, the feeling of "a sense of community and belonging'' emerged as a positive emotional response following engagement in asynchronous OTPD activities, reported consistently by teachers across varying levels of teaching experience and commitment to TPD. Fundamentally, this feeling could strongly be associated with "Feeling Valuable/ Supported/ Understood''. During some trainings

discussing teachers' professional and emotional challenges, teachers expressed that they felt acknowledged, valued, and recognized as a significant member of the society.

In particular, the introduction of contextual in-service trainings relevant to the current issues teachers struggle with created a learning environment in which teachers felt seen, understood, and emotionally supported. Taken together, these practices fostered a strong sense of community among teachers leading them to express positive emotions and a deeper sense of belonging within their professions. Considering the feeling of the support during their professional development process, it is quite comprehensible to encounter the feeling of "well-being'' in the data analysis in some teachers' statements.

Therefore, those positive feelings of participants could be attributed to student and teacher centred motivations of teachers' participance as discussed earlier. Given the demanding burden of their role in shaping the future citizens, teachers expressed a need for support, recognition, and understanding within a professional community in which they feel a genuine sense of belonging. Teachers' engagement in asynchronous OTPD programs that acknowledged and addressed those emotional needs contributed to a sense of well-being, which in turn enhanced their motivation to continue participating in such professional development activities.

Another positive emotional response "Resilience'' reported mostly by teachers who are strongly committed to TPD in their early or mid-career years. This feeling could be referred to challenges teachers face following their asynchronous OTPD experiences. According to the statements of those teachers, asynchronous OTPD activities serves as an initial phase of their PD, therefore; they continue extend their learning by actively engaging in additional research beyond those trainings. As their ultimate motivation is to enhance their professional competencies in the aim of delivering more effective educational practices for their students, this feeling could also be attributed to student and teacher centred motivations of teachers behind their asynchronous OTPD participations. For this reason, the feeling of resilience could be articulated as a positive feeling behind continuous participation of teachers in asynchronous OTPD activities.

During narrative inquiries, teachers expressed their curiosity underlying this perseverance to continue and elaborate on their asynchronous OTPD learnings.

According to statements of teachers in data sources, curiosity inspires teachers in terms of continuing their TPD to learn about different, innovative teaching resources, methods and strategies in the aim of introducing them in their instructional practices within the most efficient way. This could also be associated with teacher and student centred participance motivations of teachers to understand how to address the contextual challenges they have faced in their classrooms, enthusiastically seeking for solutions in those trainings.

Lastly, "professional and emotional satisfaction'' was mentioned by teachers across different teaching experiences and PD commitment. According to the data provided by teachers' statements, a slight difference exists among teachers across two groups of teachers. Teachers with strong commitment to PD get this satisfaction in reinforcing asynchronous OTPD experiences, which approves their teaching practices by encouraging them to continue in this way. In other words, as teachers feel confident and component in those trainings, they feel satisfied in emotional and professional way, which in turn encouraged them for asynchronous OTPD participation.

On the other hand, teachers with low commitment to PD feels this satisfaction mainly because of getting involved in a professional activity to improve themselves by learning new instructional methods. Namely, teachers expressed a sense of satisfaction in doing something beneficial for themselves and their professional growth as a result of their asynchronous OTPD experiences, which was not that frequent prior to this training process.

Therefore, it could be stated that teachers' student and teacher centred motivations for their engagement in asynchronous OTPD activities may be driven by both professional and emotional satisfaction derived from their training experiences. By engaging in professional activities nurturing them professionally and emotionally, they feel motivated to manage a sustained engagement in asynchronous OTPD activities.

As a conclusion of this subtheme, it could be concluded that teachers' positive emotions behind their participation motivations' inherently plays a significant role in shaping their willingness to engage in asynchronous OTPD activities. Overall, teachers have positive emotional outcomes in their asynchronous OTPD experiences. However, the difference exists among teachers when it comes to maintain a sustainability in their participation to those programs.

Teachers with high PD commitment at their early or mid-career years, demonstrated more positive attitudes by ignoring the inadequacies of asynchronous OTPD, evaluating them as an opportunity to learn more. This suggests that these teachers are likely to continue engaging in asynchronous OTPD with a strong desire for ongoing learning, despite the various challenges they may encounter. On the other hand, although late-career teachers with low commitment to professional development also expressed positive emotional responses that may encourage their participation, their statements reflected less enthusiasm for ongoing participation. This implies that, although no definite conclusions can be drawn regarding sustainability of their motivation to participate, the resilience of the first group to the challenges and their acceptance of asynchronous environments are likely to positively influence their future participation in these programs.

4.4.2. Subtheme 2: Discouraging Emotions and Stress

Aside from the positive emotions encourage participants to participate in asynchronous OTPD programmes, the analysis of data sources also displayed discouraging emotional responses, impacting ongoing participation of teachers.

The table below illustrates those emotions expressed by teachers with different characteristics and the distribution of those emotional expressions across various data sources.

Table 53: Discouraging Emotional Responses by Demographic and Motivational Factors

Emotional Response and Their Percentage in Data Sources	**Participant Profile**	**Illustrative Quote / Insight**
Stress (17.99% in total)	Limited PD commitment, Mid-career teachers (< 15 years),	*" We actually take asynchronous trainings to get away from stress, to clear our heads and to think about different things. In this sense, being constantly on guard and being ready and ready as if I was being subjected to an exam stressed me out. (Participant 6, Journal 4)"*

	Late-career teachers (<15)	*" It was a bit stressful to realize that I was left alone, both in the classroom and in dealing with parents, and that most of the burden was on me. (Participant 3, Narrative Inquiries)"*
A Sense of Loneliness/ Unsupported (20.81% in total)	Limited PD commitment, Mid-career teachers (<15 years) Late-career teachers (<15)	*" The solutions offered by education in this regard were not satisfactory enough. This situation made me feel alone, because I felt that the solution to every problem was left to us outside the classroom as well as in the classroom. In other words, I was alone in the field again in every sense. Again, I had a lot to do, but I had no energy. (Participant 5, Narrative Inquiries)* *"Since the trainings had to be followed individually in the first place, there was no such thing as sharing with my colleagues there. Besides, there were people I didn't know. Personally, I don't want to share this kind of things with teachers I don't know. (Participant 9, Narrative Inquiries)*
Feeling Inadequate (14.08% in total)	Limited PD commitment, Mid-career teachers (<15 years) Late-career teachers (<15)	*" The training itself is fun, but unfortunately it may not be so fun to apply them. Therefore, I have no motivation to learn more. (Participant 11, Reflective Journal 4)"* *'During the trainings, I felt that I had a lot to learn and apply as many approaches were mentioned that I was not familiar with. I felt a bit incomplete. (Participant 27, Reflective Journal 3)"* *" In general, it was tiring to focus all the time and as a professional stress, I questioned myself about if I was doing something wrong or not throughout the process. (Participant 4, Reflective Journal 1)"*
Feeling Upset	Strong PD commitment, Early career teachers (<5	*" In addition to that, some of the trainings were already a repetition of the university years, which made me a bit nervous, so I don't understand, I think someone who is*

(7.90%)	years), Mid-career teachers (<15 years)	*not aware of these contents should not be an English teacher anyway. (Participant 16, Narrative Inquiries)*
Exhaustion (12.39%)	Limited PD commitment, Strong PD commitment, Early career teachers (<5 years), Mid-career teachers (<15 years) Late-career teachers (<15)	*" Shorter and more focused chapters should be added for continuity. At least systemic flaws can be corrected. I understand that they try to keep the focus on education by adding questionnaires and questions, but this is challenging for the teacher, especially for a teacher who has lectured for 8 hours. Even attending these trainings is already a hesitation for me after this fatigue. The fact that these trainings, which I was barely convinced to attend, make me work so hard is a situation that increases my fatigue. (Participant 13, Narrative Inquiries)"*

As implied in the sample quotations of teachers, the discouraging, negative emotional responses could simply be attributed to the challenges they encountered during their asynchronous OTPD engagements. Mostly teachers with low commitment to PD in their mid or early-career years mentioned about negative emotions which discourages them to continue their asynchronous OTPD experiences. Compared the previous group with high commitment to PD at their early or mid-career years, participants primarily expressed frustration with those challenges, often exhibiting a tendency toward disengagement rather than demonstrating a sense of personal responsibility for their own learning.

For instance, technical issues and the limited relevance and applicability of the training content, they felt a "stress'' during their engagements, accompanying by "the sense of loneliness'' in their professions. In other words, the lack of support offered to them during some trainings made them felt stressful and lonely in their instructional practices, which is likely to affect their ongoing participations negatively.

As a noteworthy finding, when they were asked why they did not share about their feelings or challenges they faced on the created WhatsApp groups for getting a professional help from their colleagues, they mostly stated that this group did not make

them feel belonging to this community because of the online learning setting and lack of personal familiarity with other teachers.

In fact, this lack of sharing could be interpreted from the side of "the feeling of inadequacy'' which is another feeling behind discouraging teachers in terms of their participation. Teachers with low commitment to PD felt themselves inadequate when they start to learn professionally, questioning about their competencies to apply their learnings in classrooms. Therefore, while it was already hard for them to face with their professional inadequacies in those trainings, sharing their challenges in the groups may concern them about losing their self-image as a teacher. With all of these, in the absence of adequate support, stress, feelings of inadequacy, and isolation may emerge, which in turn is likely to diminish their motivation to remain engaged in asynchronous OTPD activities.

From the perspective of teachers with high PD commitment at their early or mid-career years, they uttered statements about the feeling "upset'' about their some asynchronous OTPD engagements. Those teachers mentioned about their disappointment about the content of some trainings, which do not offer new perspectives for their classroom instructions. In fact, they interpreted the situation as a threat to their face, which may impact their willingness to engage further in asynchronous OTPD activities.

The last emotional responses in this section "exhaustion'' could be referred to teachers across different level of PD commitments and teaching experiences. Basically, this feeling could be associated to busy schedules of teachers in their professions. Mostly teachers who feel tired because of their long working hours in crowded classrooms, mentioned about their fatigue to take part in those programmes. Consequently, the demanding nature of teachers' work schedules contributed to a sense of fatigue, which may, in turn, discourage their continued engagement in professional learning.

As a conclusion for this section, the participance motivations of teachers are significantly impacted by their emotions. Although there were common feelings among teachers, which may impact on their participance motivations, those emotional responses did not yield significant results among teachers considering that they are working in the same context, namely in state secondary schools of Istanbul.

