

Reference

Yates, J. (2014). Synchronous Online CPD: Empirical Support for the Value of Webinars in Career Settings. *British Journal of Guidance & Counselling*, 42 (3), pp.245-260.
<http://dx.doi.org/10.1080/03069885.2014.880829>

Annotation

In this article, Yates highlights the importance of ‘continuing professional development’ (CPD) through online programmes for adult learners that reduce costs of face-face training methods. The author refers to ‘interaction’ and collaboration as important factors in the learning context. The author firstly cites the student as the most important stakeholder in initiating interaction in the virtual environment. This viewpoint contradicts the author’s later viewpoint indicating that ‘synchronous online interaction’ is most effective in the online learning experience. In my opinion, synchronous online experiences need to be part of course and curriculum design, and therefore implies a systems approach to online learning, which is not reflected in the author’s writing in this paper. Moreover, even though the author utilizes a qualitative methodological approach, she only uses a sample of female participants for the empirical part of the study with no motivation provided for this selection, implying a biased sample. This paper provided an interesting theoretical point of departure for online learning amongst adults, utilising important learning theories, particularly, andragogy and transactional distance, but reflects some contradictions in analysis and explanations.

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