

Teacher Professional Development in Digital Pedagogy

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Abstract

Teacher professional development in digital pedagogy has emerged as a critical component of contemporary education systems in response to rapid technological advancements and the increasing integration of digital tools in teaching and learning. This study explores the evolving nature of teacher training with a focus on developing digital competencies, pedagogical adaptability, and reflective practices among educators. It examines how structured professional development programs enable teachers to effectively integrate technology into classroom instruction, enhance student engagement, and support personalized learning experiences. The paper highlights key dimensions of digital pedagogy, including the use of learning management systems, interactive platforms, data-driven instruction, and collaborative digital environments. It also addresses challenges such as limited access to resources, resistance to change, lack of continuous support, and gaps in digital literacy among teachers. Through a review of current practices and models, the study emphasizes the importance of sustained, context-specific, and practice-oriented professional development initiatives. Furthermore, the research underscores the role of institutional support, policy frameworks, and peer collaboration in fostering a culture of continuous professional growth. It suggests that effective teacher professional development should move beyond one-time training sessions to ongoing learning communities that encourage innovation and critical reflection. The findings contribute to a deeper understanding of how digital pedagogy can be meaningfully integrated into teacher education, ultimately improving teaching effectiveness and student learning outcomes in the digital age.

Keywords: Teacher Professional Development, Digital Pedagogy, Educational Technology, Teacher Training, E Learning, Instructional Innovation