However, it is particularly noteworthy that teachers prioritizing their PD in early or mid-career years was predominantly positive about their experiences as they were mostly satisfied with seeking alternatives to improve their teaching practices, particularly within asynchronous settings they had become accustomed to. For this reason, the challenges or inadequacies of the trainings did not discourage them in terms of participation. Instead, they mostly enjoyed the process with the hope of encountering something for additional research in a reinforcing learning environment for them.

On the other hand, for the teachers with a low commitment to PD in mid or late-career years, the negative emotions were more common, which may discourage teachers' participation in those learning programmes. In other words, the negative emotions due to the challenges encountered during trainings may become overwhelming, making it more difficult for them to deviate from their everyday routines and engage in new learning experiences.

Nevertheless, it is not possible to give definite conclusions about teachers with diverse personal and professional characteristics, particularly when considering the complex and often dual nature of teachers' evaluations. Emotions are not static, for instance; a negative emotion, such as frustration, may evolve into a source of inspiration over time, while a positive emotion, like resilience, may diminish and result in reduced motivation to engage in further professional development. Therefore, this emotional instability prevents to make certain comments on this respect.

5. DISCUSSION

The current study aims to explore and interpret the lived experiences of K-12 secondary school English teachers with their engagements in a holistic way considering their professional, personal and contextual dimensions. More specifically, the study aims to represent discussions and conclusions about those programs through the lenses of English teachers in various aspects. Within this aim, this study focuses on the evaluations of teachers about those programs and the perceived impact on their professions. In addition to that, it also aims to reveal the participance motivations of teachers and underlying feelings contributing to those motivations.

To ensure clarity and coherence in presenting the findings, the results were organized into four thematic categories, each aligned with the research questions guiding the study: (1) teachers' evaluation of their asynchronous OTPD experiences, (2) the impact of asynchronous OTPD in their professional development, (3) the motivation for choosing asynchronous OTPD and contributing factors, (4) emotional dimensions of asynchronous OTPD participation. Consistent with the structure of the results section, the findings are discussed and concluded under the same thematic headings to maintain continuity and facilitate a coherent interpretation.

5.1. Discussion of Teachers' Evaluation of AOTPD Experiences

Teachers' evaluations demonstrated an evolving perspective starting from their initial attitudes to immediate reactions and post evaluations. In other words, their initial attitudes were predominantly positive appreciating every chance for their professional development process. However, while they continued to appreciate to those programs in various ways, they became more sceptical and critical as they engaged in them. This hesitation could stem from some challenges teachers encountered during the opportunities asynchronous OTPD experiences offered.

In alignment with the previous studies mentioned in the literature review part (Parsons et al., 2019; Tekin, 2020), most of the teachers appreciate the practicality of those programmes to maintain continuous PD despite of their busy working schedules. The

asynchronous OTPD activities, by offering flexibility and accessibility (Yoon et al., 2020; Bragg et al., 2021), were highly practical for English teachers in Istanbul context, particularly given the time constraints and challenges associated with attending in-person training sessions all the time. In other words, these training programs enable a sustainment in teachers' PD by facilitating logistical challenges, particularly in Istanbul as the largest metropolitan city in Türkiye where attending face to face sessions can be especially burdensome for educators who spend long hours teaching in overcrowded classrooms.

Although teachers mostly evaluated those trainings as timesaving thanks to their flexibility in time, the technical challenges were one of the issues consistently emerged in data tools. Indeed, those technical challenges were mostly time consuming and distracting for teachers' learning process. Nevertheless, throughout the process, the flexibility of the trainings in terms of time and location overcame those challenges and teachers finished the process with a gratitude for the opportunity for their sustainable PD in alignment with Karaevli & Levent (2022).

Moreover, teachers evaluated the content of those programmes as relevant to their contextual challenges, and needs within İstanbul context, demonstrating a clear alignment with the needs analysis conducted by MoNE as mentioned in In-Service Training Activities Guide in 2022. As topics such as classroom management, and the efficient use of instructional materials and resources were perceived as common challenges of teachers in Istanbul, teachers evaluated them as relevant, useful and thereby inspiring, with an excitement of finding effective solutions for their contextual challenges. Therefore, they mostly started to write their journals with an appreciation of the contents with many expectations.

However, teachers, who engage extensively in ongoing professional learning activities, were mostly disappointed due to the repetitive nature of the content, reflecting their earlier PD experiences. In addition, teachers perceived those trainings too general and theoretical involving generalized discussions in English language teaching, some teachers evaluated the delivery of those contents as disconnected from the practical realities of their classrooms. Indeed, the existing literature emphasizes that in-service PD is most effective when it is practice-based rather than theoretical and consider teachers' needs (Darling-Hammond, 2017; Desimone, 2009; Opfer, 2016)

Therefore, they demanded a differentiation in the content with more innovative and practical ideas to adapt them according to their real classroom setting as once stated by (Baran & Cagıltay, 2006 & Lo, 2021, Bulut, 2022). In other words, teachers requested an online personalized learning environments tailored to their diverse needs, experiences and teaching contexts for more effective professional growth in alignment with Cordingley et al. (2015).

Even among teachers with low PD commitment who reported gaining new insights from these programmes, limited interaction, support and individualized feedback complicated the process of applying the acquired knowledge in their classrooms as mostly identified in post reflections of teachers. Although they favoured interactive elements in some trainings including small quizzes, question-answer activities to some extent, they desired continuous, and context-specific feedback for their own classroom conditions, which is also emphasized as a key for effective PD (Pak et al., 2020). Indeed, teachers suggested AI supported chat box, a comment box, or live-support sections on ÖBA in order to get more actionable guidance.

From more emotional perspective, some of the participants evaluated their asynchronous OTPD experiences as an isolated process aligning with Ladyshewsky (2013). However, although teachers mentioned about limited interaction, loss of motivation, and decreased sense of community because of this isolation, they also appreciated about the increased professional sharing with their colleagues as a consequence of this limitation exist in virtual environments. In other words, due to the limited support in asynchronous virtual learning environments, teachers address their challenges through collaboration with colleagues at their schools, aligning with findings reported in the existing literature (Rodesiler & Pace, 2015).

As it could be understood, the evaluations of teachers represented a dual perspective, revealing a nuanced interplay between recognition of value and critical appraisal. This divergence could stem from two different delivery format of the trainings: video-based format and interactive sessions. Although a definite distinction may not be possible considering the contents of the trainings, teachers mostly recognized video-based asynchronous OTPD activities as monotonous, less personalized, and cognitively less stimulating, which underscores active learning of Desimone's (2009) framework for efficient PD. On the other hand, they found interactive sessions relatively more

engaging and inspiring, offering sample teacher situations and requiring participant comments by providing overall feedback at the end of the tasks.

Nevertheless, the layered evaluations of teachers indicate that teachers approached these programmes with a critical stance, reflecting analytically on their structure, content, and relevance to their professional needs, while they still acknowledge the value and potential of asynchronous OTPD. In fact, they expressed their appreciation to MoNE for establishing a platform in the aim of supporting their subject-specific professional development. This illustrates that they do not entirely reject the advantages of those programmes, instead; they critically evaluate the programmes by engaging in them which facilitates to represent more concrete findings for improvements.

As a conclusion, asynchronous OTPD could be described as an indispensable part of teachers' continuous professional development particularly considering their heavy workloads and time constraints for their PD. For more meaningful learning experiences, teachers need asynchronous OTPD experiences which are pedagogically strong, time conscious, responsive to teachers' actual needs and difficulties by offering individualized, specific support especially for their contextual challenges.

5.2. Discussion of The Impact of AOTPD on Professional Development

In the existing literature, there are many studies supporting positive impacts of PD activities on teacher profession from the perspective of English teachers (Tran, 2014; Uztosun, 2018; Sadeghi & Richards, 2021). For this study, the dual perspectives of teachers appeared again in their comments about the impact of asynchronous OTPD on their professional growth. In other words, despite certain limitations of those programmes as indicated by teachers' evaluations, teachers endeavoured to make use the opportunities provided by them to enhance their instructional practices. Therefore, it could be asserted that those trainings had some positive impact on professional development of teachers.

For example, although some teachers perceived certain training programs as repetitive and overly focused on theoretical content as an approach frequently emphasized in the in-service training literature (Fang, 2006), they also argued that such repetition was beneficial, as it facilitated the reinforcement of prior knowledge, including technical

details, academic terminology, and theoretical concepts. This was also observed in training sessions including interactive elements such as example teaching cases and question-and-answer activities.

Basically, teachers appreciated this refreshment by claiming that these programmes facilitated the recall of professional knowledge that may have diminished over time and encouraged critical reflection on their own practices, fostering an awareness of their professional roles. Therefore, teachers engaged in reflections and professional awareness during their asynchronous OTPD to make meaningful practical adjustments in their professions prioritizing their students' needs in align with Atay (2006), Önalan & Gürsoy (2020).

Indeed, the reflective process of teachers during asynchronous OTPD experiences foster their empathetic engagement with students, therefore; teachers do not only engage more deeply with their own practices but also with their students' emotional and educational experiences. In fact, this reflective practice served as a pathway to empathy as stated by Karnieli-Miller (2020). As a result, teachers demonstrated more incline towards more student-centred pedagogy to address students' emotional and cognitive needs efficiently following their training experiences. This finding contradicts with the result of the study conducted by Olofson and Garnett (2017), claiming that such a strong pedagogical chance necessities well-designed, high-quality PD.

Given this contradictory, it may be possible that this pedagogical adaptation could also be related to the identity of teachers who already sets professional roles for learner-centred teaching as mostly mentioned in their teaching philosophy statements. Indeed, teachers expressed that the emphasis placed on student-centred pedagogy within those trainings were closely aligned with their existing teaching philosophies. Therefore, instead of rejecting such an impact, it is more appropriate to claim that this philosophical parallelism is still significant, as it may contribute to the reinforcement and sustainability of their commitment to student-centred teaching practices. Indeed, such an alignment has been described in the literature as a key factor in promoting lasting pedagogical growth (Desimone, 2009; Opfer & Pedder, 2011).

Another positive impact of those reflective programmes could be interpreted as on increased intrinsic motivations of teachers, particularly in relation to their life-long

learning. Teachers' engagement in reflective practices regarding their instructional methods fostered a sense of professional awareness, leading to the formulation of more conscious and structured plans for their future professional development. In other words, teachers took the control of their own learnings with a greater enthusiasm by spotting on the areas to focus on for better teaching practices, which in turn resulted in autonomy fostered through asynchronous learnings as stated in the literature by Lohman (2006), Hemmler & Ifenthaler (2024).

