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Informal Workplace Learning of Teachers: Perspective and Future Directions

The growing importance of informal workplace learning for teachers has been recognized by researchers, as it emerges from teachers' own initiatives and becomes increasingly integrated into their day-to-day professional lives. Numerous recent studies in teacher education have highlighted the significance of informal workplace learning not only in enhancing teachers' instructional skills, knowledge, and educational beliefs but also in improving students' academic achievements. Given the critical role of informal workplace learning in teacher development and school improvement, this presentation will explore the theories and research trends concerning informal workplace learning for teachers. The presentation aims to address the following four questions: 1) How can we conceptualize teachers' informal workplace learning? 2) How can we categorize the various types of teachers' informal workplace learning activities? 3) What are the affordances and outcomes of teachers' informal workplace learning? and 4) What are the future research directions in the field of teachers' informal workplace learning?

Biography:

Dr. Yvonne Xianhan Huang is an assistant professor at the University of Hong Kong, specializing in teacher education and agentic behavior. A leading international scholar, she has published in top-tier journals such as Computers & Education, Psychology of Aesthetics, Creativity and the Arts, and Teaching and Teacher Education. Dr. Huang has won multiple teaching awards, including the National Quality Online Open Course Award (2019) and Faculty Outstanding Teaching Award-Team (2020). Currently, she serves as an associate editor for Cogent Education, a review editor for Frontiers in Psychology, and a reviewer for over 12 international peer-reviewed journals.