As a result, it could be understood that teachers' engagements in asynchronous OTPD resulted in positive outcomes in terms of their professional growth in various dimensions. However, the effectiveness of those positive outcomes depends on the self-directed effort and intrinsic motivation of teachers in asynchronous learning environments; in this way, teachers can maximize the benefits of PD programmes as highlighted by Kondo (2020). While it may be inappropriate to draw conclusions about their long-term effects, it could be asserted that asynchronous OTPDs serve as a significant inspiration, an initial phase for continuous PD, stimulating teachers cognitively and emotionally by fostering their motivations for continuous learning and self-awareness to modify their professional practices.

5.3. Discussion of Motivation for Choosing AOTPD and Contributing Factors

Teachers' motivations for participance in asynchronous OTPD programmes are highly correlated with teacher identity concept, by which teachers perceive and define their professional roles aligning with Miller (2009). The results simply illustrate that teachers' participation to asynchronous OTPD is significantly influenced by their intrinsic sense of professional and social responsibility. In other words, as participant teachers perceive their professions as a guide of the society, they are part of, they engage in these programs to enhance their professional and personal competencies, with the aim of benefiting both their students' development and contributing positively to the society.

Teachers considered their professional development as a crucial factor for improving student learning in alignment with Darling-Hammond et al. (2009), Johnson and Golombek (2011). Therefore, the main motivation of teachers to take part in those programmes is to improve students in various dimensions. To address the diverse needs of all students with the aim of fostering their holistic development, they explore

solutions regarding their contextual needs to facilitate more meaningful PD experiences as stated by Meissel et al. (2016). Indeed, they recommended the introduction of more context-specific trainings addressing their individualized needs in their classrooms such as cultural diversity (Yüner, 2022) and different level of students in overcrowded classrooms.

However, the observed inclination toward a student-centred language teaching pedagogy could not only be attributed to content of the trainings alone. In fact, in their teaching philosophies (TPs), the teachers mentioned about their pre-existing pedagogical values and beliefs that emphasized the importance of student-centred approaches. As stated by Desimone (2009) in the existing literature, this coherence between teachers' existing knowledge, beliefs, and the content of the training remains significant, as such consistency reinforces the integration of new pedagogical practices and facilitates more meaningful professional development.

To ensure effective pedagogical practices within this goal, teachers try to make use any opportunity to improve their own professional skills, practices and knowledge in their limited time by their participation to asynchronous OTPD programmes. In fact, this participation could also be attributed to life-long learning motivation, in alignment with Genç (2010). Indeed, most of the teachers identified themselves as lifelong learners, necessitating their professional and personal growth in accordance with PD activities. And participation to those programmes motivates teachers to improve their instructional strategies, adopt innovative methodologies, and to stay up to date with ever-changing educational conditions in alignment with Aslanargun and Atmaca (2017).

In addition, those trainings were sometimes perceived as a means of alleviating the burden of professional identities that teachers had constructed for themselves. At those times, teachers' main motivation to participate to those programmes was to decrease their work stress in a supporting learning environment in alignment with the existing literature (Kulavuz-Onal & Tatar, 2017). In other words, teachers participated to those programmes to share the burden of their professional identity in professional contexts where they perceive themselves as valued and understood.

As a conclusion, it could be stated that the participance motivations of teacher in asynchronous OTPD activities is based on teachers' intentional efforts to support their

students' academic, emotional, and social outcomes. Rather than simply transferring the curriculum outcomes, teachers interpreted their identities as a crucial figure to shape the future generations in the aim of serving the society. In other words, recognizing the importance of their roles, teachers have adopted a responsibility to contribute to social progress. For this reason, they pursuit their continuous professional development grounded in their lifelong learning philosophies.

5.4. Discussion of Emotional Dimensions of AOTPD Participation

The final research question of the study was designated by acknowledging that personal factors of individual teachers have an important role on participation to professional development activities in alignment with Kwakman (2003). More specifically, by revealing emotional dimensions underlying teachers' motivations for participation, the study aimed to offer critical insights into the factors that influence professional development engagement among teachers, particularly considering their career stages and prior engagement with PD.

In alignment with the existing literature (Eroğlu & Özbek ,2018b), positive attitudes of teachers imply an ongoing participation to those programs. In this study, positive emotional responses mainly belong to teachers with high commitment to PD at their early or mid-career years, this could be interpreted with the resilience feeling they have during their asynchronous OTPD challenges. In fact, this emotional response stimulates those teachers to continue to their professional developments, which supports the study of Kostoulas and Lämmerer (2020). Those teachers, driven by curiosity as well, tried to look for alternative solutions for additional learning opportunities rather than responding to challenges with complaint or resignation.

Other positive emotional responses could be generalized to teachers. In fact, it is very reasonable to assume that individuals are more likely to experience a sense of well-being in environments where they feel valued, understood, supported, and a sense of belonging is fostered (Kern et al., 2014). Therefore, teachers uttered those positive emotions a result of training activities that acknowledged their professional challenges, emphasized the significance of their roles, and demonstrated empathy toward their experiences.

The emotional and professional satisfaction was another common feeling underlying their participance motivations. However, the teachers with low commitment to PD mostly show attendance mainly to do something for themselves by learning new things related to their profession. On the other side, teachers with high commitment to PD gain this satisfaction as a result of reinforcement of their instructional practices. It means that while low commitment teachers got impressed by their learnings, high commitment teachers enjoyed the approval by seeing their own practices or ideas in asynchronous OTPD activities.

Overall, those positive emotional responses of teachers following their asynchronous OTPD experiences implies that teachers' emotional needs were addressed during the training process. This emotional fulfilment may serve as an indicator of their future participation to professional development, aligning with the principles of Self-Determination Theory (Deci & Ryan, 2000), which emphasizes the role of intrinsic motivation driven by the satisfaction of basic psychological needs.

Along with the those encouraging positive emotional responses, the discouraging negative emotions were also uttered mainly because of the challenges during asynchronous OTPD experiences. In the contrary of positive emotions, those negative feelings were mostly mentioned by teachers with low commitment to PD at their mid-late career years. This may be related to lack of professional resilience, revealing challenges to come up with coping strategies (Hiver, 2018) or inadequacies in terms of their technological skills as mentioned by Pressley (2021). Indeed, several teachers who expressed negative attitudes had indicated in the initial demographic survey that they did not perceive themselves as highly competent in technological skills. Therefore, it is possible for those teachers to experience the feeling of inadequacy, which could be attributed to low personal accomplishment as mentioned by Maslach et al., (1996) and potentially contributing to the development of those negative attitudes.

Furthermore, some teachers did not feel comfortable to ask for support even from their colleagues on the WhatsApp group created in the beginning of the training process. This basically illustrates how difficult it is to create a sense of belonging in online environments, as Quinn (2019) also mentions in the literature. In other words, since they do not share a physical and social space with the other teachers in the WhatsApp

group, they were hesitant to share their challenges or emotional considerations in the groups, just as Smith & Sivo (2012) states.

Therefore, this sense of isolation basically leads to negative asynchronous OTPD experiences, particularly stress and worries in alignment with Wiseman, Guttfreund, and Lurie (1995). Combining with the exhaustion of teachers working long hours in overcrowded classrooms, they expressed a disappointment, which led to reduced motivation to continue participating in those programmes. As a result, they may begin to develop a negative attitude toward such programs, potentially leading to deliberate avoidance of future participation as stated by Tawalbeh (2015).

As a conclusion, the motivational factors influencing teachers' participation in these programs may be affected by their emotions arouse during their asynchronous OTPD experiences. Although it may not be appropriate to make definite distinctions between two group of emotional responses mainly because of instability of feelings, they still offer valuable insights into the motivational factors influencing teachers' participation in professional development.

In summary of the discussion sections, it could be asserted that asynchronous OTPD has been regarded as an inseparable part of English teachers' professional development journey by enhancing practicality to continue their life-long learning as a teacher. Indeed, these programs serve as a significant initiative for teacher professional development, offering notably positive impacts on teachers' professional growth. The motivation of teachers to participate in those programmes has been reported as being significantly influenced by their professional identity. For this reason, affective factors should also be carefully considered in the design of asynchronous OTPD programmes. In fact, this study has illustrated that teachers' emotional experiences significantly affect their motivation to participate.

6. CONCLUSION

In this chapter of the current study, an overall summary is represented followed by a discussion of implications for practitioners and policy makers. Subsequently, limitations of the study are discussed to offer informed recommendations for future researchers.

The study was designated to explore the experiences of English teachers in asynchronous OTPD programmes from various dimensions. For holistic exploration, the study investigated about participants' evaluations of their asynchronous OTPD experiences, their perceived impact on teacher professional growth, their motivations for participation, and the emotional responses associated with their asynchronous OTPD engagement.

The findings of the study implicated that English teachers in İstanbul evaluated asynchronous OTPD programmes as essential for their continuous professional development, maintaining a sustainability in this sense thanks to its flexibility in time and location. As they encountered certain challenges during the training process, these experiences prompted them to adopt a more critical stance toward those programmes, often accompanied by some suggestions for improvement. Nevertheless, participants acknowledged the value of asynchronous OTPD programs in facilitating their ongoing professional growth. In this regard, they explicitly stated their gratitude for the platform ÖBA- TIN developed by MoNE. This appreciation underscores the extent to which English teachers prioritize their professional development and their efforts to utilize every opportunity afforded to them in this regard.

Those proactive efforts of English teachers were also reflected on the impact of those programmes on their professional development. In other words, even teachers with a strong commitment to PD, who perceived the content of these programs as repetitive offering limited new learnings, were nonetheless able to identify alternative ways for learning through additional research or professional collaboration with colleagues.

Besides, the inclusion of topics aligned with teachers' own educational philosophies in these training programs prompted reflective thinking, encouraging them to critically consider about their instructional practices from the students' perspective. This cognitive and emotional inspiration fostered a professional awareness among teachers, likely contributing to more effective teaching practices.

Essentially, the participation of teachers in asynchronous OTPD activities do not just stem from the professional goals they decide for their own development. In fact, they regarded their professional development as a significant responsibility for their students and the society. In this sense, they regarded these training programs as an investment in fostering a better society by enhancing their students' academic achievement and social development. Within the aim of addressing all of the students in their classrooms, they attended to those programmes for providing inclusive learning environments, looking for solutions for their context-specific challenges. However, this significant responsibility at times placed an emotional burden on teachers, and during such periods, teachers expressed their participance motivation as to alleviate the stress of this professional identity for their overall well-being.

In fact, the emotions of teachers behind their participance motivations introduce significant insights for their future commitment to PD even though it is difficult to make a certain decision in this sense. Although there exist some common feelings among teachers, the positive emotions mostly belong to early or mid-career teachers with high commitment to PD. The resilience and curiosity are the driving factors for those teachers to enjoy the learning process instead of dropping out because of the disadvantages of asynchronous learning environments. In other words, thanks to autonomy they have developed during their previous PD experiences, they responded to these disadvantages with creativity by actively searching for additional opportunities for PD rather than feeling stress.

Conversely, the negative emotions signals discouragement for following participation to those activities, which is mostly identified in statements of low commitment PD teachers in their mid or late career years. The sense of loneliness, stress and feeling inadequacy were the striking factors for those teachers to overcome the challenges they encountered during their asynchronous OTPD experiences. For this reason, their statements imply more tendency for dropping out rather than demonstrating a perseverance in addressing those challenges.

The study aims to comprehensively investigate the experiences of English language teachers participating in asynchronous OTPD programs, by examining these experiences through both personal and professional lenses. Interpreting the results of this study in light of the existing literature, it could be stated that the findings offer significant insights for the improvement of those programmes. Accordingly, the following implications have been identified to inform practitioners and policy makers.

- The findings of the study indicate that teachers expressed a preference for training programs with a stronger practical orientation, rather than theoretical content. Given the limitations of virtual environments in providing hands-on experience, the concrete examples can be offered in those programmes to provide teachers more practical suggestions for their contextual problems. Or the incorporation of classroom video recordings or simulated teaching scenarios can be considered to facilitate at least observational learning to encourage teachers in terms of adjusting their teaching practices accordingly.
- As relevant in the results of the study, a differentiation should be conducted in the content of those trainings. Rather than usual introduction of those contents, diverse aspects of real classroom contexts should be integrated into daily training topics to enhance relevance and practical applicability.
- Since every content cannot address every teacher considering their individual or contextual differences, offering differentiated training modules could allow teachers to select content that aligns with their specific professional needs and areas of interest, enhancing the effectiveness of the training experience.
- Given the limited opportunities for interaction and support in asynchronous learning environments, a live support section, AI supported chat box or comment section can be integrated to mitigate the feeling of isolation and enhance learning experience.
- Considering the limited time of teachers separated for their professional development, technical problems should be addressed effectively on the platform to ensure continuous access and a smoother learning experience for teachers.
- In alignment with the preferences of teachers in the study, it is highly important to provide context-specific trainings for English teachers in the target language to support teachers' development in more holistic way.

- As was apparent in the results of the study, the alignment between teachers' teaching philosophies and the content of those programmes plays a critical role in sustaining their motivation and active participation. Therefore, it is essential for MoNE to take this alignment into account when designing professional development activities. In this regard, such considerations should be systematically integrated into the needs analysis processes conducted by MoNE to ensure the relevance and effectiveness of the training content.
- Apart from the academical improvement of teachers, the design of asynchronous OTPD programmes should also consider about the identity of teachers, who often carry the significant responsibility of serving as role models and community leaders. For this reason, MoNE should also account emotional needs of teachers to design contents in which teachers feel understood, valued, recognized.

In spite of those valuable insights provided by the current study, there are some limitations that require careful consideration in interpreting the findings. Basically, this study aims to contribute to the scarce literature by specifically focusing on the perspectives of English teachers about asynchronous OTPD programs, which have gained significant popularity in recent years.

In this regard, due to the ethnographic design of the study, a small number of participants in the same context were included to examine teachers' online learning cultures through a closer exploration. While the findings are still significant, further studies with more participants in various contexts may provide deeper and a wider range of perspectives and interpretations to generalize the results for other populations and contexts.

Besides, the current study was conducted in a relatively short period, with 4 weeks training sessions. Therefore, the study may lack of long-term impacts of teachers' asynchronous OTPD experiences. Longitudinal studies may provide an extended observation opportunity for the future researchers to explore evolving perspectives of teachers on their experiences over time and to see long-term impacts of those programmes on their professional development.

By addressing those limitations and considering the recommendations offered for future research, researchers can provide deeper understanding about asynchronous

OTPD experiences of English teachers. In this way, the ongoing research will contribute more effective, carefully considered, and contextually relevant design of asynchronous in-service teacher trainings for English teachers.

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APPENDICES

Appendix 1. Detailed Information and Voluntary Participation Form

Sayın Katılımcı,

Bu araştırma, Yıldız Teknik Üniversitesi, İngiliz Dili Eğitimi Bölümü'nde yüksek lisans öğrencisi Ümmünur BİLGİN tarafından yürütülmektedir. Araştırmanın amacı, Milli Eğitim Bakanlığımızca geliştirilen ve bir çok öğretmene mesleki gelişimleri açısından ışık olan Öğretmen Bilişim Ağı (ÖBA) üzerinden bünyesindeki İngilizce öğretmenlerinin mesleki gelişimine katkı sunmak için sağlanan asenkron çevrimiçi mesleki gelişim faaliyetlerinin etkinliğine dair içgörüler sunmayı, öğretmenlerin motivasyonlarını ortaya çıkarmayı ve katılım faktörleri ile iyi hissetme halleri arasındaki ilişkiyi incelemeyi, bu doğrultuda eğitim politikalarının ve uygulamalarının öğretmenlerin ihtiyaçlarına ve beklentilerine daha uygun hale getirilmesine katkıda bulunarak, eğitimde kaliteyi artırma yolunda önemli adımlar atabilmeyi amaçlamaktadır. Bu çalışmanın katılımcılarını İstanbul'un farklı ilçelerinde görev yapan K12 ortaokul İngilizce öğretmenleri oluşturmaktadır. Araştırmamız, yerel ve uluslararası etik kurallarına ve veri koruma yasalarına uygun olarak yürütülecektir.

"Asenkron Çevrimiçi Mesleki Gelişim Üzerine Dijital Etnografi: İstanbul'daki K-12 Ortaokul İngilizce Öğretmenlerinin Görüşleri'' isimli bu araştırmaya **katılımınızı onayladığınız taktirde**, 01/09/2024 – 30/12/2024 tarihleri arasında araştırmanın katılımcısı olacaksınız. Araştırma ekibince size bilgisi iletilecek olan Google Classroom sınıfı ve WhatsApp grubu gibi uygulamalara önceden belirlenen takvim doğrultusunda katılmanız istenecektir. Bu araştırma kapsamında oluşturulacak olan Google Classroom sınıfı ve WhatsApp grubu gibi çevrimiçi platformlarda, diğer katılımcılarla etkileşimde bulunmanız gerekecektir. Bu platformlarda, adınız, soyadınız ve telefon numaranız gibi kişisel bilgileriniz diğer katılımcılar tarafından görüntülenebilir. Bu durum, özellikle telefon numaranızın üçüncü kişiler tarafından kaydedilmesi, istenmeyen mesajlar veya aramalar alınması gibi potansiyel riskler doğurabilir. Bu tür riskleri en aza indirmek amacıyla, aşağıda yer alan gönüllü katılım formuna, tüm katılımcıların Google Classroom sınıfında, WhatsApp grubunda veya odak grup görüşmelerinde yer alırken **diğer katılımcıların kişisel verilerini ihlal etmeyeceklerini kabul ve taahhüt etmelerine yönelik bir madde eklenmiştir.** Fakat yine de bu platformlar üzerindeki iletişim ve bilgi paylaşımının dikkatli bir şekilde yürütülmesini önemle tavsiye ederiz. Buna ek olarak, bu bilgilerin yalnızca araştırma amaçlı kullanılacağını ve katılımcıların bu bilgileri araştırma dışında kullanmamaları gerektiğini hatırlatırız.

Araştırma süresince, sizlerden Öğretmen Bilişim Ağı (ÖBA) platformu üzerinden sunulan 4 adet asenkron çevrimiçi eğitime katılımınız istenecektir. Bu süreçte, 698 sayılı Kişisel Verilerin Korunması Kanunu (KVKK) kapsamında tarafınızdan yazılı, sözlü ve görsel nitelikteki kişisel veriler toplanacak olup, bu veriler yalnızca araştırma amacıyla kullanılmak üzere tarafımızca kaydedilecek ve veri analizi

süreci boyunca güvenli bir şekilde muhafaza edilecektir. Araştırma kapsamında gerçekleştirilecek olan bireysel ve grup olarak çevrimiçi video görüşmeleri sırasında, veri analizi için kullanılmak üzere video ve ses kayıtları alınacaktır. Toplanan tüm veriler, KVKK' ya uygun olarak işlenecek ve yalnızca belirtilen araştırma amacı doğrultusunda kullanılacaktır.

Araştırmamız, 6698 sayılı Kişisel Verilerin Korunması Kanunu (KVKK) kapsamında işlenen kişisel verilerin güvenliğine önem vermektedir. Bu güvenliğin sağlanması amacıyla gerekli teknik ve idari önlemler alınacaktır. Kişisel veriler, veri işleme amacının gerektirdiği süreyle saklanacaktır, bu sürenin sonunda veriler güvenli bir şekilde uygun yazılım desteği ile imha edilecektir. Saklanan ve kaydedilen verilerin kaybolmaması, yetkisiz kişilerin eline geçmemesi ve hukuka aykırı kullanımların önlenmesi için gerekli güvenlik önlemleri tarafımızca alınacaktır. Toplanan veriler tamamen gizli tutulacak ve yalnızca araştırma amacı için kullanılacaktır. Araştırma boyunca yalnızca araştırma için gerekli olan kişisel veriler toplanacaktır, ihtiyaç duyulmayan veriler toplanmayacaktır. Kişisel bilgilerinizi içeren herhangi bir veri, kimliğinizin ifşa edilmemesi için anonimleştirilecektir. Kimlik bilgileriniz, analizlerde veya sonuçların raporlanmasında kullanılmayacaktır. Her katılımcıya bir kod numarası atanacak ve kişisel bilgilerle bu kod numarası eşleştirilerek veriler anonim hale getirilecektir.

Verilerinizin güvenliği en yüksek önceliğimizdir. Verileriniz şifrelenecek, yetkisiz erişim önlenecektir. Çalışma süresince ve sonrasında kimlik bilgileriniz araştırma dışındaki hiç kimseyle açık rızanız/izniniz dışında paylaşılmayacaktır. Toplanan veriler isminiz silinerek, bilgisayarda şifreli bir dosyada tutulacaktır. Toplanan veriler, sizlerin yazılı izni ya da mahkeme kararı olmadan hiçbir şahsa veya kuruma verilmeyecektir. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı çevrimiçi bir ortamda paylaşılacaktır.

Bu çalışmaya katılım gönüllük esasına dayalıdır. Bu araştırmaya katılımınız hali hazırda yararlanmakta olduğunuz Öğretmen Bilişim Ağı (ÖBA) platformu tarafından sağlanan asenkron çevrimiçi eğitimler konusunda bilgilenmenize katkı sağlayabilir ve yaşam boyu öğrenme, mesleki gelişiminiz konusunda sizi destekleyebilir. Yaklaşık 3 ay sürecek bu uygulamada yer alan hiçbir aşama, kişisel rahatsızlık verecek nitelikte değildir. Çalışmanın sizlere herhangi bir olumsuz etkisi bulunmamaktadır. Ancak herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, uygulamaları nedenini açıklamaksızın yarıda bırakıp araştırmadan çıkmakta serbestsiniz. Böyle bir durumda vermiş olduğunuz bilgilerin araştırmacı tarafından kullanılması ancak sizin onayınızla mümkün olacaktır.

Bu araştırmaya katılımınız durumunda, araştırma süreci boyunca fikir ve görüşlerinizi ifade ederken **Türk Milli Eğitim sisteminin temel değerlerini ve toplumsal hassasiyetleri göz önünde bulundurmanız beklenmektedir.** Yanıtlarınızın milli ve manevi değerlere aykırı olabilecek unsurlar içermemesi, aynı zamanda ayrımcılık, ötekileştirme veya toplumsal bölünmelere neden olabilecek ifadelerden kaçınılması gerekmektedir. Bu etik ilkelerin korunması hem araştırmanın bütünlüğünü sağlamak hem de toplumun hassas dengelerini gözetmek adına büyük önem taşımaktadır. **Araştırmaya katılarak, bu ilkelere uygun davranmayı kabul ettiğinizi ve yanıtlarınızın bu çerçevede değerlendirileceğini onaylamış sayılacaksınız.** Bu doğrultuda, paylaşımlarınız araştırmanın amacına uygun olarak kullanılacak ve belirtilen etik standartlara uygun şekilde analiz edilecektir.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için araştırmayı yürüten Ümmünur Bilgin ile (E-posta:), telefon:) iletişim kurabilirsiniz.

1. ***Aşağıda imzası olan ben "Asenkron Çevrimiçi Mesleki Gelişim Üzerine Dijital Etnografi: İstanbul'daki K-12 Ortaokul İngilizce Öğretmenlerinin Görüşleri" başlıklı çalışmaya katılmayı kabul ediyorum.***
2. ***Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum.***
3. ***Bu çalışmayı yürüten Ümmünur BİLGİN çalışmanın yapısı, amacı ve muhtemel süresi, hakkında ayrıntılı sözlü ve yazılı bilgi verdi.***
4. ***Bu çalışmayı yürüten Ümmünur BİLGİN, verilerin nasıl toplanacağı, saklanacağı ve işleneceği konusunda beni bilgilendirdi.***
5. ***Araştırmacı Ümmünur Bilgin'e çalışmasıyla ilgili her soruyu sorma fırsatını buldum. Cevapları ve bana verilen bilgiyi anladım.***
6. ***Aşağıda imzası olan ben, araştırmaya katılımım sırasında yanıtlarımı Türk Milli Eğitim sisteminin temel değerlerine ve toplumsal hassasiyetlere uygun şekilde vereceğimi, milli ve manevi değerlere aykırı, ayrımcılık, ötekileştirme veya toplumsal bölünmelere neden olabilecek herhangi bir ifade kullanmayacağımı kabul ediyorum. Bu ilkelere uygun olarak verdiğim yanıtların, araştırmanın etik standartları çerçevesinde değerlendirileceğini ve kullanılacağını onaylıyorum.***
7. ***Araştırma boyunca sesli ve video kaydı yapılacağı konusunda ve bu kayıtların, araştırma sürecinde veri analizinde kullanılmak üzere saklanacağı konusunda bilgilendirildim ve bu durumu kabul ediyorum.***
8. ***Araştırma sırasında sözlü ve yazılı olarak ifade ettiğim düşüncelerimin kaydedilmesini ve bu kayıtların araştırma amaçlı kullanılmasını kabul ediyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.***
9. ***Bu araştırma kapsamında gereken önceden oluşturulmuş Google Classroom sınıfında ve diğer katılımcıların da dahil olduğu WhatsApp grubunda yer alacağımı biliyorum.***
10. ***Google Classroom, WhatsApp grubu veya odak grup görüşmeleri gibi araştırma kapsamında yer alacağım platformlarda, adım, soyadım, telefon numaram, görüntüm veya sesim diğer katılımcılar tarafından görülebilir. Araştırmacı bu bilgilerin gizliliğini korumak için gerekli önlemleri alacak olsa da bu bilgilerin başkaları tarafından görülme olasılığı olduğunu kabul ediyorum ve bununla ilgili tüm riskleri anladığımı onaylıyorum.***
11. ***Araştırma süresince (ör. Google Classroom sınıfında, WhatsApp grubunda veya odak grup görüşmelerinde) diğer katılımcıların kişisel verilerini (ad, soyad, iletişim bilgileri, ses veya görüntü gibi) ihlal edecek, paylaşacak veya kötüye kullanacak herhangi bir davranışta bulunmayacağımı kabul ediyorum. Diğer katılımcıların gizliliğine saygı göstereceğimi ve bu verilerin korunmasını taahhüt ediyorum.***
12. ***Araştırma sürecinde edineceğim bilgileri, yalnızca bu çalışmanın amaçları doğrultusunda kullanacağımı ve bu bilgileri araştırma dışında herhangi bir yerde paylaşmayacağımı veya kullanmayacağımı kabul ediyorum. Bu***

bilgilerin gizliliğine saygı göstereceğimi ve diğer katılımcıların mahremiyetine özen göstereceğimi kabul ve taahhüt ediyorum.

13. ***Toplanan verilerin tamamen gizli tutulacağını ve yalnızca araştırma amacı için kullanılacağını ve kişisel bilgilerimi içeren herhangi bir veri, kimliğinizin ifşa edilmemesi için anonimleştirileceğini biliyorum.***
14. ***Çalışma süresince ve sonrasında kimlik bilgilerimin araştırma dışındaki hiç kimseyle iznim dışında paylaşılmayacağını biliyorum.***
15. ***Araştırma boyunca yalnızca araştırmaya uygun gerekli olan kişisel veriler toplanacağını, ihtiyaç duyulmayan veriler toplanmayacağı konusunda bilgilendirildim.***
16. ***Araştırma süresince video kaydı, ses kaydı alınacağını, fotoğraf çekileceğini ve yazılı veriler toplanacağını biliyorum. Videolar, fotoğrafların ve seslerin bilimsel makaleler, akademik sunumlar ve çevrimiçi bir eğitim ortamı dışında kesinlikle kullanılmayacağını biliyorum ve kabul ediyorum.***
17. ***Bu çalışma sonuçlarının kullanılmasını kısıtlamayacağımı ve yayın, rapor ve benzeri bilimsel dokümanlarda kullanabileceğini kabul ediyorum.***

OKUDUM VE ONAYLADIM.

Ad - Soyad:.....

Katılımcının İmzası: .....

Tarih .....

Teşekkürler,

Araştırmacının adı, soyadı ve imzası

.....

Araştırmaya katılımınız ve haklarınızın korunmasına yönelik sorularınız varsa ya da herhangi bir şekilde risk altında olduğunuza veya strese maruz kalacağına inanıyorsanız araştırmacı Ümmünur Bilgin ile …….e-posta adresi veya …… iletişim numarası üzerinden ulaşabilirsiniz.

Appendix 2. Informed Consent Form

BİLGİLENDİRİLMİŞ OLUR FORMU

1. Aşağıda imzası olan ben *"Asenkron Çevrimiçi Mesleki Gelişim Üzerine Dijital Etnografi: İstanbul'daki K-12 Ortaokul İngilizce Öğretmenlerinin Görüşleri"* başlıklı çalışmaya katılmayı kabul ediyorum.
2. Bu çalışmayı yürüten Ümmünur BİLGİN çalışmanın yapısı, amacı ve muhtemel süresi, hakkında ayrıntılı sözlü ve yazılı bilgi verdi.
3. Araştırmacı Ümmünur Bilgin'e çalışmasıyla ilgili her soruyu sorma fırsatını buldum. Cevapları ve bana verilen bilgiyi anladım.
4. Araştırmacı Ümmünur Bilgin'e bilgilerin ayrıntılarını açıklamama ve benimle ilgili sırları koruması şartıyla benimle bu çalışmayı yapmasına izin veriyorum.
5. Araştırma boyunca sesli ve video kaydı yapılacağı konusunda ve bu kayıtların, araştırma sürecinde veri analizinde kullanılmak üzere saklanacağı konusunda bilgilendirildim. Araştırma sırasında sözlü ve yazılı olarak ifade ettiğim düşüncelerimin kaydedilmesini ve bu kayıtların araştırma amaçlı kullanılmasını kabul ediyorum.
6. Çalışma boyunca tüm kurallara uyacağıma, araştırmacı Ümmünur Bilgin ile tam bir uyum içinde çalışacağıma ve konuyla ilgili herhangi bir sorun çıktığında hemen onu arayacağımı kabul ediyorum.
7. Bu çalışma sonuçlarının kullanılmasını kısıtlamayacağımı ve yayın, rapor ve benzeri bilimsel dokümanlarda kullanabileceğini kabul ediyorum.
8. Bu çalışmadan istediğim zaman çıkabileceğimi anladım.

OKUDUM VE ONAYLADIM.

Katılımcının Adı ve Soyadı, Adresi: Tarih, İmza:

Araştırmacının Adı ve Soyadı, Adresi:

Tarih, İmza:

Ümmünur Bilgin

Appendix 3. Demographic Survey

1- Cinsiyetiniz nedir?

o Erkek

o Kadın

2- Yaşınız kaç?

o 18-24

o 25-34

o 35-44

o 45-54

o 54 ve üzeri

3- Eğitim düzeyiniz nedir?

o Lisans

o Yüksek Lisans

o Doktora

o Diğer: (Lütfen belirtiniz:)

4- Hangi bölümden mezun oldunuz?

o İngiliz Dili Eğitimi

o İngiliz Dili ve Edebiyatı

o Dilbilim

o Amerikan Kültür ve Edebiyatı

o İngilizce Mütercim Tercümanlık

o Diğer: (Lütfen belirtiniz:)

5- Görev yaptığınız ortaokul türünü belirtiniz:

o İmam Hatip Ortaokulu

o Ortaokul

6- Kaç yıldır öğretmenlik yapıyorsunuz?

o 0-5 yıl

o 6-10 yıl

o 11-15 yıl

o 16 yıl ve üzeri

7- Görev yaptığınız İstanbul bölgesini belirtiniz:

o Avrupa Yakası - Merkez (Fatih, Beyoğlu, Şişli, Beşiktaş)

o Avrupa Yakası - Batı (Esenyurt, Avcılar, Beylikdüzü, Büyükçekmece)

o Avrupa Yakası - Kuzey (Sarıyer, Eyüpsultan, Kağıthane)

o Avrupa Yakası - Doğu (Kadıköy, Üsküdar, Ümraniye, Ataşehir)

o Asya Yakası - Güney (Maltepe, Kartal, Pendik, Tuzla)

o Asya Yakası - Kuzey (Beykoz, Çekmeköy, Sancaktepe)

o Diğer (lütfen belirtiniz): _____

8- Teknoloji kullanım becerilerinizi nasıl değerlendirirsiniz?

o Başlangıç düzeyi

o Orta düzey

o İleri düzey

9- Çevrimiçi eğitim materyalleri ve platformlarını kullanma konusunda kendinizi ne kadar yeterli hissediyorsunuz?

o Yetersiz

o Orta düzeyde yeterli

o Yeterli

o Çok yeterli

10- Hangi mesleki eğitim türünü daha çok tercih edersiniz?

o Yüz yüze eğitim

o Çevrimiçi asenkron eğitim

o Çevrimiçi senkron eğitim

o Karma/ Hibrit eğitim

o Diğer (lütfen belirtiniz): _____

11- Daha önce asenkron çevrimiçi mesleki gelişim eğitimlerine katıldınız mı?

o Evet

o Hayır

12- Katılıyorsanız katılma sıklığınız nedir?

o Ayda 1

o 3 Ayda 1
o 6 ayda 1
o Yılda 1
o Hiç katılmadım

13- Daha önce katıldığınız asenkron çevrimiçi mesleki eğitimlerin süresi nedir?
o 1-5 saat
o 6-10 saat
o 11-20 saat
o 21 saat ve üzeri

14- Katılıyorsanız, mesleki gelişim etkinliklerine katıldığınız platformları belirtiniz. (Birden fazla seçenek işaretleyebilirsiniz)
o ÖBA (Öğretmen Bilişim Ağı)
o Zoom
o Microsoft Teams
o Google Classroom
o Udemy
o Diğer (lütfen belirtiniz): _____

15- Katıldığınız asenkron çevrimiçi mesleki gelişim eğitimlerini genel anlamda nasıl değerlendiriyorsunuz?
o Çok faydalı
o Faydalı
o Orta düzeyde faydalı
o Az faydalı
o Faydalı değil

16- Katıldığınız bu eğitimlerin profesyonel gelişiminiz üzerindeki etkisini nasıl değerlendiriyorsunuz?
o Oldukça olumlu
o Olumlu
o Nötr
o Olumsuz
o Oldukça olumsuz

17- Asenkron çevrimiçi mesleki gelişim faaliyetlerini tercih etmenizde hangi faktörler etkili oldu? (Birden fazla seçenek işaretleyebilirsiniz)

o Zaman esnekliği

o İçerik erişilebilirliği

o Eğitimlerin ücretsiz olması

o Teknolojik kolaylıklar

o Diğer: _____

18- Asenkron çevrimiçi mesleki gelişim eğitimlerine katılma sebepleriniz nelerdir? (Birden fazla seçenek işaretleyebilirsiniz)

o Yeni bilgiler edinmek

o Kariyer gelişimi

o Mesleki yeterlilik kazanmak

o Meslektaşlarla bağ kurma fırsatı

o Zorunlu mesleki gelişim gereksinimleri

o Kendimi daha motive hissetmek

o Mesleki tatmin sağlamak

o Yaratıcılığı artırmak

o İş stresiyle başa çıkmak

o Diğer (lütfen belirtiniz): _____

19- Bu eğitimlere katılımınızın iyi olma halinize katkısını nasıl değerlendiriyorsunuz?

o Oldukça olumlu katkı sağlıyor

o Olumlu katkı sağlıyor

o Nötr

o Olumsuz katkı sağlıyor

o Oldukça olumsuz katkı sağlıyor

20- Asenkron çevrimiçi eğitimler, mesleki aidiyet duygunuzu nasıl etkiledi?

o Hiç etkilemedi

o Az etkiledi

o Orta düzeyde etkiledi

o Etkiledi

o Çok etkiledi

21- Asenkron çevrimiçi eğitimlere katılmak, size meslektaşlarınızla daha bağlı hissettirdi mi?

o Hiç bağlı hissettirmedi

o Az bağlı hissettirdi

o Orta düzeyde bağlı hissettirdi

o Bağlı hissettirdi

o Çok bağlı hissettirdi

22- Çevrimiçi mesleki gelişim faaliyetlerine katılımınız, iş yerinde genel olarak kendinizi nasıl hissetmenizi sağladı?

o Daha stresli

o Aynı

o Daha rahat

o Daha motive

o Daha enerjik

o Diğer: _____

23- Mesleki gelişim faaliyetlerine katılımınız, iş-yaşam dengenizi nasıl etkiledi?

o Olumsuz etkiledi

o Hiç etkilemedi

o Olumlu etkiledi

24- Genel olarak öğretmenlik mesleğinizde ne kadar tatmin olmuş hissediyorsunuz?

o Hiç tatmin olmuş hissetmiyorum

o Az tatmin olmuş hissediyorum

o Orta düzeyde tatmin olmuş hissediyorum

o Tatmin olmuş hissediyorum

o Çok tatmin olmuş hissediyorum

25- Önümüzdeki 5 yıl içinde mesleki kariyerinizde nasıl bir gelişim hedefliyorsunuz?

o Aynı pozisyonda devam etmeyi planlıyorum

o Yönetici/İdareci pozisyonlarına geçmeyi hedefliyorum

o Akademik alanda ilerlemeyi planlıyorum

o Farklı bir eğitim alanına geçmeyi düşünüyorum

o Emekli olmayı planlıyorum

Appendix 4. Teaching Philosophy Statements Task

Öğretim Felsefesi Genel Olarak Nedir?

"Teaching Philosophy" kavramı, eğitim alanında bir öğretmenin veya eğitmenin eğitimle ilgili temel inançlarını, değerlerini ve hedeflerini ifade eden bir yazılı belgedir. Bu kavramın literatürdeki Türkçe karşılığı genellikle "Öğretim Felsefesi" veya "Eğitim Felsefesi" olarak geçmektedir. Öğretim Felsefesi, öğretmenlerin eğitimde nasıl bir yaklaşım benimsediğini, öğrencileri nasıl yönlendirdiğini, öğretim süreçlerini nasıl planladığını ve eğitimde hangi değerleri öne çıkardığını açıklayan bir belgedir. Bu belge, öğretmenlerin kendi eğitim anlayışlarını yazılı olarak ifade ettikleri ve eğitimdeki rollerini, sorumluluklarını ve amaçlarını netleştirdikleri bir çerçeve sunar.

Öğretim felsefesini yansıtan belgeler, bir eğitimcinin öğretim ve öğrenme konusundaki temel inançlarını tanımlayan ve bu inançların sınıfta nasıl hayata geçirildiğini gösteren yansıtıcı bir anlatıdır. Bu bildiriler, eğitimcinin eğitimin amacı, öğretmenin rolü ve öğrenciler için istenen sonuçlar konusundaki anlayışını ortaya koyar. Aynı zamanda, eğitimcinin öğretim felsefesi ile uyumlu olan öğretim uygulamaları, yöntemleri ve stratejilerine dair somut örnekler sunar. Bu bildiriler genellikle geçmiş öğretim deneyimlerine yönelik yansımalar içerir; bu yansımalar, bir eğitimci olarak başarıları, karşılaşılan zorlukları ve zamanla oluşan mesleki gelişimi vurgular.

Öğretim felsefesi, öğretmenlerin kendi eğitim pratiklerini ve kararlarını şekillendiren bir rehber niteliğindedir. Bu belge, öğretmenlerin eğitimdeki amaçlarını ve yöntemlerini netleştirerek, daha bilinçli ve tutarlı bir eğitim sunmalarını sağlar. Ayrıca, öğretmenlerin mesleki gelişimlerine katkıda bulunur ve eğitim süreçlerindeki etkinliklerini artırır.

Kişisel bir öğretim felsefesi belirleme ve bu felsefeyi sürekli olarak inceleyip geliştirmek, ifade etme, doğrulama ve öğretim yoluyla yeniden şekillendirme süreci, öğretim davranışlarında değişikliğe yol açar ve nihayetinde mesleki ve kişisel gelişimi teşvik eder. Bu nedenle, biz öğretmenler olarak, mesleki gelişimimizi izlemek için bu aracı etkili bir yöntem olarak değerlendirebiliriz.

Yazım Yönergeleri

• Bir öğretim bildirimi yazarken belirli bir içerik gerekliliği, standart bir format ya da doğru ya da yanlış bir yol yoktur. Bu nedenle, şablondaki yönlendirici soruları takip ettiğiniz sürece yazımda özgür olabilirsiniz.

• Fazla detay vermekten kaçının ama yeterli açıklamaları yaparak okuyucunun anlayabileceği bir içerik oluşturun.

• Yazma sürecinde herkesçe anlaşılabilecek bir dil ve kavramları kullanmaya özen gösterin. Şimdiki zamanı ve birinci şahıs zamirini tercih ederek, yazıyı kişisel ve doğrudan bir dille ifade edin.

• Eğitim alanında kullanılan karmaşık veya teknik terimlerden kaçının. Bunun yerine, okuyucunun rahatça anlayabileceği ifadeler kullanın.

• Genel ifadelerden kaçının, spesifik örneklerde bulunun.

• Oluşturduğunuz öğrenme ortamını ve mesleki gelişiminiz sürecinde yaşadığınız etkileşimleri somutlaştırın. Okuyucuların zihninde bu ortamı ve süreçleri canlandırmalarına yardımcı olun.

• Eğitimde sizin için önemli olan değerleri ve idealleri net bir şekilde ifade edin.

• Öğretim felsefenizi yazarken, kendi öğretim deneyimlerinizi ve yaşadığınız somut olayları da dahil edin. Bu, yazınızı daha kişisel ve özgün kılar.

Öğretim Felsefesi İçin Yönlendirici ve Yarı Yapılandırılmış Sorular

A- Öğretmen Kimliği, Değerleri ve Motivasyonları

- Bir öğretmen olarak temel hedefiniz nedir?
- Öğretim konusunda en çok değer verdiğiniz şey nedir?
- Öğretmen olmaya nasıl karar verdiniz?
- "Öğretmen" sizin için ne anlama geliyor?
- Sizi bir öğretmen olarak tanımlayan özellikler nelerdir?
- Size göre iyi bir öğretmen nasıl olunur?
- Öğretim felsefenizi nasıl uygulamaya geçiriyorsunuz? Yöntemleriniz ve stratejilerinizden örnekler verin.
- Öğretiminizi en iyi tanımlayacak metafor nedir? Neden?
- Öğretimle ilgili olarak sizi iyi hissettiren şey nedir?
- Bir öğretmen olarak en büyük gücünüz nedir? Neden?

B- Mesleki Gelişim Planı

- Mesleki gelişimle ilgili hedefleriniz nelerdir?
- Mesleki anlamda nasıl ilerlemeyi ve gelişmeyi planlıyorsunuz?
- Kendinize öğretmen olarak hangi hedefleri belirlediniz?
- Mesleki gelişim ve hayat boyu öğrenme konusundaki görüşleriniz nelerdir?
- Kendi mesleki gelişiminizi nasıl sürdürüyor ve öğrencilerinize bu konuda nasıl örnek oluyorsunuz?
- Mesleki gelişiminiz için hangi kaynakları kullanıyorsunuz? Neden?

C- Teknoloji Entegrasyonu

- Eğitimde teknolojinin kullanımını nasıl değerlendiriyorsunuz?
- Online ve dijital araçları öğretim sürecine nasıl entegre ediyorsunuz? Örnekler veriniz.
- Eğitimdeki yeni teknolojik yenilikleri takip ediyor musunuz? Bu yenilikleri sınıfınıza nasıl entegre ediyorsunuz?
- Mesleki gelişiminizde teknolojinin rolünü nasıl değerlendiriyorsunuz?
- Kendi mesleki gelişiminiz için hangi teknolojik araçları ve kaynakları kullanıyorsunuz? Neden?
- Asenkron çevrimiçi mesleki gelişim programları hakkında düşünceleriniz nelerdir?
- Öğretim felsefenize göre asenkron mesleki gelişim programlarının güçlü ve zayıf yönleri nelerdir?
- Asenkron çevrimiçi mesleki gelişim programları, bir öğretmen olarak sürekli öğrenmenize ve kişisel gelişiminize nasıl katkıda bulunmaktadır?
- Bu eğitim felsefesine sahip olmanızda asenkron çevrimiçi eğitimlerin nasıl bir etkisi oldu?

D- Duygular ve Duygusal Beklentiler, İş Birliği ve Topluluk Hissi

- Öğrencileriniz ve meslektaşlarınızla olumlu ilişkileri nasıl sürdürüyorsunuz?
- Duygusal tatmininizi ve iyi hissetme halinizi nasıl sağlıyorsunuz?
- İş stresiyle başa çıkma stratejiniz nedir?
- Meslektaşlarınızla nasıl iş birliği yapıyorsunuz?
- Meslektaşlarınızla okul içinde ve dışında nasıl etkileşimde bulunuyorsunuz?
- Asenkron mesleki gelişim programlarının öğretmenlerin duygusal ihtiyaçlarını nasıl karşılayabileceğine inanıyorsunuz?
- Asenkron mesleki gelişime katılımın duygusal izolasyon veya toplumsallık/aidiyet duygularınızı nasıl etkilediğini düşünüyorsunuz?
- Kendi duygularınızı ve duygusal deneyimlerinizi öğretim felsefenize nasıl entegre ediyorsunuz?
- Asenkron mesleki gelişime katılımınız, öğretim mesleği içinde topluluk ve iş birliği anlayışınızı nasıl şekillendirdi?

Öğretim Felsefesi Belgeleri İçin Şablon

Öğretim Felsefenizde Ele Alınması Gereken Alanlar ve Anahtar Kelimeler:	**YORUMLARINIZ:**
Öğretmen Kimliğiniz, Değerleriniz ve Motivasyonlarınız • Öğretmen Hedefleri • Öğretim Değerleri • Öğretmen Olma Kararı • "Öğretmen" Teriminin Sizin İçin Anlamı • Öğretmen Kimliği • İyi Bir Öğretmen Olmak • Öğretim Felsefesinin Uygulanması • Öğretim Metaforu • Öğretimin Ödüllendirici Yönleri • Bu Alandaki Yetkinlikleriniz	
Mesleki Gelişim Planı • Mesleki Gelişim Hedefleri • İlerleme ve Gelişim Planı • Öğretmen Olarak Hedefler • Hedeflere Ulaşma	

• Mesleki Gelişim Üzerine Görüş • Mesleki Gelişimi Sürdürme • Mesleki Gelişim için Kaynaklar • Kaynak Tercihleri	
Teknoloji Entegrasyonu • Eğitimde Teknolojinin Değerlendirilmesi • Çevrimiçi Araçların Entegrasyonu • Yenilikleri Takip Etme • Mesleki Gelişimde Teknolojinin Rolü • Mesleki Gelişim İçin Araçlar • Mesleki Gelişime Katkı • Asenkron Çevrimiçi Mesleki Gelişim Üzerine Düşünceler • Asenkron Mesleki Gelişimin Güçlü ve Zayıf Yönleri • Asenkron Mesleki Gelişimin Sürekli Öğrenmeye Katkısı	
İyi Olma Hali Durumu • Meslektaşlarla Olumlu İlişkilerin Sürdürülmesi • Duygusal Tatmin / İyi Olma Hali • Stres Yönetim Stratejisi	

• Mesleki Gelişimin İyi Hissetme Üzerindeki Etkisi • İyi Olma Hali Açısından Mesleki Gelişim Programlarının Tercih Edilme Durumu • Bu Programlarda Meslektaşlar ile İş birliği • Bu Programlarda Meslektaşlarla Etkileşim • Asenkron Mesleki Gelişimde Duygusal İhtiyaçların Ele Alınması ve Duygusal İzolasyon / Aidiyet Etkisi • Duyguların Öğretim Felsefesine Entegre Edilmesi • Toplumsallık ve İş Birliği Anlayışının Şekillendirilmesi	

Appendix 5. Reflective Journals Template

Değerli Katılımcı,

Bu yansıtıcı günlük, günlük öğretim deneyimlerinizi, başarılarınızı, zorluklarınızı ve mesleki gelişiminizi derinlemesine düşünmenizi ve belgelemenizi sağlamak amacıyla hazırlanmıştır. Aşağıdaki sorular, alanında uzman akademisyenlerin görüş ve önerileri doğrultusunda oluşturulmuştur. Her eğitimin ardından, aşağıdaki yönlendirici soruları dikkate alarak 1-2 paragraf (150-200 kelime) uzunluğunda bir yansıtıcı günlük yazınız. Günlüklerinizi her eğitimin sonunda, belirlenen tarihe kadar Google Classroom platformuna yüklemeniz gerekmektedir.

Vermiş olduğunuz yanıtlar, ***çalışmanın başında vermiş olduğumuz ayrıntılı bilgilendirme formundaki maddelere uygun olarak*** gizlilik ilkesi çerçevesinde ele alınacaktır. Bu bağlamda, Google Classroom'da ödev kısmına yüklemiş olduğunuz ilgili belgeyi üçüncü bir kişi görüntüleyemeyecektir. Yanıtlarınız ve belgeleriniz, yalnızca araştırmanın yürütülmesinden sorumlu araştırma ekibi tarafından erişilebilir olacaktır. Bu belgeler, araştırma süreci boyunca güvenli bir şekilde saklanacak ve kişisel verilerinizin gizliliği korunarak anonimleştirilecektir. Anonimleştirme işlemi, kişisel kimliğinizi doğrudan veya dolaylı olarak tanımlayabilecek tüm bilgilerin kaldırılması suretiyle gerçekleştirilecektir. Araştırma tamamlandıktan sonra, veriler sadece analiz amacıyla kullanılacak ve herhangi bir yayında veya sunumda kimliğinizi ifşa edebilecek bilgiler yer almayacaktır. Ayrıca, çalışmanın tamamlanmasının ardından belirlenen süre boyunca veriler saklanacak ve bu sürenin sonunda güvenli bir şekilde imha edilecektir. Bu süreçte veri güvenliği hem fiziksel hem de dijital ortamlarda en üst düzeyde sağlanacak, yetkisiz erişimlere karşı gerekli tüm tedbirler alınacaktır. Daha fazla bilgi için ilgili belgeyi tekrardan inceleyebilirsiniz.

Katılımcıların, çalışmanın başında imzaladıkları onay formunda belirtildiği üzere, Türk Milli Eğitim sisteminin temel değerleri ve toplumsal hassasiyetler çerçevesinde yanıtlarını ifade etmeleri beklenmektedir. Milli ve manevi değerlere aykırı veya ayrımcılık, ötekileştirme ya da toplumsal bölünmelere neden olabilecek herhangi bir ifadenin araştırma kapsamında değerlendirilmeyeceği hususu, katılımcıların dikkatine sunulur.

Herhangi bir sorunuz veya geri bildiriminiz olursa, aşağıdaki iletişim bilgileri üzerinden bizimle iletişime geçebilirsiniz. Katılımınız için teşekkür ederiz.

İletişim Bilgileri:

Araştırmacı: Ümmünur BİLGİN

E-posta:

1. Bu eğitim size bugüne kadar öğrendiklerinizden farklı ne katıyor? Bu farklılıkların mesleki gelişiminiz üzerindeki etkileri neler olabilir?
2. Bu eğitimdeki hangi içerikler sizi en çok motive etti? Bu motivasyon, mesleki pratiğinizi nasıl şekillendirdi?
3. Eğitimde ele alınan konularla ilgili daha fazla bilgi edinmek veya kendinizi geliştirmek istediğiniz alanlar var mı?
4. Bu haftaki eğitimden en çok etkilendiğiniz konu hangisiydi? Bu konunun size olan etkisi nedir ve bu etki mesleki bakış açınızı nasıl değiştirdi?
5. Bugün, öğretmenlik pratiğinizde geliştirmek istediğiniz bir alan veya beceri hakkında ne öğrendiniz?
6. Eğitimden edindiğiniz bilgileri kendi mesleki pratiklerinize nasıl yansıtacaksınız?
7. Bu eğitimin, öğretim sürecinizde sağladığı en büyük avantaj nedir ve bunu mesleki pratiklerinizde nasıl uygulayacaksınız?
8. Eğitim süreci boyunca karşılaştığınız zorluklar nelerdi ve bu zorlukları nasıl aştınız?
9. Eğitim süreci boyunca, genel olarak kendinizi nasıl hissettiniz? Bu eğitim sürecinin, mesleki tatmin, duygusal refahınız, mesleki stres düzeyiniz üzerinde nasıl bir etkisi oldu?
10. Eğitim süreci boyunca kendinizi ne kadar değerli ve desteklenmiş hissettiniz?

Appendix 6. Narrative Inquiry Guiding Questions

- Öğretim Felsefesi metninize eklemek ya da çıkarmak istediğiniz herhangi bir unsur var mı? Varsa, böyle bir değişikliğin gerekli olduğunu düşünmenizin nedeni nedir?
- Bu eğitim sürecinde edindiğiniz yeni bakış açıları mevcut eğitim felsefenizle nasıl bütünleşti?
- Eğitim süreci, eğitim felsefenizde herhangi bir değişikliğe yol açtı mı? Eğer evet ise, bu değişiklikler nelerdir?
- ÖF metninizi gözden geçirirken kendi eğitim felsefenize dair yeni farkındalıklar geliştirdiniz mi? Bu farkındalıklar mesleki gelişiminizi nasıl etkiledi?
- Metninizin bazı bölümlerinin daha açık veya daha net ifade edilmesi gerektiğini düşünüyor musunuz? Eğer öyleyse, bu bölümler hangileridir?
- Eğitim süreci, eğitim felsefenizde herhangi bir dönüşüme neden oldu mu? Olduysa, bu değişiklikler nelerdir?
- Bu sürecin gelecekteki mesleki uygulamalarınızı nasıl etkilemesini bekliyorsunuz?
- Eğitim sürecinde herhangi bir zorluk yaşadınız mı? Yaşadıysanız, bu zorlukları nasıl tanımlarsınız ve üstesinden nasıl geldiniz? Bu deneyimden çıkardığınız temel dersler nelerdir?
- Eğitim süreci boyunca profesyonel rolünüzde ne ölçüde desteklendiğinizi hissettiniz? Bu desteklenme duygusu, eğitsel etkinliklere katılım motivasyonunuzu nasıl etkiledi?
- Bu eğitim süreci boyunca kendinizi en motive hissettiğiniz an ne zamandı? Bu motivasyona katkıda bulunan duygular nelerdi?
- Eğitim sürecinde en çok motive olduğunuz konular hangileriydi? Bu yüksek motivasyonun nedenleri nelerdir ve bu durum mesleki uygulamanızı nasıl etkiledi?
- Bu süreç size duygusal açıdan nasıl bir katkı sağladı? Genel psikolojik iyi oluş hâliniz üzerinde nasıl bir etkisi oldu?
- Eş zamansız çevrimiçi mesleki gelişim programına katılmadan önceki beklentileriniz ile programın sonunda edindiğiniz deneyimler arasında ne gibi farklar gözlemlediniz?

Appendix 7. Ethics Committee Approval

YILDIZ TEKNİK ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

Toplantı Tarihi: 09.09.2024 **Toplantı No: 2024.09**

SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURULU TOPLANTI KARARI

Yürütücülüğünü Üniversitemiz Sosyal Bilimler Enstitüsü öğretim üyelerinden Dr. Öğr. Üyesi Gülümser Efeoğlu danışmanlığında lisansüstü öğrencisi ÜMMÜNUR BİLGİN tarafından yapılacak olan "Asenkron Çevrimiçi Mesleki Gelişim Üzerine Dijital Etnografi İstanbul Daki K 12 Ortaokul İngilizce Öğretmenlerinin Görüşleri" adlı çalışma ve bu çalışmada kullanılacak veri toplama araçları ve yöntemlerine ilişkin bilgilerde etiğe aykırı herhangi bir bulguya rastlanmamıştır.

Etik Kurul Üyeleri

DocuSigned by: [redacted]
Prof. Dr. Murat DONDURAN
Başkan

DocuSigned by: [redacted]
Prof. Dr. Fatih GÜLGEN
Üye

DocuSigned by: [redacted]
Prof. Dr. Yiğit EVREN
Üye

DocuSigned by: [redacted]
Doç. Dr. Begüm SATICI
Üye

DocuSigned by: [redacted]
Doç. Dr. Nur CEMELEİOĞLU
Üye

DocuSigned by: [redacted]
Doç. Dr. Gülbin ÖZKAN
Üye

DocuSigned by: [redacted]
Dr. Öğr. Üyesi H. Ağan KARADUMAN
Üye

Taş Bina A-2013 Oda Davutpaşa Kampüsü Esenler/İstanbul Tel: (0212) 383 31 18
E-posta: sbemdr@yildiz.edu.tr - Web: sbe.yildiz.edu.tr
Rapor Doğrulama Adresi: "etik.yildiz.edu.tr/dogrula" Rapor No: 20240903234 Doğrulama Kodu: 92db4

Appendix 8. MoNE (MEB) Approval

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
ARAŞTIRMA UYGULAMA İZNİ BELGESİ

EĞİTİMİN YÜZYILI

Başvuru No: MEB.TT.2024.000969

T.C. Kimlik No: [redacted]

Adı Soyadı: ÜMMÜNUR BİLGİN

Araştırmanın Adı: Asenkron Çevrimiçi Mesleki Gelişim Üzerine Dijital Etnografi: İstanbul'daki K-12 Ortaokul İngilizce Öğretmenlerinin Görüşleri

Araştırmanın Niteliği: Yüksek Lisans Tezi

Araştırmanın Örneklem / Çalışma Grubu: Öğretmen

Veri Toplama Aracının Başlığı: Dijital Etnografi Araştırma Yöntemi Başlığı Altında Kullanılacak Nitel Veri Toplama Araçları

Araştırma Uygulama İzninin Kabul Tarihi: 28.08.2024

Araştırma Uygulama İzninin Bitiş Tarihi: 28.08.2025

Yukarıda kimliği yazılı araştırmacı "Araştırma Uygulama İzinleri Genelgesine (2024/41)" göre belirtilen kapsamda araştırmasını yapmayı taahhüt etmiştir. Araştırmacının bilgi ve belgelerinin uygunluğu kontrol edilmiş olup aşağıda ifade edilen bilgiler kapsamında araştırma uygulama izni Millî Eğitim Bakanlığı ilgili birimleri tarafından onaylanmıştır.

Uygulama Yapılacak İller	Uygulama Yapılacak Birimler	Uygulama Yapılacak MEB Teşkilatları	Uygulama Yapılacak MEB Teşkilatının Kurum Kodu
İSTANBUL	Ortaokul	[redacted]	
İSTANBUL	Ortaokul		
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Serhat Mah. 1290. Sokak No.8/B 06374 Yenimahalle/Ankara TÜRKİYE
Telefon No: (0312) 413 43 00, Belgegeçer No: (0312) 413 45 12
e-posta: ttkb_arastirmaizinleri@meb.gov.tr, internet adresi: ttkb.meb.gov.tr

Sayfa 1/6

T.C.
MİLLİ EĞİTİM BAKANLIĞI
ARAŞTIRMA UYGULAMA İZNİ BELGESİ

EĞİTİMİN YÜZYILI

Uygulama Yapılacak İller	Uygulama Yapılacak Birimler	Uygulama Yapılacak MEB Teşkilatları	Uygulama Yapılacak MEB Teşkilatının Kurum Kodu
İSTANBUL	İmam Hatip Ortaokulu	[redacted]	
İSTANBUL	Ortaokul		
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Sayfa 2/6

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
ARAŞTIRMA UYGULAMA İZNİ BELGESİ

Uygulama Yapılacak İller	Uygulama Yapılacak Birimler	Uygulama Yapılacak MEB Teşkilatları	Uygulama Yapılacak MEB Teşkilatının Kurum Kodu
		Ortaokulu	
İSTANBUL	İmam Hatip Ortaokulu	[redacted]	
İSTANBUL	İmam Hatip Ortaokulu		
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T.C.
MİLLÎ EĞİTİM BAKANLIĞI
ARAŞTIRMA UYGULAMA İZNİ BELGESİ

EĞİTİMİN YÜZYILI

Uygulama Yapılacak İller	Uygulama Yapılacak Birimler	Uygulama Yapılacak MEB Teşkilatları	Uygulama Yapılacak MEB Teşkilatının Kurum Kodu
		İmam Hatip Ortaokulu	
İSTANBUL	İmam Hatip Ortaokulu	[redacted]	
İSTANBUL	İmam Hatip Ortaokulu		
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İSTANBUL	İmam Hatip Ortaokulu		

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Sayfa 4/6

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
ARAŞTIRMA UYGULAMA İZNİ BELGESİ

Uygulama Yapılacak İller	Uygulama Yapılacak Birimler	Uygulama Yapılacak MEB Teşkilatları	Uygulama Yapılacak MEB Teşkilatının Kurum Kodu
		Ortaokulu	
İSTANBUL	İmam Hatip Ortaokulu	[redacted]	
İSTANBUL	İmam Hatip Ortaokulu		
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MİLLİ EĞİTİM BAKANLIĞI
ARAŞTIRMA UYGULAMA İZNİ BELGESİ

EĞİTİMİN YÜZYILI

Uygulama Yapılacak İller	Uygulama Yapılacak Birimler	Uygulama Yapılacak MEB Teşkilatları	Uygulama Yapılacak MEB Teşkilatının Kurum Kodu
		[redacted]	
İSTANBUL	İmam Hatip Ortaokulu		

Not: *Okul/kurum yöneticileri tarafından "Araştırma Uygulama İzni" belgesinin ve veri toplama araçlarının (araçlardaki maddelerinin) modülde yer alan belge ve araçlarla aynı olduğu kontrol edilmelidir. Belgeler aynı olmadığı durumda araştırma uygulama izni verilmeyecektir.*

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Şerhat Mah. 1290. Sokak No.8/B 06374 Yenimahalle/Ankara TÜRKİYE
Telefon No: (0312) 413 43 00, Belgegeçer No: (0312) 413 45 12
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